**PhD Literature Program Dissertation Assessment:**

Please assess the following aspects of student performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Formal academic writing ability that compares favorably to work published in peer-reviewed journals and presses |  |  |  |  |
| Knowledge of the history of criticism and theory related to the fields of inquiry engaged by the topic of the dissertation |  |  |  |  |
| Ability to craft an analysis and argument spanning the dissertation that compares favorably to work published in peer-reviewed journals and presses |  |  |  |  |
| Scholarly work that makes an original contribution to the academic fields it engages |  |  |  |  |
| Critical and textual acumen in the treatment of both individual texts and the scholarly fields in which they are located |  |  |  |  |
| Overall assessment of student learning |  |  |  |  |

**Programmatic Outcomes:**

Please measure these programmatic outcomes based upon your assessments above.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Students will demonstrate the ability to produce significant contributions to academic research in the student's chosen fields, as indicated by publishable-quality written work and examination performance |  |  |  |  |
| Students will demonstrate the ability to contribute to both the undergraduate and graduate teaching missions of programs in literature located in post-secondary institutions, as indicated by the student's demonstrated broad knowledge of the field as well as the confluence of her or his areas of expertise with typical curricula in undergraduate majors and graduate literature programs |  |  |  |  |
| Students will demonstrate the ability to contribute actively to scholarly, pedagogical, and community-based learning cohorts, as indicated by publishable-quality written work and examination performance. |  |  |  |  |
| Students will demonstrate the ability to represent the academic community positively and appropriately in all venues |  |  |  |  |