

**DEPARTMENT OF ENGLISH  
INSTITUTIONAL EFFECTIVENESS PLAN  
2003-2004**

**Mission Statement**

The Department of English provides and maintains programs of high quality that respond to the community's needs and that offer access to higher learning consistent with the University of New Orleans's role as a major comprehensive urban university. The Department of English provides three major programs: the Freshman English Program, the Undergraduate Program, which offers a Bachelor of Arts degree, and the Graduate Program, which offers a Master of Arts degree and a Master of Arts in English Teaching degree. The Freshman English Program teaches students to write at a level appropriate to a university environment. The Undergraduate Bachelor of Arts Program provides students with a broad foundation in the areas of literary history, literary analysis, and literary production, preparing students for graduate study or for careers involving highly developed written and verbal skills. The Master of Arts in English Program provides students with advanced understanding of British, American, and other literatures and with knowledge of linguistics and composition, preparing students for secondary and community college teaching, for editorial and other writing-based professional positions, and for doctoral study. The Master of Arts in English Teaching Program serves state-certified secondary school teachers seeking advanced subject knowledge and pedagogical skills, equipping them with enhanced understanding of literature, linguistics, composition, and pedagogy. The Department also undertakes research in the discipline of English, serves in professional organizations, and provides outreach to the community.

Reviewed by faculty on:

Date

Initials of Chair

Approved by:

Chair, Department of English Date

Approved by:

Dean, College of Liberal Arts Date

Prepared: October 1, 2003

**DEPARTMENT OF ENGLISH  
2003-2004**

**Goals and Objectives**

**Goal 1.** The department will contribute knowledge to the discipline of English and enhance its visibility and reputation through publication of scholarly, creative, or other relevant work.

**Objective 1.1.** Sixty percent of the faculty in rank will publish at least fifteen pages or its equivalent, according to department guidelines, in 2003-2004.

**Strategy 1.1.1.** Faculty in rank will be given a one-course release each semester to pursue scholarly endeavors.

**Strategy 1.1.2.** The department chair will meet with those faculty not published in the previous year to identify obstacles to publishing.

**Assessment Tool(s):** Annual activity reports.

**Goal 2.** The department will seek outside funding.

**Objective 2.1.** The department will apply for Board of Regents Enhancement Grants when available.

**Strategy 2.1.1.** The department will discover when English occurs in the Board's rotation.

**Strategy 2.2.2.** The department will assess its needs and write an appropriate grant.

**Assessment Tool(s):** Annual activity reports.

**Goal 3.** The department will enhance its visibility and reputation through participation in professional meetings, professional service, and outreach to the community.

**Objective 3.1.** Forty percent of the faculty will participate as speaker, panelist, session chair, or officer in a state, regional, national or international conference in 2003-2004.

Prepared: October 1, 2003

**Strategy 2.1.1. The department chair will seek travel funds from the Dean of the  
the  
College of Liberal Arts.**

**Strategy 3.1.2. The department chair will encourage new and junior faculty members to apply for Summer Scholar Awards and Liberal Arts Travel Awards.**

**Objective 3.2. Twenty percent of the faculty will participate in professional service outside the department.**

**Strategy 3.2.1. Faculty will serve as graders for English AP exams, as curriculum directors, as officers in foundations, and as members of administrative or editorial boards.**

**Strategy 3.2.2. Faculty will serve as referees or editors for professional journals.**

**Strategy 3.2.3. Faculty will serve on college and university committees.**

**Objective 3.3. Fifteen percent of the faculty will participate in outreach to the community.**

**Strategy 3.3.1. The department will offer instruction in writing (seventy-five minutes twice a week) through the Writers in the Schools Program at McDonough 15 Elementary School in the fall semester.**

**Strategy 3.3.2 The department will offer four in-service programs and the Summer Writing Institute, all of which focus on training teachers of writing in local schools, through the Greater New Orleans Writing Project (GNOWP).**

**Strategy 3.3.3. Faculty will participate in the Readings in Literature and Culture,  
Relic Library Program, sponsored by the LEH.**

**Strategy 3.3.4. Faculty will judge poetry contests and lead poetry workshops at  
NOCCA.**

**Strategy 3.3.5. Faculty will participate in the UNO Speakers' Bureau and serve as guest speakers at local schools and book clubs.**

**Assessment Tool(s): Annual activity reports.  
Writers in the Schools report.  
GNOWP annual report.  
English Department "Good News" report.**

**FRESHMAN ENGLISH PROGRAM  
2003-2004**

**Goals and Objectives**

**Goal 1. Students will learn to write at a level appropriate to a university environment.**

**Objective 1.1. Students who successfully complete the freshman writing sequence will demonstrate critical reading skills, including the ability to closely analyze texts.**

**Strategy 1.1.1. Students will read a variety of academic and non-academic texts.**

**Strategy 1.1.2. Students will produce oral and written analyses of texts (summaries, abstracts, etc.).**

**Objective 1.2. Students who successfully complete the freshman writing sequence will demonstrate critical thinking skills, including an understanding of the principles of logic, especially the ability to support assertions with sufficient and appropriate evidence.**

**Strategy 1.2.1. Students will analyze a variety of hypothetical situations, professionally written texts, and student-generated texts.**

**Strategy 1.2.2. Students will produce texts that adhere to the principles of logic.**

**Objective 1.3. Students who successfully complete the freshman writing sequence will develop appropriate composition skills, including mastery of usage and awareness of context.**

**Strategy 1.3.1. Students will use various planning techniques (outlining, brainstorming, prewriting, etc.) to produce preliminary drafts of essays.**

**Strategy 1.3.2. Students will develop and execute revision strategies to produce competent essays.**

**Strategy 1.3.3. Students will use editing skills to demonstrate mastery of usage and produce polished, final texts.**

**Assessment Tool(s): Jury-judged placement examination.  
Jury-judged writing proficiency exam and successful completion of English 1158.  
Student ratings of instruction, especially questions addressing course content and skills.  
Student ratings of instruction, especially questions addressing student satisfaction.**

**Goal 2. Graduate teaching assistants and new faculty members will develop pedagogical skills in order to ensure effective teaching.**

**Objective 2.1. By the end of the first semester, graduate teaching assistants will develop classroom skills.**

**Strategy 2.1.1. Teaching assistants will attend a two-day orientation prior to the beginning of the semester in which they are exposed to classroom scenarios and practice grading papers.**

**Strategy 2.1.2. Teaching assistants will attend weekly meetings with a faculty mentor in order to discuss classroom practices.**

**Strategy 2.1.3. Teaching assistants will observe veteran faculty members in their classrooms in order to be exposed to a variety of different classroom techniques.**

**Strategy 2.1.4. Teaching assistants will be observed by a mentor and by the Freshman Coordinator in order to generate feedback and advice on their developing teaching skills.**

**Objective 2.2. By the end of the first semester, graduate teaching students will develop assessment, scoring, and commenting strategies.**

**Strategy 2.2.1. Teaching assistants will submit a set of marked and graded essays for review, once by a faculty mentor and once by the Freshman Coordinator in order to generate feedback and advice on commenting and grading skills.**

**Strategy 2.2.2. Teaching assistants will attend two departmental calibration workshops in order to compare their assessment skills to those of veteran faculty members.**

**Objective 2.3. By the end of the first semester, new faculty members will adhere**

to departmental teaching practices and institutionalized expectations.

**Strategy 2.3.1.** New faculty will attend a one-day orientation prior to the beginning of their first semester; in the orientation, they will become familiar with departmental course requirements and standards.

**Strategy 2.3.2.** New faculty will discuss classroom practices with a departmental administrator after having been observed in their classrooms at least once during their first semester.

**Strategy 2.3.3.** New faculty will submit a set of marked and graded student essays for review by the Freshman Coordinator in order to generate feedback and advice on commenting and grading skills.

**Objective 2.4.** By the end of the first semester, new faculty will participate in the discipline of composition.

**Strategy 2.4.1.** New faculty will have access to travel funds (generated by freshman textbook royalties) in order to present research findings at composition conferences.

**Strategy 2.4.2.** New faculty are encouraged to participate in an informal “mentoring” program designed to welcome them into the community.

**Strategy 2.4.3.** New faculty will attend two departmental calibration workshops in order to discuss grading and scoring philosophies.

**Assessment Tool(s):** Teaching Assistants’ and faculty members’ teaching materials.  
Teaching Assistants’ and faculty members’ in-class performance.

Student ratings of instruction, especially questions addressing pedagogical and commenting abilities.

Faculty activity reports.

**BACHELOR OF ARTS IN ENGLISH**  
**2003-2004**

**Goals and Objectives**

**Goal 1.       The program will produce graduates who have broad knowledge of literary history.**

Objective 1.1. All graduates will understand the literary histories of Britain and the United States from their origins to the present with concentrations on major movements and figures.

Strategy 1.1.1. All students will take at least twelve credit hours devoted to British literature with six of those credit hours at the sophomore level and six of those credit hours at the senior level.

Strategy 1.1.2. All students will take at least six credit hours devoted to American literature at the senior level.

Strategy 1.1.3. Understandings of literary history deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 1.1.4. Understandings of literary history reflected as problematic by students in juried senior portfolios will be discussed by the Undergraduate Advisory Committee for possible action.

Objective 1.2. All graduates will understand the emerging literary histories of multiculturalism.

Strategy 1.2.1. All students will take at least three credit hours devoted to multicultural literary production outside canons of Western literature.

Strategy 1.2.2. Understandings of literary multiculturalism deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 1.2.3. Understandings of literary multiculturalism reflected as problematic by students in juried senior portfolios will be discussed by the Undergraduate Advisory Committee for possible

action.

Assessment Tool(s): Juried senior portfolio of student-selected writing that includes at least three essays demonstrating familiarity with British, American, and multicultural literary history respectively.

End-of-program written student assessment of instruction, including instruction in literary history.

Student ratings of instruction, especially questions addressing course content and skills.

Graduating students' self-report (exit questionnaire).

Alumni survey.

**Goal 2. The program will produce graduates who have broad knowledge and honed skills of literary analysis.**

Objective 2.1. All graduates will understand the variety and complexity of literary genres.

Strategy 2.1.1. All students will take at least three credit hours specifically devoted to the study of multiple genres: longer fiction, shorter fiction, poetry, and drama.

Strategy 2.1.2. All students will take multiple courses (as delineated in Strategy 1.1.1 and Strategy 1.1.2) that include a range of genres.

Strategy 2.1.3. Understandings of literary genres deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 2.1.4. Understandings of literary genres reflected as problematic by students in juried senior portfolios will be discussed by the Undergraduate Advisory Committee for possible action.

Objective 2.2. All graduates will be able to deploy the vocabulary used in the analysis of written texts and of literary texts in particular.

Strategy 2.2.1. All students will take three credit hours specifically devoted to the interpretation of literature. This course will demand both verbal and written assessments of texts deploying the vocabulary of literary analysis.

Strategy 2.2.2. All students will take multiple courses (as delineated in Strategy 1.1.1 and Strategy 1.1.2) that demand both verbal and

written assessments of texts deploying the vocabulary of literary analysis.

Strategy 2.2.3. Deployment of vocabulary deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 2.2.4. Deployment of vocabulary reflected as problematic by students in juried senior portfolios will be discussed by the Undergraduate Advisory Committee for possible action.

Objective 2.3. All graduates will be able make formalist assessments of texts and socio-historical assessments of their contexts.

Strategy 2.3.1. All students will take at least three credit hours specifically devoted to the interpretation of literature. The requisite course will demand both verbal and written assessments of texts.

Strategy 2.3.2. All students will take at least three credit hours specifically devoted to linguistics. The requisite course will demand both verbal and written assessments of texts.

Strategy 2.3.3. All students will take multiple courses (as delineated in Strategy 1.1.1 and Strategy 1.1.2) that demand both verbal and written assessments of texts.

Strategy 2.3.4. Skills of literary analysis deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 2.3.5. Skills of literary analysis reflected as problematic by students in juried senior portfolios will be discussed by the Undergraduate Advisory Committee for possible action.

Assessment Tool(s): Juried senior portfolio of student-selected writing that includes at least two essays of literary analysis assessing at least two genres.

End-of-program written student assessment of instruction, including instruction in literary analysis.

Student ratings of instruction, especially questions addressing course content and skills.

Graduating students' self-report (exit questionnaire).

Alumni survey.

**Goal 3. The program will produce graduates who have broad knowledge and honed skills of literary production.**

Objective 3.1. All graduates will be able to produce a range of written texts, which may include argumentative or creative expression.

Strategy 3.1.1. All students will take three credit hours specifically devoted to the theory and practice of writing.

Strategy 3.1.2. All students will take multiple courses (as delineated in Strategy 1.1.1 and Strategy 1.1.2) that demand the written assessments of texts.

Strategy 3.1.3. All courses will meet minimum writing requirements: 5000 words in 2000-level writing courses; 3600 words in 2000-level linguistics and literature courses; 7500 words in 4000-level writing courses; and 6000 words in 4000-level linguistics and literature courses.

Strategy 3.1.4. Areas of literary production deemed problematic by students in end-of-program assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 3.1.5. Elements of writing reflected as problematic in the composition of end-of-semester assessments will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 3.1.6. Areas of literary production reflected as problematic by students in juried senior portfolios will be discussed by the undergraduate Advisory Committee for possible action.

Assessment Tool(s): Juried senior portfolio of student-selected writing that includes at least three essays totaling a minimum of 25 pages and demonstrating honed skills of literary production.

End-of-program written student assessment of instruction, including instruction in literary production.

Student ratings of instruction, especially in writing courses.

Graduating students' self-report (exit questionnaire).

Alumni survey.

**Goal 4. The program will prepare students for graduate study in English and English-related fields.**

Objective 4.1. At least half of the reported scores of students taking the GRE English subject examination within one year of graduation will be above the 50th percentile.

Strategy 4.1.1. The Coordinator of Undergraduate English will assess student performance and correlate it to course performance.

Strategy 4.1.2. The Coordinator of Undergraduate English will obtain feedback from students on areas of difficulty.

Objective 4.2. At least 75% of students will be rated satisfactory or better during the first year of graduate enrollment by their directors of graduate study.

Strategy 4.2.1. Areas of problem reflected by survey will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 4.2.2. The Coordinator of Undergraduate English will consult with faculty specific to areas reflected as problematic.

Assessment Tool(s): Scores of GRE English subject examination.  
Graduate School questionnaire.  
Alumni survey.

**Goal 5. The program will prepare students for employment in careers involving highly developed written and verbal skills.**

Objective 5.1. At least 75% of students reported on will be rated by employers as satisfactory or better during the first year of employment in careers involving highly developed written and verbal skills.

Strategy 5.1.1. Areas of problem reflected by survey will be discussed by the Undergraduate Advisory Committee for possible action.

Strategy 5.1.2. The Coordinator of Undergraduate English will consult with faculty specific to areas reflected as problematic.

Assessment Tool(s): Employer questionnaire.  
Alumni survey.

**MASTER OF ARTS IN ENGLISH**  
**2003-2004**

**Goals and Objectives**

**Goal 1. Students will have advanced, comprehensive knowledge--mastery--of the field of English Studies.**

Objective 1.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced, comprehensive knowledge in the various areas of English Studies.

Strategy 1.1.1. All students will learn about the range of English Studies in the gateway course, ENGL 6280 (Introduction to Graduate Studies in English).

Strategy 1.1.2. All students will acquire comprehensive knowledge by taking one course in four of the five major areas of English Studies.

Strategy 1.1.3. All students will develop advanced knowledge by selecting two of the five major areas of English Studies, taking appropriate elective courses in these areas, and by reading independently from defined lists covering these areas.

Strategy 1.1.4. Results of exams will be reported to graduate faculty and discussed  
(along with major papers) in Graduate Advisory Committee for possible action.

Strategy 1.1.5 Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment Tool(s): Jury-graded comprehensive exam.  
Jury-graded major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 2. Students will develop advanced research skills.**

Objective 2.1. Ninety percent of students completing an MA thesis will defend it successfully in 2003-2004; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced research skills.

Strategy 2.1.1. All students will take ENGL 6280 (Introduction to Graduate Studies in English), a course which emphasizes training in research skills and methods.

Strategy 2.1.2. All students will carry out formal projects involving research--research papers, bibliographical work, and reports--in their graduate course work.

Strategy 2.1.3. Results of jury-read papers and M.A. theses will be discussed in Graduate Advisory Committee for possible action.

Strategy 2.1.4. Student ratings of courses and instruction will be analyzed for possible action.

Assessment tool(s): Jury-read M.A. thesis.  
Jury-read major paper.  
Student self-report (exit questionnaire).  
Student ratings form.

**Goal 3. Students will develop advanced analytical skills.**

Objective 3.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced analytical skills.

Strategy 3.1.1. All students will carry out assignments--involving reading, writing, and speaking--in graduate courses that compel the consideration of fact and value, thus developing analytical abilities.

Strategy 3.1.2. Graduate courses will have enrollment capped at twelve so that student involvement in analytical exercises is emphasized and closely observed.

Strategy 3.1.3. Results of exam will be reported to graduate faculty and discussed (along with jury-read papers) in Graduate Advisory Committee for possible action.

Strategy 3.1.4. Student ratings of courses and exit questionnaires will be analyzed for possible action.

Assessment Tool(s): Jury-graded comprehensive exam.  
Jury-read major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 4. Students will develop advanced writing skills.**

Objective 4.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced skills in argumentative, analytical, and interpretive writing.

Strategy 4.1.1. All students will develop skill in writing in various modes in courses selected from the major fields of English Studies; these courses are writing-intensive.

Strategy 4.1.2. All students will produce a diverse body of written work in each graduate course: long formal papers, shorter essays or reaction papers, impromptu writing assignments, and reading journals.

Strategy 4.1.3. All graduate courses will have enrollment capped at twelve, so that faculty will be able to respond fully to the written work produced by students.

Strategy 4.1.3. Results of exam will be reported to graduate faculty and discussed (along with jury-read papers) in Graduate Advisory Committee for possible action.

Strategy 4.1.4. Results of exam will be reported to graduate faculty and discussed (along with major papers) in Graduate Advisory Committee for possible action.

Strategy 4.1.5. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment Tool(s): Jury-graded comprehensive exam.

Jury-read major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 5. Students will be prepared for secondary and community college teaching, and for editorial and other writing-based professional positions.**

Objective 5.1 At least seventy-five percent of students reported on will be rated by employers as satisfactory or better during the first year of employment in teaching, editorial, or writing-based careers.

Strategy 5.1.1. Areas of problem reflected by survey will be discussed by the Graduate Advisory Committee for possible action.

Strategy 5.1.2. The Coordinator of Graduate English will consult with faculty specific to areas reflected as problematic.

Assessment Tool(s): Employer questionnaire.  
Alumni survey.

**Goal 6. Students will be prepared for doctoral study.**

Objective 6.1 At least seventy-five percent of students reported on will be rated satisfactory or better during their first year of doctoral study by their directors of graduate study.

Strategy 6.1.1. Areas of problem reflected by survey will be discussed by the Graduate Advisory Committee for possible action.

Strategy 6.1.2. The Coordinator of Graduate English will consult with faculty specific to areas reflected as problematic.

Assessment Tool(s): Graduate School questionnaire.  
Alumni survey.

**MASTER OF ARTS IN ENGLISH TEACHING  
2003-2004**

**Goals and Objectives**

**Goal 1. Students will have advanced, comprehensive knowledge--mastery--of the field of English Studies.**

Objective 1.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced, comprehensive knowledge in the various areas of English Studies.

Strategy 1.1.1. All students will acquire comprehensive knowledge by taking one course in four of the five major areas of English Studies.

Strategy 1.1.2. Students who elect to take the gateway course, ENGL 6280, (Introduction to Graduate Studies in English) will learn about the range of English studies.

Strategy 1.1.3. All students will develop advanced knowledge by selecting two of the five major areas of English Studies, taking appropriate elective courses in these areas, and by reading independently from defined lists covering these areas.

Strategy 1.1.4. Results of exam will be reported to graduate faculty and discussed (along with major papers) in Graduate Advisory Committee for possible action.

Strategy 1.1.5. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment Tool(s): Jury-graded comprehensive exam.  
Jury-graded major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 2. Students will develop advanced research skills.**

Objective 2.1. Ninety percent of students completing an MA thesis will defend it successfully in 2003-2004; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced research skills.

Strategy 2.1.1. All students will carry out formal projects involving research--research papers, bibliographical work, and reports--in their graduate course work.

Strategy 2.1.2. Those students who elect to write the M.A. thesis will take ENGL 6280 (Introduction to Graduate Studies in English), a course which emphasizes training in research skills and methods.

Strategy 2.1.3. Results of major papers and M.A. theses will be discussed in Graduate Advisory Committee for possible action.

Strategy 2.1.4. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment tool(s): Jury-graded M.A. thesis.  
Jury-read major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 3. Students will develop advanced analytical skills.**

Objective 3.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced analytical skills.

Strategy 3.1.1. All students will carry out assignments--involving reading, writing, and speaking--in graduate courses that compel the consideration of fact and value, thus developing analytical abilities.

Strategy 3.1.2. Graduate courses will have enrollment capped at twelve so that student involvement in analytical exercises is emphasized and closely observed.

Strategy 3.1.3. Results of major papers and M.A. theses will be discussed in Graduate Advisory Committee for possible action.

Strategy 3.1.4. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment tool(s): Jury-read comprehensive exam.  
Jury-read major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 4. Students will develop advanced writing skills.**

Objective 4.1. Eighty percent of students who take the comprehensive examination in 2003-2004 will pass; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate that students possess advanced skill in argumentative, analytical, and interpretive writing.

Strategy 4.1.1. All students will develop skill in writing in various modes in courses selected from the major fields of English Studies; these courses are writing-intensive.

Strategy 4.1.2. All students will produce a diverse body of written work in each graduate course: long formal papers, shorter essays or reaction papers, impromptu writing assignments, and reading journals.

Strategy 4.1.3. All graduate courses will have enrollment capped at twelve, so that faculty will be able to respond fully to the written work produced by students.

Strategy 4.1.4. Results of major papers and M.A. theses will be discussed in Graduate Advisory Committee for possible action.

Strategy 4.1.5. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment tool(s): Jury-graded comprehensive exam.  
Jury-graded major paper.  
Self-report (exit questionnaire).  
Student ratings form.

**Goal 5. Students will develop enhanced pedagogical skills.**

Prepared: October 1, 2003

Objective 5.1. Eighty percent of students who take the Education comprehensive examination will pass in 2003-2004; eighty percent of students who submit a juried major paper will receive a positive evaluation. These assessments will demonstrate a grasp of advanced pedagogy.

Strategy 5.1.1. All students will take three to five graduate courses in Education (at least 1 must be 6000-level), selected by an advisor in the UNO College of Education, who matches the student's pedagogical objectives and needs with his or her interests in English Studies.

Strategy 5.1.2. Results of exam reported to graduate faculty and discussed (along with major papers) in Graduate Advisory Committee for possible action; discussion will involve Education faculty as well.

Strategy 5.1.3. Student ratings forms and exit questionnaires will be analyzed for possible action.

Assessment tool(s): Jury-graded Education comprehensive exam.  
Jury-read major paper in Education.  
Self-report (exit questionnaire).  
Student ratings form.