**DIRECT ASSESSMENT INSTRUMENTS AT THE PHD LEVEL:**

**Comprehensive Written Examination:**

Employing discussion followed by individual scoring of each rubric by each faculty member, the committee assesses the following aspects of student performance and also provides an overall assessment (all scores accumulated by the program are periodically pooled, evaluated, and presented to the literature faculty for consideration of possible improvements to the program through changes in program design):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Breadth and depth of knowledge of a literary genre, period, and two major authors |  |  |  |  |
| A professional-level ability to situate discussions prompted by the committee's written questions in an appropriately chosen scholarly approach |  |  |  |  |
| A professional-level awareness of the state of the scholarly fields explicitly or implicitly invoked by the committee's written questions |  |  |  |  |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| A professional-level ability to organize the allotted time to produce a coherent and finished response to the written questions of the committee |  |  |  |  |
| Ability to address the written questions directly and cogently |  |  |  |  |
| Clarity of expression |  |  |  |  |
| Overall assessment of student learning |  |  |  |  |