



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: **English and English Education**

Degree: **Bachelor of Arts (B.A.)**

Program CIP Code: **23.0101**

School and Department: **Liberal Arts/Department of English**

Time frame for this review: **Fall 2014 – Spring 2019**

Date of last internal review: **January 2015**

Current date program reviewed for this report: **December 2, 2019**

Program Goal Statement and Student Learning Outcomes

Program goal statement:

The Bachelor of Arts degree with a major in English is a literature-intensive program that trains students in critical thinking, advanced reading and analysis, and oral and written communication. Coursework provides grounding in British and American literature in addition to the practices and theory of literary studies and includes an emphasis on multiculturalism and diversity. English majors gain valuable exposure to literary history and to texts, movements, authors, and cultural forces that inform and influence the literature under study, as well as exposure to the various critical lenses through which literature may be viewed. Considerable flexibility is offered in major course selection. The Bachelor of Arts in English is excellent preparation for students planning graduate or professional work and/or careers in law, education, publishing, journal and magazine writing, creative writing, research, evaluation, technical communications, advertising, sales, library science, public relations, marketing, business, public service, and other areas where expert analytical thinking, writing, and language skills are increasingly valued. The English education option prepares students for employment in secondary education at the high school and middle school levels.

1. The English major produces graduates who have a broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.
2. The English major prepares graduates for further study in graduate or professional schools and for employment in fields that value analytical and critical thinking and strong communication skills or for employment in middle and secondary schools.

Program outcomes:

1. Students will gain acceptance into graduate or professional schools or find employment related to their degrees.
2. Students will express satisfaction with the English program of study.

Student learning outcomes:

1. Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.



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2. Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.
3. Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.
4. Students will demonstrate an ability to use research and technology effectively in communication and scholarship.
5. Students will demonstrate a broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.



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Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The previous comprehensive program review of the Bachelor of Arts in English and English education was conducted during Fall Semester 2014 and completed in January 2015. It concluded that the program was viable with many strengths, including students' perceptions of the program, enrollment history, and degree completion rates. During the first five years of the program, the number of English and English education majors combined increased by 162.7% from 59 students during the first year of the program in 2009 to 155 students during the fifth year of the program in 2013-2014. Employer surveys conducted in 2012 and in 2014 found that 100% of the respondents rated their level of satisfaction with the work and performance of the graduate as "Satisfied" or "Very Satisfied," while graduating student exit surveys conducted during 2013-2014 showed that 91% of the graduates rated the quality of instruction in preparing them for further education as "Good" or "Excellent."

What improvements have occurred since the last program review or assessment?

Faculty converted the following courses to an online or hybrid format to increase access for working students.

Online

ENGL 1101: English Composition I
ENGL 1102: English Composition II
ENGL 2112: World Literature II
ENGL 2120: British Literature I
ENGL 2130: American Literature I
ENGL 2131: American Literature II
ENGL 3005: Practical Grammar
ENGL 3220: Appalachian Literature

Hybrid

ENGL 1102: English Composition II
ENGL 2112: World Literature II
ENGL 2120: British Literature I
ENGL 2131: American Literature II
ENGL 3000: Writing in the Social Sciences and Education
ENGL 3200: Appalachian Literature
ENGL 3410: Shakespeare
ENGL 4020: Literature for Young Adults
ENGL 4110: Chaucer's Life and Literature
ENGL 4150: British Victorian Literature
ENGL 4160: Modern British Literature
ENGL 4905: Senior Seminar in Literature

In addition, faculty in the program created two new and active Registered Student Organizations to support its majors. Colloquia, the English Club at Dalton State, promotes student interest in literature, rhetoric, and



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composition through encouraging academic scholarship and recognition. In 2018, the department received approval to establish a chapter of Sigma Tau Delta, the international English honor society for English majors who are within the top 30% of their class and have a 3.5 or higher GPA.

The department revitalized its two student publications, *Tributaries* and *The Exemplar*. *Tributaries*, the College's online literary journal, is now published once each semester, and *The Exemplar* was updated to expand the scope of this journal to encompass all undergraduate research from the School of Liberal Arts, with publications twice a year rather than once a year.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

Since the last program review, the English Department strengthened the program by adding a variety of courses to the curriculum. These additions have expanded writing options and have made it possible for students to participate in internships and supervised research, opportunities that can help students increase their career options. The following courses were added:

- ENGL 3530: American Literature to 1865 (2014-2015)
- ENGL 3531: American Literature since 1865 (2014-2015)
- ENGL 3560: Melville (2014-2015)
- ENGL 4110: Chaucer's Life and Literature (2015-2016)
- ENGL 0989: Foundations for English Composition (2016-2017)
- ENGL 0999: Support of English Composition (2016-2017)
- ENGL 3130: Argumentative Writing (2017-2018)
- ENGL 3040: Classical Rhetorical Theory for Modern Discourse (2017-2018)
- ENGL 3360: Topics in Asian Literature (2017-2018)
- ENGL 4960: Research in English (2017-2018)
- ENGL 4700: English Internship (2017-2018)

In addition, more than half of the English faculty are participating in the University System's Gateway to Completion course redesign initiative, an intensive three-year process, that is working to improve student learning in ENGL 1101. The initiative is currently in year two, and faculty are piloting their redesign efforts during Fall Semester 2019.

The action plan for the 2009-2010 through 2013-2014 Comprehensive Program Review focused on the need to improve assessment measures in the Senior Seminar in Literature, ENGL 4905. Dr. Barbara Murray, the previous department chair, and Dr. Kerri Allen, the current department chair, established common assignments, rubrics, and components that are now used in the course to assess critical thinking, competence in written communication, and competence in oral communication.



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Student Demographics: English

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	74	78	76	61	50	-32.4%
FTE	64.5	70.42	66.67	54.42	43.5	-32.6%
Enrolled Full-time	52	60	54	44	33	-36.5%
Enrolled Part-time	22	18	22	17	17	-22.7%
Female	42	48	46	40	31	-26.2%
Male	32	30	30	21	19	-40.6%
Alaskan Native/Native American/American Indian	1	1	0	0	0	-100%
Asian, Hawaiian, Other Pacific Islander	0	2	1	1	1	-50%
Black/African-American	3	3	2	2	4	33.3%
Hispanic	5	7	4	5	4	-20%
Multi-racial	0	1	2	1	1	0%
Undeclared	0	0	0	0	0	0%
White	65	64	67	52	40	-38.5

Student Demographics: English Education

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	58	51	58	59	60	3.4%
FTE	54.17	47.08	51.17	54.33	55.67	2.8%
Enrolled Full-time	46	39	39	45	42	-8.7%
Enrolled Part-time	12	12	19	14	18	50%
Female	30	28	33	40	43	43.3%
Male	28	23	25	19	17	-39.3%
Alaskan Native/Native American/American Indian	0	1	1	1	1	0%
Asian, Hawaiian, Other Pacific Islander	1	2	1	1	0	-100%
Black/African-American	1	1	0	2	1	0%
Hispanic	4	3	5	2	6	50.0%
Multi-racial	0	0	0	0	0	0%
Undeclared	0	0	0	0	0	0%
White	52	44	51	53	52	0%



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Analysis and comments on student demographics.

The number of students enrolled in the English program without teacher certification has decreased by 32.4% in the last five years, while the number of students pursuing teacher certification has increased by a very modest 3.4%. The decline in the number of English majors coincided with the approval of the bachelor's program in communication in 2016. Some students had previously chosen to major in English simply because it offered course work that was most similar to communication.

The large majority of students in both programs are white and female. Over the last five years, the percentage of Hispanic students enrolled in English education has increased by 50%, while the percentage of African-Americans in the English program (without teacher certification) has increased by 33%.



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Faculty Indicators of Program Quality	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
School (not Department) faculty teaching in program	n/a	n/a	n/a	n/a	n/a	n/a
Full-time program faculty	21	19	19	20	20	-4.8%
Part-time program faculty	5	8	6	7	7	40.0%
Total program faculty	26	27	25	27	27	3.8%
Percent of program classes taught by full-time program faculty	92%	90%	89%	91%	86%	-6.5%
Gender (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Male	7	5	5	7	5	-28.6%
Female	19	22	20	20	22	15.8%
Race/Ethnicity (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0
Asian, Hawaiian, Other Pacific Islander	0	0	0	0	0	0
Black/African-American	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
Multi-racial	0	0	0	0	0	0
Undeclared	0	0	0	0	0	0
White	26	27	25	27	27	3.8%
Tenure Status (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Tenured	13	14	16	17	14	7.7%
On-tenure track	7	4	2	2	5	-28.6%
Non-tenure track	1	1	1	1	1	0%
Rank (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Professor	3	6	7	7	5	66.7%
Associate Professor	11	10	10	10	10	-9.1%
Assistant Professor	6	2	1	2	4	33.3%
Instructor/Senior Lecturer/Lecturer	1	1	1	1	1	0%



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Faculty Indicators of Program Quality

Highest degree (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Doctorate	16	14	14	15	13	-18.8%
Specialist	0	0	0	0	0	0
Master's	5	5	5	5	7	40.0%
Bachelor's	0	0	0	0	0	0
Associate's/Other	0	0	0	0	0	0

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The number of full-time Liberal Arts faculty teaching in the English program has remained relatively stable throughout the five years of this review period. The percentage of part-time faculty has increased by 40%; however, the majority of these teachers are dual enrollment instructors who teach freshman composition at area high schools. Almost all upper-level courses are taught by full-time faculty. The majority of faculty are white and female.

The stability of the faculty can be seen in the increase in the number of full-time faculty who are tenured, a 7.7% increase, and the number of faculty who have achieved the rank of full professor, a 66.7% increase. There has been relatively little turnover of faculty in the English Department, except for retirements that occurred at the end of the 2017-2018 academic year. In fact, 70% of the full-time faculty are tenured, 25% are on tenure track, and one faculty member (5%) is a lecturer.

Still other indicators of faculty quality are the high student evaluations that Liberal Arts faculty average each year. The 2018-2019 student evaluation average was a strong 4.4 on the College's 5-point scale. In addition, these faculty members have respectable professional development and service accomplishments. In 2018-2019 alone, English faculty gave 30 presentations at local, regional, and national conferences such as the Computers and Writing Conference, the T.S. Eliot Society, the South Atlantic Modern Language Association annual meeting, the Scholarship of Teaching and Learning Conference, the War, Literature and the Arts Conference, the World Phenomenology Institute Cambridge Conference, and the Southeastern American Studies Association Conference. During this same time period, they published peer-reviewed articles or book chapters in *Midwestern Miscellany*, *American Notes and Queries (ANQ)*, *Time Present*, and *Beyond the Quagmire: New Interpretations of the Vietnam Conflict*. English faculty participated in over 223 professional development activities, ranging from participation in campus and departmental book groups to participation in the Composition and Rhetoric discussion groups, to attendance a wide variety of academic and professional conferences. Last year alone, they served on 124 committees, including the Honors Program Advisory Council, the Faculty Evaluation Committee, the Academic Programs Committee, Subcommittee for Comprehensive Program Review, the Faculty Development Committee, the School of Liberal Arts Promotion and Tenure Review Committee, Teacher Education Council, College-wide Tenure and Promotion Committee, the Gateway to Completion Redesign Committee, and Director of Marketing Search Committee, to name a few.

Departmental faculty members have also won a number of the College's Foundation excellence awards in the last five years: Dr. Marsha Mathews received the Excellence in Professional Development Award in 2018, Dr. Jenny Crisp received the Foundation Excellence in Service Award in 2017, Dr. Jenny Crisp received the Dalton



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State Foundation Faculty Excellence in Professional Development Award in 2019, and Ms. Kelley Mahoney received the Dalton State College Faculty Excellence in Service Award in 2019. In addition, Dr. Marsha Mathews received the Georgia Author of the Year Award in Young Adult Literature (2017), and Dr. Susan Eastman's *The American War in Viet Nam: Cultural Memories at the Turn of the Century* was nominated for the following awards: Society of Military History, 2018 Distinguished Book Award, Army Historical Foundation, 2017 Distinguished Book Award, and Modern Language Association, 2018 Matei Calinescu Award. The department chair, Dr. Kerri Allen, was also selected to participate in both the Executive Leadership Institute and the Advanced Leadership Institute, and Dr. Susan Eastman was selected as a Chancellor's Learning Scholar.



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Indicators of Measures of Quality

Student Input	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Mean ACT score English	22	23	23	22	21	-4.5%
Mean ACT score English Education	23	22	22	22	22	-4.3%
Mean SAT score English	1040	1000	1010	1010	1000	-3.8%
Mean SAT score English Education	1030	1000	1000	1000	1010	-1.9%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

The Bachelor of Arts in English without teacher certification is not accredited by any specialized accrediting agencies, nor are there market rankings for this program. The Bachelor of Arts in English with teacher certification is approved by the Georgia Professional Standards Commission and was most recently approved in Spring Semester 2019.



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Indicators of Measures of Quality

Student Output	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Exit scores on national/state licensure (If applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Graduating majors' mean GPA: English	3.41	3.24	3.25	3.61	3.25	-4.7%
Graduating major's mean GPA: English Education	n/a	3.78	3.62	3.54	3.56	-5.8%
Employment rate of graduates/Entering graduate professional programs: English and English Education Combined	26%	59%	100%	80%	69%	165.4%
Number of students entering graduate/professional programs	n/a	See above	See above	See above	See above	n/a

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

Results for 2018-2019

Graduating students are surveyed at the end of each semester in their capstone class, ENGL 4905, or in their Teaching Internship Seminar, EDUC 4953. The department chair and faculty follow up with graduates through emails, phone calls, and LinkedIn accounts.

Program Outcome	Target	Assessment
1. Students will gain acceptance into graduate or professional schools or find or continue employment related to their degrees.	A minimum of 70% of the graduates who respond to exit surveys or whose information can be updated 4 to 8 months after graduation will have found employment or have gained acceptance into graduate or professional schools (four months for May graduates and nine months for December graduates).	<p>Target: Partially met.</p> <p>Sixteen English and English Education majors graduated during the 2018-2019 school year. Of those sixteen students, the Department has gathered employment information about fourteen. Of the fourteen graduates about whom there is information, eleven (78.5%) are employed or attending graduate school. Counting all sixteen students, 11/16 (69%) are employed or attending graduate school.</p> <p>While only 69% of the graduates have found employment or gained acceptance into graduate school, this number reflects the number of students whose employment or graduate status is known. Three graduates are currently seeking employment, while two students' whereabouts remain unknown despite attempts to contact them. Two</p>



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		<p>students are attending graduate school, six are teaching high school English, and three others are working sales and industry jobs. The Department of English regularly holds a session for students interested in graduate school. Speakers from universities such as Georgia State, Kennesaw State University, and the University of Tennessee at Chattanooga offer the students a glimpse into the graduate school world and advice about applying. The Senior Seminar class also allots time for employment discussions and the multiple opportunities available to graduates.</p>
<p>2. Students will express satisfaction with the English program of study.</p>	<p>In their responses on the English Program Exit Survey, at least 80% of the graduates will rate the quality of instruction in the program in preparing them for further education as "Good" or "Excellent."</p>	<p>Target Met: Ten surveys were returned for a 62.5% response rate. Of those responding, 80% rated the quality of instruction in preparation for further education as "Good" or "Excellent."</p>
	<p>Graduating seniors will express satisfaction with the quality of instruction in the program in preparing them for success in their first job after graduation, rating it as "Good" or "Excellent."</p>	<p>Target Met: Ten surveys were returned for a 62.5% response rate. Of those responding, 80% rated the quality of instruction in preparation for their first job after graduation as "Good" or "Excellent."</p>
	<p>In their responses on the English Program Exit Survey, a minimum of 80% of the graduates will rate the quality of instruction in the English program as "good" or "excellent."</p>	<p>Target Exceeded: Ten surveys were returned for a 62.5% response rate. Of those ten students, all (100%) rated the quality of instruction as "Good" or "Excellent."</p>
	<p>In their responses on the English Program Exit Survey, a minimum of 80% of the graduates will agree that the program "Met" or "Exceeded" their expectations.</p>	<p>Target Exceeded: Ten surveys were returned for a 62.5% response rate. All of those respond (100%) agreed that the English/English Education program "Met" or "Exceeded" their expectations.</p>



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Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

The table below shows the most recent assessment of program-specific student learning outcomes (2018-2019). Previous years' findings can be found in Weave online for each of the years covered by this program assessment.

2018-2019

Student Learning Outcome	Target	Assessment
<p>1. Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.</p>	<p>To assess graduating students' ability to think critically, the English Department uses a capstone assignment in ENGL 4905 in which students prepare annotated bibliographies that require them to think critically, analyzing and interpreting various texts.</p> <p>Eighty percent of students will earn 80% or better on their scores on their annotated bibliographies.</p>	<p>Target Partially Met: Two sections of ENGL 4905 were offered during the 2018-2019 academic year. Students in one section of ENGL 4905 met the target, but students in the other section did not.</p> <p>In Fall 2018, 66% of the students (2/3) scored an 80% or higher on the annotated bibliographies. Dr. Allen assessed students on their scores for the annotated bibliographies: For each bibliography, the students had to briefly summarize ten sources and provide an analysis of the usefulness of the source for their 25-page essays. They also had to provide citations in correct MLA format for each source. The class fell short of the 80% target because one student earned a 79.5 average, only 0.5% away from the goal.</p> <p>In Spring 2019, 83% (5 of 6) of the students earned an 80% or higher on the annotated bibliography assignment. Their grades are as follows: Student One: 80%, Student Two: 96%, Student Three: 86%, Student Four: 95%, Student Five: 83%, Student Six: 74%. The one student who did not meet</p>



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		<p>the target earned a 74% because a few of the annotations relied too heavily on quotation, rather than the student's own summary, and most of the annotations needed some development in the evaluation of the source.</p> <p>During the previous academic year (2017-2018), only 75% of students earned an 80% or higher, so the 2018-2019 students did improve 3%, and as noted earlier, one student missed the target by only .5%. Had the student made the target, or had the instructor rounded numbers up, 88% of students would have met the target.</p> <p>Students are improving with this assignment. The professors of record simply need to keep reiterating the importance of formatting along with mechanics and content in order to have more students complete strong bibliographies.</p>
<p>2. Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.</p>	<p>Students' competence in written communication will be measured by a rubric evaluating the writing components of the senior essay writing project in ENGL 4905, the capstone course for the program.</p> <p>Upon evaluating the "Thesis," "Content," "Style," and "Grammar" components of the rubrics of all students' final version (of 2) of the argument-based Senior Essay, 80% of students will score an 80% or better, demonstrating</p>	<p>Target Partially Met: In ENGL 4905, taught in Fall 2018 and in Spring 2019, seven out of nine students (78%) earned an 80% or higher on the "Thesis," "Content," "Style," and "Grammar" components of the final version of the senior essay.</p> <p>In Fall Semester 2018, 66% percent of students (2/3) earned an 80% or higher on four components of the final version of the Senior Essay (Thesis, Content, Style, and Grammar). In Fall 2018, each student demonstrated his/her</p>



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	<p>competence in written communication.</p>	<p>understanding of how to craft a thesis statement and supported his/her ideas well overall. Two out of the three students were strong writers. One student has always struggled with phrasing and grammar: she is an ESL student.</p> <p>In Spring Semester 2019, 83% (5 of 6) students earned an average of 80% or better on the Thesis, Content, Style, and Grammar components of the final version of the senior essay.</p>
<p>3. Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.</p>	<p>Students will demonstrate proficiency in an oral presentation in which they synthesize material of the course and their own ideas to present and defend their supported perspective on a given subject.</p> <p>A minimum of 80% of students will earn an 80% or better on the "Content: Depth and Breadth" and the "Application of Reading and Theory" components of the final oral presentation.</p>	<p>Target Partially Met: In ENGL 4905, taught as a traditional class in Fall Semester 2018 and in Spring Semester 2019, seven out of nine students (78%) earned an 80% or higher on the "Content: Depth and Breadth" and "Application of Reading and Theory" components of their oral presentation. The target was partially met because it was achieved in one semester, but not both.</p> <p>In Fall 2018, 66% percent of the students earned an 80% or higher on the "Content: Depth and Breadth" and "Application of Reading and Theory" components of their oral presentation in 4905-01, while in Spring Semester 2019, 83% (5 of 6) students earned an 80% or higher on "Content Depth and Breadth" and "Application of Reading and Theory."</p>



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<p>4. Students will demonstrate an ability to use research and technology effectively in communication and scholarship.</p>	<p>Students' competence in research and the correct, effective, and ethical use of 10 or more sources in support of their analyses in the Senior Essay will be measured by a rubric evaluating the "Research" and "MLA Format" components of the final version (of two complete versions) of the Senior Essay.</p> <p>Upon evaluating the "Research" and "MLA Format" components of the rubric for the final version (of two complete versions) of the Senior Essay, 80% of students will score 80% or better, demonstrating proficiency in the ethical use and correct documentation of research, both traditional and technological.</p>	<p>Target Met: In ENGL 4905, taught as a traditional class in Fall Semester 2018 and in Spring Semester 2019, eight out of nine students (88%) earned an 80% or higher on the "Research" and "MLA Format" components of the final version of the Senior Essay.</p>
<p>5. Students will demonstrate a broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.</p>	<p>To assess English education majors' knowledge of literature and theory, the English Department chose to use the GACE English content exam. The GACE English content exam is divided into two parts. Test I includes questions on understanding of literary texts and informational texts and reading skills and strategies. Test II focuses on writing conventions and processes, writing for various purposes, and oral and visual communication. Each test has two constructed-response questions.</p> <p>At least 80% of the English education majors will pass the GACE English exam by the end of their senior year.</p>	<p>Target Met: Of the English Education students who took the GACE English exam, 7/7 (100%) passed both Test I & Test II. Five out of the seven students (71%) passed at the professional level.</p>



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	<p>Graduating students in the English program (without teacher certification) will demonstrate a 15% increase in their knowledge and understanding of British, American, and multicultural literature and diversity that includes an understanding of theory on a post-assessment instrument (administered in ENGL 4905, Senior Seminar in Literature, a course taken after completion of 42 hours of upper-division English courses).</p>	<p>Target Not Met. The current assessment measure, established by the previous department chair, made it impossible to determine the percent increase in students' knowledge as the pretests did not include students' names.</p> <p>As an action plan, the department chair will create a new measure and method of assessment of English majors' understanding of literature. Rather than having a pre- and post-assessment instrument, she will create an exit exam that will cover British, American, and multicultural literature with broad discussion questions that will allow graduating students the opportunity to demonstrate their understanding. The new assessment measure will be piloted in Spring Semester 2020.</p>
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Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

Graduating students in both degree tracks have strong grade point averages, with English education graduates achieving an average GPA of 3.625 and English graduates achieving an average GPA of 3.35 over the last five years. English majors are finding employment or enrolling in graduate programs in respectable numbers. For the last three years, the employment/continuing education rates have ranged from 69% to 100% four to nine months after graduation, and two of the programs graduates who earned master's degrees in English are currently teaching for Dalton State.

During the 2018-2019 academic year, satisfaction surveys were distributed to the 16 graduates. Ten surveys were returned for a 62.5% response rate. Eighty percent of those responding rated the quality of instruction in preparation for further education as "Good" or "Excellent." Eighty percent rated the quality of instruction in preparation for their first job after graduation as "Good" or "Excellent." All respondents (100%) rated the quality of instruction as "Good" or "Excellent," and 100% agreed that the English/English Education program met or exceeded their expectations.



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Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

To improve currency in the program, during the 2018-2019 academic year, the English Department created an internship course (ENGL 4700. English Internship) that provides practical experience for students interested in a career in writing, editing, and/or interpersonal communication. Through real-world projects and professional work, students have the opportunity to apply writing, editing, and/or communication skills relevant to their major in a specific, real world project. The department also added ENGL 3705: Introduction to Screenwriting, a practical addition to the curriculum given the growth of the film industry in Georgia.

During the 2018-2019 academic year, the chair and departmental faculty reviewed the curriculum and eliminated courses whose content could logically fit into another course or whose content overlapped with another course (for example, Southern Women Writers could easily be incorporated into the Southern Literature course).

During the 2017-2018 academic year, the English Department added a research course (ENGL 4960. Research in English) that gives students the opportunity to explore a subject in greater depth under the direction of a full-time faculty member. In addition, the department expanded its multicultural options to include ENGL 3360: Topics in Asian Literature and added two writing intensive courses (ENGL 3130: Argumentative Writing and ENGL 3040: Classical Rhetorical Theory for Modern Discourse).

In 2015-2016 academic year, the department realigned the foreign language requirement with Regents' policy that requires English majors to demonstrate competence in a foreign language through the 2000-level. The policy was realigned for English education majors at the beginning of the 2017-2018 academic year.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Number of students enrolled in the degree program: English	74	78	76	61	50	-32.4%
Number of students enrolled in English Education	58	51	58	59	60	3.4%
Number of students who applied to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Number of students admitted to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Percent of classes taught by full-time faculty	92%	90%	89%	91%	86%	-6.5%

Describe additional details as deemed appropriate.

The number of students enrolled in the BA in English has declined by 32.4% over the last five years, while the number of students enrolled in English education has increased by 3.4%. The decline in the number of English majors is directly related to the establishment of the new Liberal Arts degree in Communication, which began in Fall 2016. To address this decline, the English Department established the English Major Recruitment Committee which has undertaken numerous projects designed to enrich the program for current majors and educate and entice possible majors and/or minors. To begin with, the Committee has organized the "What can you do with an English Major?" program that includes former DSC English majors who now work in a variety of careers, such as business, non-profit advocacy groups, and libraries. Also, every fall, the group sponsors a Graduate School Day when representatives from Kennesaw State University, Georgia State



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University, and the University of Tennessee at Chattanooga provide information about their respective programs and funding opportunities. In addition to events, students all over campus (not just English majors) are able to submit their academic and creative work to the *Exemplar* and *Tributaries*, publications published twice a year (formerly once a year). One of the committee members created a Department of English Instagram account to advertise these publications and different events going on in the department to give the English program a social media presence in addition to the Colloquia Facebook page. The committee has worked to advertise and promote the Internship and independent study research courses and to make all students aware of the opportunities available in the department. Lastly, several faculty members worked to create ENGL 2000, an Area C option for non-English majors or minors to explore topics in literature and culture—and thus learn what the study of English entails.

Finally, almost all upper-level courses are taught by full-time faculty; part-time faculty are used primarily for lower-division courses.

Indicators of Measures of Productivity

Graduation	2014-15	2015-16	2016-17	2017-18	2018-19	% Change
Number of degrees conferred: English	15	13	12	7	9	-40%
Number of degrees conferred: English Education	n/a	4	5	3	7	75.0%
Total student credit hours earned: English	128.35	125	126.77	127.41	117.71	-8.3%
Total student credit hours earned: English Education	n/a	135.71	123.5	119.6	123.66	-8.9%

Describe any institutional-specific factors impacting time to degree.

While the total number of degrees in English without secondary certification declined, the total number of degrees awarded for all bachelor's degrees in English increased by 6.7% between 2014 and 2018. Students began shifting from the B.A. in English without secondary certification to the B.A. in English with secondary certification after the secondary program was approved. The decrease in average credit hours earned suggests that students are selecting their major earlier in their college careers and staying on track for graduation.



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Evidence of Program Viability

Based on evidence from ALL of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

In Fall 2018, there were 110 students registered as English majors. Since 2014, the program has averaged 125 majors annually. The program has continually exceeded the University System's guidelines for program viability by graduating an average of 15 students a year, with no years dropping below the 10-graduate minimum. For the last three years, the employment/continuing education rate for graduates of the program has averaged 83%, with the majority having jobs directly related to their major.

As evidenced by the results from the program's most recent exit survey, 100% of the English program graduates rated the quality of the instruction they received in the program as either excellent or good, and all graduates reported that the program met or exceeded their expectations.

In addition to teaching the courses in the major, English faculty also teach a large portion of the general education curriculum, as all Dalton State students must take ENGL 1101 and 1102 in Area A and all students are required to take two classes in Area C: Humanities and Fine Arts.

For the reasons above, the Bachelor of Arts degree in English with a secondary certification option is a viable degree program. English graduates are successful at finding employment and gaining acceptance into graduate school, and they are happy with the education they receive from the program faculty.



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Program Strengths and Weaknesses

Based upon *this review*, what are the strengths and weaknesses of the program?

Strengths:

1. In a time of declining enrollment, the program still averages 125 students a year.
2. Students are surveyed every semester on their satisfaction with the program, and these data indicate high levels of satisfaction.
3. The majority of graduates that departmental faculty have been able to contact have found employment and/or a place in graduate studies.
4. The program exceeds the University System's minimum expectation of program graduates, averaging 15 a year for the last five years.
5. Another strength of the program is its faculty and student involvement with Registered Student Organizations (RSOs). Many English majors participate in the learning and service opportunities of RSO membership. The departmental RSOs, Colloquia and Sigma Tau Delta, have been involved with service learning projects including book and food drives. Each year, Colloquia sponsors the Literary Spooktacular, and the English Department has sponsored spooky story and trivia contents for its majors. Last year, Dr. Jennifer Randall and Dr. Susan Eastman received a Sigma Tau Delta 2018 Project Grant Award recognizing Dalton State's chapter for its work on "When Words Come to Life." During Spring Semester 2019, the chapter organized a campus-wide children's book drive and collected over 350 children's books for the local Boys and Girls Club and for the Readers to Leaders program.
6. English majors have participated in multiple research projects which have been presented at the Dalton State Undergraduate Research Symposium and the Southeastern Modern Language Association annual conference.
7. The program faculty is another strength. Faculty freely give their time to direct student research, write letters of recommendation, advise RSOs, mentor students, develop new curriculum, alter a course into a hybrid or online format, or hold extra office hours. During the 2018-2019 academic year alone, the English faculty members served on 124 committees and provided leadership in the College's participation in the Gateway to Completion Redesign initiative. The department's award-winning faculty have received four of the Foundation's excellence awards for professional development and service during the past five years and have been honored for their writing accomplishments, including the Georgia Author of the Year Award in Young Adult Literature in 2017 and nominations for the following awards: Society of Military History, 2018 Distinguished Book Award; Army Historical Foundation, 2017 Distinguished Book Award; and Modern Language Association, 2018 Matei Calinescu Award.

Weaknesses and concerns:

As with any program at a small college, resources for both student and faculty success are a concern. Travel money is insufficient, and there are insufficient funds to purchase software such as the Adobe Cloud, which would be helpful to have for some of the technical writing classes. In addition, on exit surveys and in other forums, English majors have requested that additional writing courses and opportunities be added to the program. These concerns are the topic of the action plan described in the next section.



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Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

Over the past several years, numerous English majors have voiced a desire for more composition and rhetoric- focused courses. Given that the program is literature intensive, students interested in jobs that require stronger writing skills did not have as many opportunities to become more diverse in their writing knowledge and experience.

Specific action(s):

At the Academic Programs meeting on November 15, 2019, the Department of English will put forth two proposals to give students more options in the study of English. Currently, only one writing course is required. A new section to the program, *Language, Rhetoric, and Composition*, allows students to take one to two courses in argument, grammar, or different composition classes. Students may also choose to take ENGL 3100 in the newly created *Creative Writing* category. Students who would like to take more writing courses to prepare them for a more writing-oriented career will be able to do so. At the November Academic Programs meeting, the department will also propose a new minor in rhetoric and writing for any English majors (and other majors) who wish to study composition in greater depth in preparation for career opportunities after graduation.

Expected outcomes:

One expected outcome is a wider variety of areas of study for all English majors since English is a diverse field of study. Also, the department hopes for an increase in the number of students who take English courses with the addition of the minor in rhetoric and writing. Such a minor will be useful for students in any major.

Time frame for achievement:

The new program for the major and for the minor would go into effect in Fall 2020.

Person(s) responsible:

The department chair, Dr. Kerri Allen

Resources needed: none.



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Prepared by Mary Nielsen and Kerri Allen

Signature: Mary Nielsen Kerri Allen Date: Dec. 2, 2019

Dean's Approval:

Signature: Mary Nielsen Date: Dec. 2, 2019

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: Ch. M. Williams Date: 12/2/2019

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
 - Program is critical to the institutional mission and will be retained.
 - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.

- Program **DOES NOT MEET** Institution's Criteria for continuation.
 - Program will be placed on monitoring status.
 - Program will undergo substantive curricular revisions.
 - Program will be deactivated.
 - Program will be voluntarily terminated.
 - Other (Please elaborate):

VPAA Signature: Adrian L. Epps Date: 12/2/19

Adrian L. Epps, Ed.D.

Interim Provost and Vice President for Academic Affairs

Dalton State College