

**DALTON STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW**

Program/Subject Area: Bachelor of Arts in English and English Education
Review Period: 2009-2010 through 2013-2014

1. PROGRAM GOAL 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 as well as 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 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.

Program outcomes:

- Students will express satisfaction with the quality of instruction in their English program of study.
- Graduating seniors will express satisfaction with the quality of instruction in the program in preparing them for further education, rating it as "Good" or "Excellent."
- 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."
- Graduating seniors will report that the English program met or exceeded their expectations.
- Students will gain acceptance into graduate or professional schools or find employment related to their degrees.
- Employers will express satisfaction with English program graduates.

Program specific student learning outcomes:

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

2. MEASURES OF EFFECTIVENESS/PROGRAM-LEVEL OUTCOMES

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (unduplicated fall)

	2009-10	2010-11	2011-12	2012-2013	2013-14	% Change
Headcount English	59	129	137	120	96	62.7%
Headcount English Ed.	--	--	9	37	59	555.6%
Total English	59	129	146	157	155	162.7%

Analysis and comments:

The number of students who choose to major in English has increased by 162.7% over the last five years. The largest increase has been in the number of students interested in English education, growing over 555% in the last three years.

English

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change
FTE	60	128	135.6	117.3	96.1	60%
Full-time	48	98	100	90	70	45.8%
Part-time	11	31	37	30	26	136.4%

Analysis and comments:

The FTE for English has increased by 60% over the last five years. In addition, there has been a very significant 45.8% increase in the number of full-time English majors since the program began in 2009.

English with Secondary Certification

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change
FTE	--	--	7.3	38.3	58.5	701.4%
Full-time	--	--	4	27	41	925%
Part-time	--	--	5	10	18	260%

Analysis and comments:

In the last three years, the FTE for the English education program has increased by an impressive 701.4%. The percentage of students who are enrolled full-time has also grown substantially, with a 925% increase since 2011-2012.

(b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)**English**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Gender						
Female	42	87	92	78	59	40.5%
Male	17	42	45	42	37	117.6%
Race/Ethnicity						
Am. Indian or Alaskan Native	0	0	0	0	0	
Asian or Pacific Islander	0	0	1	2	0	
Black	1	1	2	2	1	
Hawaiian/Other Pacific	0	0	0	0	0	
Hispanic	0	1	1	9	9	800%
Multiracial	3	2	0	2	3	
Unknown	6	16	19	10	10	
White	49	109	114	95	73	49%
Analysis and comments:						
<p>There has been a substantial increase in the percentage of male students majoring in English over the past five years (117.6%) and a respectable increase in the percentage of females (40.5%). Approximately 76% of English majors are white, and 61% are female, while 39% are male. The number of Hispanic students who are majoring in English has increased dramatically, some 800% since Fall 2010, providing some evidence of improved diversity since the percentage of white students has decreased from 83% in Fall 2009 to 76% in 2013-2014.</p>						

English with Secondary Certification

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Gender						
Female	--	--	5	23	39	680%
Male	--	--	4	14	20	400%
Race/Ethnicity						
Am. Indian or Alaskan Native			0	0	2	
Asian or Pacific Islander			1	1	0	
Black			1	2	1	
Hawaiian/Other Pacific			0	0	0	
Hispanic			0	2	3	
Multiracial			1	0	0	
Unknown			3	7	3	
White			3	25	50	1566.7%
Analysis and comments:						
<p>There has been a substantial increase in the percentage of male students majoring in English education over the past three years (400%), though females still make up 66% of the majors. Approximately 85% of English education majors are white, and only 5% are Hispanic. These percentages are not surprising since members of some ethnic groups are not native speakers of English and would be less likely to be interested in teaching in their second language.</p>						

(c) Average class size and credit hours

	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change
Average class size	19.8	22.7	17.8	17	17.7	-10.6%
Student credit hours	2272	8697	8131	7089	7091	212.1%
Analysis and comments:						
<p>The average class size began dropping in 2010 and can be explained by two factors. The overall enrollment in all programs at the college has declined since 2010, and the class sizes of upper-level English courses are significantly smaller than the sizes of the 1000- and 2000-level general education classes. Credit hours peaked in 2010-2011, but despite the drop that began occurring in 2011, the number of student credit hours generated is an impressive 212.1% higher than the credit hours generated during the first year of the program.</p>						

(d) Faculty teaching in program (full-time only)

	2009-10	2010-11	2011-12	2012-13	2013-14
Full-time Faculty	19	23	23	22	22
Gender					
Male	6	8	7	6	6
Female	13	15	16	16	16
Race/Ethnicity					
American Indian/Pacific					
Asian					
African-American					
Hispanic					
White	19	23	23	22	22
Multiracial					
Tenure Status (full-time)					
Tenured	11	12	13	12	12
On-tenure track	7	10	9	9	9
Non-tenure track	1	1	1	1	1
Rank (full-time)					
Professor	3	3	3	3	3
Associate Professor	8	9	10	10	10
Assistant Professor	7	10	9	8	8
Instructor/Lecturer	1	1	1	1	1
Highest Degree (full-time)					
Doctorate	16	17	17	16	16
Specialist					
Master's	3	6	6	6	6
Bachelor's					
Associate's/Other					

Analysis and comments:

The number of full-time faculty who teach in the program has increased by 15.8% over the past five years, while the number of part-time faculty has decreased 72.2%. Female faculty members continue to outnumber male faculty, comprising 73% of full-time English faculty. Currently, there is no racial/ethnic diversity among the full-time and part-time faculty, though we have had a couple of African-American adjuncts in the past. As the department grows, it should continue to work toward improved diversity in its gender and racial/ethnic make-up.

There are few full professors in the department (only three since the program began in 2009—14%), while 45% of the faculty are associate professors and 36% are assistant professors. In recent years, faculty who were eligible to apply for full professor status have been reluctant to do so after one of their colleagues was not promoted. However, these numbers are likely to shift in Fall 2015 since four of the associate professors have submitted portfolios for promotion to full professor, and their portfolios are currently being reviewed by the College-wide Promotion and Tenure Committee.

The majority of full-time faculty hold terminal degrees (73%), and all faculty are actively engaged in professional development and scholarship.

(e) Percent of upper-level classes taught by full-time faculty

2009-10	2010-11	2011-12	2012-13	2013-14
100%	100%	96%	100%	100%

Analysis and comments:

Almost all upper-level classes have been taught by full-time faculty who are fully committed to the program. The one exception occurred in Fall 2011, where a long-standing adjunct taught ENGL 3350: Latino/a Literature in English.

(f) Number of degrees conferred

	2009-10	2010-11	2011-12	2012-13	2013-14
English	--	5	7	22	17
English Ed.	--	--	--	2	7
Total	First Year	5	7	24	24

Analysis and comments:

This program began in the fall of 2009, with the English education program beginning in fall 2011. Since the program is less than five years old, these graduation numbers are reasonable and should continue to increase as the program becomes more established.

(g) Placement rates: Five-year summary of job placement rates or graduate/professional school, if applicable

	2009-10	2010-11	2011-12	2012-13	2013-14
At Graduation	--	5 (57%)	7 (57%)	24 (42%)	24 (38%)
12 Months After Graduation			57%	5%	In progress* 100% for English education
<p><u>Analysis and comments:</u></p> <p>Obtaining placement rates and graduate school acceptance rates 12 months after graduation remains problematic not only because follow-up is time-consuming without adequate staff but because many students change addresses or do not respond to follow-up surveys. Since follow-up is a problem experienced throughout the college, the Academic Leadership Team and the Office of Institutional Research and Planning decided to begin using the CSO Graduate Placement Survey to follow up with students after graduation for the college as a whole. This new program with its regularly scheduled graduate contact should improve the data we collect, giving us a more accurate picture of our graduates. In January 2015, the School of Education shared placement rates for the seven 2013-2014 English education graduates, and 100% had found employment in middle or high schools. These numbers are very impressive, but since the rates were only recently shared, they underscore the need for a centralized reporting system.</p>					

(h) Cost per Full-time Faculty (Average Faculty Salary)

2013-14
\$47,327
<p><u>Analysis and comments:</u></p> <p>The average faculty salary for full-time English faculty (excluding the department chair and the dean) during 2013-2014 was \$47,327. Salaries have remained low since there were no raises during the five-year review period. When funding permits, salary issues need to be addressed and remedied.</p>

(i) Summary and evidence of achievement of program outcomes

Describe the extent to which students have achieved current program outcomes.

The table below details the program outcomes, benchmarks, targets, assessment measures, and results for the 2013-2014 assessment of the BA in English with and without teacher certification.

Program Outcome	Measures and Target Target	Evidence/Results of Assessment
<p>Students will express satisfaction with the quality of instruction in their English program of study.</p>	<p>Students' level of satisfaction with the quality of faculty instruction will be measured by their chosen responses of "Poor," "Average," "Good," or "Excellent," to the English Program Exit Survey question that asks students to rate the faculty instruction they have received while in the program.</p> <p>In their responses to the question on the English Program Exit Survey that asks them to rank the faculty instruction they have received while in the Program, at least 80% of graduating seniors will rate the quality of instruction as "Good" or "Excellent."</p>	<p>Target: Met</p> <p>During Fall 2013 and Spring 2014, 23 English and English Education majors graduated from the program. Of these 23, 22 (96%) responded to the English Program Exit Survey. Of the 22 respondents, overall, 21/22 (95%) students rated the quality of the faculty instruction they received in the program as "Good" and "Excellent," thus exceeding the raised target to 80% by 15%. More specifically, 7/22 (32%) of students rated faculty instruction as "Good," and 14/22 (64%) of students rated faculty instruction as "Excellent." Only 1/22 (4%) students rated the instruction she or he received in the program as "Average." Please see the "Annual English Program Exit Survey Results (Fall 2013-Spring 2014)" document. Comparing results from years 2012-2013 and 2013-2014, whereas last year only 79% (19/24) graduating seniors completed the English Program Exit Survey, this year 96% (22/23) completed it, exceeding last year's participation by 17%. Evaluating the quality of faculty instruction, in 2012-2013, 74% (14/19) graduates rated instruction as "Excellent"; whereas, in 2013-2014, 64% (14/22) rated faculty instruction "Excellent." In 2012-2013, 21% (4/19) graduates rated faculty instruction as "Good"; whereas, in 2013-2014, 32% (7/22) rated the quality of faculty instruction as "Good." Finally, only one student from both years, 5% (1/19) graduates in 2012-2013 and 4% (1/22) graduates in 2013-2014, rated the quality of faculty instruction as "Average." A quick look at percentages here can be misleading because of the relatively small number of students in each year's graduating group responding to the English Program Exit Survey, 19 students in 2012-2013 and 22 in 2013-2014, even though the percentages have only 3 students difference between them. Nevertheless, for both years, 95% of seniors graduating from the B.A. English program rated faculty instruction very highly. Moreover, with the target set at 70% in 2012-2013 and reset in 2013-2014 to 80%, evaluation of the caliber of faculty instruction remained strong and high, exceeding the 2012-2013 target percentage by 25%.</p>
<p>Graduating seniors will express satisfaction with the quality of</p>	<p>Students' level of satisfaction with the quality of instruction they have received while in the program in preparing them</p>	<p>Target: Met</p> <p>Of the total 23 BA English graduates in Fall 2013 and Spring 2014, 22/23 (96%) students completed the</p>

<p>instruction in the program in preparing them for further education, rating it as "Good" or "Excellent."</p>	<p>for further education will be measured by their chosen responses of "Poor," "Average," "Good," or "Excellent," to the English Program Exit Survey question that asks them to rank the quality of instruction they have received while in the program in preparation for further education.</p> <p>In their responses to the question on the English Program Exit Survey that asks them to rate the quality of instruction in preparation for further education, at least 80% of graduating seniors will rate the quality of instruction as "Good" or "Excellent."</p>	<p>English Program Exit Survey. Of the 22 respondents, 7/22 (32%) students rated the quality of instruction in preparation for further education as "Good," and 13/22 (59%) rated the quality as "Excellent." Two of 22 students (9%) rated the quality as "Average." Consequently, 20/22 (91%) of the students rated the quality of instruction in preparation for further education as "Good" and "Excellent," thus exceeding the raised target (from 75% last year to 80% this year) by 11%. Last year (2012-2013) percentages were similar for a cohort of 19 student respondents as compared to this year's 22 student respondents. In 2012-2013, 32% rated the quality of instruction toward further education as "Good" and 63% rated it as "Excellent," a combined 95%, exceeding the target average of 75% by 25%. Despite 2/22 students' ratings of the instructional quality in preparing them for further education, because of the relatively small and similar numbers of students in each group, there is also relatively little difference between the percentages for the two years. Although the 91% positive rating of 2013-2014 appears to dip slightly from 95% positive rating of 2012-2013, taking the target rise in 2013-2014 of 5% to 80% over the 75% target of 2012-2013 into account and factoring in that the 91% positive rating still exceeded the new 80% target by 11%, the 91% of last year remains high and a noteworthy accomplishment.</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>Students' level of satisfaction with the quality of faculty instruction will be measured by their chosen responses of "Poor," "Average," "Good," or "Excellent," to the English Program Exit Survey question that asks them to rate the faculty instruction they have received while in the program in preparing them for their first job after graduation.</p> <p>In their responses to the English Program Exit Survey question that asks them to rate the quality of instruction in preparation for their first job after graduation, at least 80% of graduating seniors will rate the quality of instruction as "Good" or "Excellent."</p>	<p>Target: Not Met</p> <p>In Fall 2013 and Spring 2014, 23 English and English Education majors graduated from the B.A. English program. Of these 23, 22 (96%) responded to the English Program Exit Survey. Of the 22 respondents, 7/22 (32%) rated the quality of instruction in preparation for their first job after graduation as "Excellent," 7/22 (32%) rated it as "Good," 7/22 (32%) rated it as "Average," and 1/22 (4%) rated it "Poor." Overall, 14/22 (64%) rated the quality of instruction in preparation for their first job after graduation as "Good" or "Excellent," falling 16% under the 80% target. During Fall 2012 and Spring 2013, 19 of the 24 B.A. English graduates (79%) completed English Program Exit Surveys. Of these 19 respondents, 68% rated the quality of instruction in preparing them for their first job after graduation as "Good" (42%) or "Excellent" (26%), with 32% rating it as "Average." While 68% was 18 percentage points higher than that reported by the 2011-2012 graduates, it too fell below the benchmark. Taking into consideration that only 64% (14/22) of graduating seniors rated the quality of instruction in preparation for their first job after graduation as "Good" or "Excellent" (4% lower than the 68% (13/19) of graduating seniors in 2012-2013), the matter was taken up at the English Department Fall 2014 Faculty Retreat. The department chair asked faculty if they could offer any insight into why this particular outcome has fairly consistently been rated</p>

		<p>low by English majors since we began doing the English Program Exit Survey. The suggestion was made that English majors do not understand the question's intent, which is to evaluate how they think the B.A. English program has prepared them for their first professional job. Therefore, it was proposed that professional be added to the survey question so that it would read: "quality of instruction in preparing for success in your first professional job after graduation," rather than "your first job after graduation." The faculty agreed that this more focused survey question would likely eliminate inclusion of jobs in retail or the service industry that students take while in school and while looking for their first in-field professional jobs.</p>
<p>Graduating Seniors will report that the English program met or exceeded their expectations.</p>	<p>Students' rating of the degree to which the English program has or has not met their expectations will be determined by their chosen responses of "Below Expectations," "Met Expectations," or "Exceeded Expectations," to the English Program Exit Survey question that asks them to rate the degree to which the English program has or has not met their expectations.</p> <p>In their responses to English Program Exit Survey question that asks them to what extent did your educational experience at Dalton State fulfill your expectations, at least 80% of graduating seniors will indicate that their experience met or exceeded their expectations.</p>	<p>Target: Met</p> <p>In Fall 2013 and Spring 2014, 23 English and English Education majors graduated from the B.A. English program. Of these 23, 22 (96%) responded to the English Program Exit Survey. Of the 22 respondents, 7/22 (32%) rated their educational experiences as having "Met expectations," 14/22 (64%) rated theirs as having "Exceeded Expectations," and 1/22 (4%) rated his or hers as having been "Below Expectations." Overall, 21/22 (95%) rated their educational experience at Dalton State as having fulfilled or exceeded their expectations, a full 20% above the 75% target used in 2012-2013 and a full 15% above the target raised 5% to 80% in 2013-2014. Compared to the 100% rating from 19 graduates of 2012-2013, this 95% rating from 21/22 graduates of 2013-2014 is a minor dip with only 1/22 graduates rating his or her educational experiences as "Below Expectations"; nevertheless, the overall rating is still quite high and notable.</p>
<p>Students will gain acceptance into graduate or professional schools or find employment related to their degrees.</p>	<p>In their responses to the question on the English Program Exit Survey (and in follow-up contacts 12 months after their Spring graduation) about whether they have found a position related to their degree or they have gained acceptance into a graduate or professional program, students will report that they have found a position related to their degree or they have gained acceptance into a graduate or professional program.</p> <p>In their responses on the English Program Exit Survey (and in follow-up contacts 12 months after their Spring graduation) to the question about whether they have found a position related to their degree or that they have gained acceptance into a graduate or professional program, 70% will report that they have found a position related to their degree or they have gained</p>	<p>Target: Not Met</p> <p>In Graduate Follow-up Contacts, sent out in Spring 2014 to 18 B.A. English program graduates of Fall 2012, Spring 2013, and Fall 2013, 14/18 or 78% responded. Of those 14/18 who responded, 1/18, or 5%, responded with definite news that she was in the process of continuing her education, pursuing a J.D. degree from the Cumberland School of Law, at Samford University in Birmingham, Alabama. Another graduate 1/18, or 5%, of this group responded that she had applied or hoped to apply to the English Literature Studies program, intending to pursue a Master's degree at the University of Tennessee, Chattanooga, at the time of contact. It is not known whether she actually applied or was accepted. This resulting 5% of graduates accepted into or attending graduate school or employed in a professional position related to their degree is dramatically low and significantly below the target of 70%. While this outcome states, "In their responses on the English Program Exit Survey (and in follow-up contacts 12 months after their Spring graduation) to the question</p>

	<p>acceptance into a graduate or professional program.</p>	<p>about whether they have found a position related to their degree or that they have gained acceptance into a graduate or professional program, 70% will report that they have found a position related to their degree or they have gained acceptance into a graduate or professional program," based on the spotty and conjectural nature of some student responses to the English Program Exit Survey prior to graduation and the very small rate of response from surveys sent to graduates' employers (5/14 surveys completed and returned in Spring 2014), it becomes impossible to provide complete data about student acceptance or attendance in graduate school or possible professional employment with any certainty using these methods. Consequently, we will no longer send out the Employer Satisfaction Surveys. Rather, since the B.A. English degree is one leading to graduate work and/or professional employment, with the College's pending subscription to a professional service to track graduates, we will track numbers of graduates who are continuing their educations in graduate or professional schools and who secure employment in a job related to their degree. (As a footnote, we have received more notifications about more graduates accepted into/attending graduate school: A student who graduated in Spring 2014 informed us that she is attending graduate school at Morehead State University, in Morehead, Kentucky, pursuing her Master's degree in English. Additionally, a graduate from Fall 2011 contacted us in June 2014 to let us know that he had been accepted into Johns Hopkins University in Baltimore, Maryland, to begin graduate study in Summer 2014.)</p>	
<p>Employers will express satisfaction with English program graduates.</p>	<p>Employers who respond to Employer Satisfaction Surveys will rate their level of satisfaction with the work and performance of the graduate as "Satisfied" or "Very Satisfied" (baseline year).</p> <p>At least 80% of the employers who respond to Employer Satisfaction Surveys will rate their level of satisfaction with the work and performance of the graduate as "Satisfied" or "Very Satisfied."</p>	<p>Target: Met</p> <p>Because we follow up 12 months after our majors have graduated from our B.A. English program, allowing them time to secure in-field employment, in Spring 2014 we sent out 14 Employer Surveys to employers of graduates from Fall 2012, Spring 2013, and Fall 2013. Of these 14, 5/14 (35%) were returned completed. Of these returned surveys, 5/5 (100%) rated their level of satisfaction with the work and performance of the graduate in their employ as "Very Satisfied." This rating of 100% exceeds the target of 80% by a full 20%. The small number of returned surveys is by no means exceptional; however, compared to numbers of completed and returned Employer Surveys from other programs, 5/14 as an average is slightly better than typical for a return rate, even when employers are provided with a stamped and addressed return envelope. Based on this small rate of feedback from a diversity of businesses--carpet businesses, a charitable organization, a catering business, a local high school, and a local sheriff's department--our graduates appear to be performing quite satisfactorily after graduation. Nevertheless, because of the significantly low rate of return of</p>	

		<p>Employer Satisfaction Surveys (5/14 surveys (35%) completed and returned in Spring 2014), it becomes impossible to provide complete data about possible employment with any certainty using this method. Consequently, we will no longer send out the Employer Satisfaction Surveys. Rather, since the B.A. English degree is one leading to graduate work and/or professional employment, with the College's pending subscription to a professional service to track graduates, we will track numbers of graduates who are continuing their educations in graduate or professional schools and who secure employment in a job related to their degree.</p>
<p>Students will demonstrate a broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.</p>	<p>After a pre-assessment instrument measuring the breadth of students' knowledge of British, American, and multicultural literature and diversity and their awareness of literary theory (administered in ENGL 3010, Introduction to Literary Studies, the first required course of the B.A. English Program), 80% of students will demonstrate a broad knowledge and understanding of British, American, and multicultural literature and diversity that includes an understanding of theory on a post-assessment instrument of the same kind (administered in ENGL 4905, Senior Seminar in Literature, a course taken after completion of 42 hours of upper-division English courses). This pre-assessment/post-assessment process will begin Fall 2013 and will be assessed at the end of that term.</p> <p>Graduating students 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). This instrument will be administered beginning Fall Semester 2013, which will be a benchmarking year.</p>	<p>Target: Met</p> <p>From the administration of the English Majors' ENGL 3010 Reading Survey (pre-test) given at the beginnings of Fall 2013 and Spring 2014 in ENGL 3010, Introduction to Literary Studies (the first upper-division course English majors take), to the administration of the English Majors ENGL 4905 Reading Survey (post-test) given at the ends of Fall Semester 2013 and Spring 2014 in ENGL 4905, Senior Seminar in Literature (a course taken after completion of 42 hours of upper-division English courses), English majors from Fall 2013-Spring 2014 demonstrated a 15% average increase in their knowledge and understanding of British, American, and multicultural literature and diversity that includes an understanding of theory. This 15% average will be used as the benchmark average for this Outcome. This pre-test and post-test are based upon the English Majors' Reading List given to every English major in ENGL 3010. This list is made up of 226 works with which the English Department faculty feels English majors should be familiar. It is also a list consulted by faculty in selecting readings and works to be included in English courses. The list is made up of 2 Parts. Part I contains lists of works by periods: "Medieval Period Literature"; "Renaissance Literature"; "Restoration and 18th-century Literature"; "Romantic Movement Literature"; "Nineteenth-century British Poetry"; "Nineteenth-century British & Irish Novel"; "Twentieth-century British & Irish Literature"; "Pre-1800 American Literature"; "American Romantic Movement Literature"; "American Literature of Realism and Naturalism, Short Stories"; "American Literature of Realism and Naturalism, Novels and Non-fiction"; "Modern American Poetry"; "Modern American Prose and Drama"; "Contemporary American Prose and Drama"; "Contemporary American Literature: Poetry"; and "Notable Works in Translation." Part II lists great works with which English majors should also be familiar. The pre-test, administered in ENGL 3010, is a copy of the English Majors' Reading List given to every student that asks the student to identify by checking off only those works she or he has read and of which she or he has a working knowledge. The post-test,</p>

		<p>administered in ENGL 4905, is a copy of the English Majors' Reading List given to every student that asks the student to identify by checking off those works she or he has read and of which she or he has a working knowledge. Please see the "Tabulation from ENGL 3010 (Fall 2013 & Spring 2014) and ENGL 4905 (Fall 2013 & Spring 2014) Reading Survey Results" document for averages per literary period, per course, averages per term, and the overall annual average.</p>	
	<p>To assess students' knowledge of literature and theory, the English Department decided to use the GACE® English content exam for English majors who are enrolled in the secondary education concentration. Students seeking a Bachelor of Arts in English with teacher certification take the GACE® content exam for English during their senior year, after they have completed approximately 80% of their upper-level English course work, or the student may complete these exams after graduation. Successful completion of the exam is a requirement for licensure. The GACE® English exam is divided into two parts. Test I includes 38 questions that focus on the comprehension of literary and informational texts and 22 questions on reading skills and strategies. Test II includes 20 questions on writing conventions and the writing process, 27 questions related to writing for various purposes, and 13 questions related to oral and visual communication. Each test includes two constructed-response assignments.</p> <p>During their senior year, upon completion of at least 80% of their upper-level English content courses, English education majors will pass the GACE English exam at rates equal to or better than the state average.</p>	<p>Target: Met During 2013-2014, 2 students pursuing the B.A. in English with an emphasis in secondary education took both parts of the GACE® English content exam; both students passed the GACE® content exam for English at the professional level. One student took only one part and also passed the part taken. Until the student takes the other part of the exam, the School of Education cannot officially count the student with only half the exam taken; however, the student passed the portion of the exam he or she took. Consequently, taking into account the attempts and the passes, the pass rate this year was 100%. The pass rate at the state level was not available at the time of this assessment. Continuing small numbers of students attempting the GACE® English content exam make overall patterns and generalizations about the exam difficult to make, for with so few attempting the exam, even one failure can be catastrophic for overall percentages. It was just such a similar situation when the School of Education's accreditation team from NCATE visited Dalton State last year. Because of the failure of two out of four or five students on the GACE® English content exam during 2012-2013, the English Department was charged with generating a plan to improve GACE® Pass Rates for English Education Majors. In response to this charge, the department chair recommended that a workshop be put into place to assist English education majors. This workshop that is currently under construction will serve as the Action Plan for Outcome 11, Measure 15 to improve pass rates for English education majors. To improve the pass rates for English Education majors, the Department of English will do the following: 1. The chair in consultation with the Dean of Liberal Arts and the English faculty will reconsider which courses English Education majors need to take leading up to taking the GACE®. 2. Despite the overarching policy for all secondary education majors that states students can take the GACE® after they have completed 24 content hours, this policy will be suspended for English education majors. We will change the policy, stating that English education majors may take the GACE® after completing all content courses with grades of C or better. 3. English education majors may sit for the GACE® content exam when: a. they have successfully completed all of their English content courses, with grades of C or better; b. they have taken the English</p>	

		<p>Education GACE® Preparatory Workshop that will be offered through the English Department at least 3-4 times per year; c. they have taken and passed successfully the GACE® Preparatory Workshop exit exam. This workshop is currently in its preliminary planning stages. One English Department faculty member selected by and working in consultation with the chair and the Dean of Liberal Arts, both professors in English themselves, is working on the development of the content of the workshop as one of his annual goals. As it is preliminarily envisioned, the workshop will serve to</p> <ul style="list-style-type: none"> • be a concentrated review of content aligned with standards for secondary English education that has been gone over in students' content courses, allowing students to refresh their memories about various concepts, terms, etc., and enable students to ask questions about ideas and concepts about which they are unclear; • orient students to the process of registering for and doing their own preparation for the GACE® content exam; • acclimate students to the test framework, types of questions, and allow students practice of the different sorts of responses required in the test with workshop instructor feedback; • provide students test-taking strategies beyond the GACE® preparation manual and online guides; • provide students overall support and confidence with content and with knowledge about and strategies for taking the GACE® content exam. The workshop tentatively will be offered by English faculty; possibly run 1 to several weeks, depending upon when it is offered, for how long, and how many days a week it is offered, ideally during a concentrated time period; possibly be offered 3-4 times a year. <p>Other considerations to be determined:</p> <ul style="list-style-type: none"> • What are the contingencies if a student takes and exits the workshop, takes the GACE®, but does not pass GACE®? • Should the same instructor offer all the workshops? Should the workshop be offered by a rotation of English professors? • Will an exit test need to be created? Can a test resembling the new GACE® content test be found? · Will the workshop need to take place in a room in which computers are available? • Will storage of reference materials be an issue? Will materials need to be locked up? • How will English faculty be remunerated for doing the workshop(s)? <p>Because this is a large undertaking, requiring the input of more than several to work out all of the details, the timeline for the first offering of this workshop may be as late as Fall 2014. In the meantime, English education majors have their English professors, who are required to have 8 hours of office hours weekly, at</p>
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		<p>their disposal of whom to ask content question as they prepare to take GACE®. Furthermore, on LearningExpress Library, a subscription service offered by the College, there are practice PRAXIS tests, that students can practice test-taking and can review content on. Moreover, along with the sample New GACE® test questions on the website and information about the test framework, etc., students do have resources available to them. Additionally, students may also visit the Writing Lab, which is staffed by English faculty and open most days and some early evenings of the week with content or writing questions as they prepare for the GACE®. As stated above, this was the plan provided to NCATE last year upon their team's visit to Dalton State for the accreditation of the B.S Biology, B.S. Chemistry, B.A. English, B.A. History, B.S. Math, all with secondary certification options. Currently, the GACE® English Education Committee is planning this workshop, looking at revamping some of the curriculum to assure that English education majors are getting the foundation courses that they need, gathering materials, and setting parameters for this workshop, whose first offering may be delayed until Fall 2015.</p>
<p>Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.</p>	<p>Students' proficiency in critical thinking will be measured by their responses to the English Program Exit Survey question that asks them to rate the degree to which the English Program increased their ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts, by their selection of one of the following: "Did Not Increase," "Slightly Increased," "Moderately Increased," or "Significantly Increased."</p> <p>In responses to the English Program Exit Survey question that asks students to rate the degree to which their ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts increased, a minimum of 80% of English degree students will agree that their program of study "Moderately Increased" or "Significantly Increased" their ability to think critically.</p>	<p>Target: Met</p> <p>In Fall 2013 and Spring 2014, 23 English and English Education majors graduated from the program. Of these 23, 22 (96%) responded to the English Program Exit Survey. Of the 22 respondents, overall, 21/22 (95%) students responding to the question asking them to rate the degree to which their ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts increased, 21/22 (95%) students agreed that their program of study "Moderately Increased" or "Significantly Increased" their ability to think critically. More specifically, 2/21 (9%) agreed that their ability to think critically was "Moderately Increased," and 19/21 (91%) agreed that their critical thinking was "Significantly increased." One student gave no response to this question. Overall, the 95% (21/22) of English degree students agreeing that their program of study "Moderately Increased" or "Significantly Increased" their critical thinking ability exceeds the 80% target by a significant 15%.</p>
	<p>Students' critical thinking ability will be measured by their scores on their annotated bibliographies that require them to think critically, analyzing and interpreting various texts.</p> <p>Seventy-five percent of students will make a 70% or better on their scores on their annotated bibliographies.</p>	<p>Target: Not Met</p> <p>In Fall 2013 and Spring 2014, two different instructors taught ENGL 4905. Dr. Murray taught the Fall 2013 section and Dr. Allen taught the Spring 2014 section. Though only Dr. Allen used annotated bibliographies as the measure of this Outcome, both instructors assessed Outcome 11. Unfortunately, their assessment results cannot be combined because of differing measurement instruments. In Fall 2013, Dr.</p>

		<p>Murray's results came from her assessment of students' performance in two areas, students' Reading Log analysis scores and students' Senior Essay analysis scores. Of the 5 possible Reading Log scores required for each student, only 2 assignments were not completed (2/36 or 6%): Reading Log #3: 8/8; Reading Log #4: 6/7; Reading Log #5: 7/7; Reading Log #6-7: 7/7; Reading Log #8: 7/7. Students completed the "Identification," and "Analysis" components of the Reading Logs successfully and met the target of achieving a score of 75% or above in 32/36 opportunities, or 89% of the time in the "Identification" component section; (Overall "Identification" component average = 90%); and in 31/36 opportunities, or 86% of the time in the "Analysis" component section; (Overall "Analysis" component average = 83%). Overall, when averaged together, students met the target with a 75% or better 63/72 times or at a rate of 87%, actually exceeding the raised target in 2013-2014 (from 70% in 2012-2013 to 75%) by 12%. The overall average of these components was 86%. The overall average of the 5 Reading Log grades was 85%. Another way to determine how many students successfully met the target, Dr. Murray evaluated each student's score for each component of the rubric contributing to the overall measurement of the Senior Essay Assignment, averaging the Senior Essay Advisor's score—counting it 25% of the overall score—with the instructor's score—counting it 75% of the overall score for each component. Students completed the "Thesis," "Content," "Structure/Organization," "Style," "Grammar," "Research," and the "Originality and Authenticity" components of Versions I and II of the Senior Essay successfully and met the target of achieving a score of 75% or above in 14/14 opportunities, or 100% of the time in the "Thesis" component section; (Overall "Thesis" component average = 94%); in 14/14 opportunities, or 100% of the time in the "Content" component section; (Overall "Content" component average = 93%); in 14/14 opportunities, or 100% of the time in the "Research" component section; (Overall "Research" component average = 96%); and in 13/14 opportunities, or 93% of the time in the "Originality and Authenticity" component section; (Overall "Originality and Authenticity" component average = 93%). Overall, when averaged together, students met the target with a 75% or better 55/56 times or at a rate of 98% of the time, surpassing the 75% target by a significant 23%. The Overall average for the assignment taking these components into account was 94%. The overall average for the assignment (Version II) was 93%. Dr. Allen's Spring 2014 assessment results from her students' two Annotated Bibliographies. Ten out of 10 students (or 100%) earned a 70% on both Annotated Bibliography One and Annotated Bibliography Two, exceeding the target by 30%. On Annotated</p>	
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		<p>Bibliography One, 6 students earned A's while four earned B's. The lowest grade was an 85%. On Annotated Bibliography Two, five students earned A's while five earned B's. The lowest grade was an 80%. The errors with MLA format were minor. After the first bibliography, MLA errors lessened to miniscule degree. Issues with mechanics and grammar account for the lower grade with the second bibliography. Overall, the students followed the instructions for the assignment and followed MLA format very closely. Consequently, in Fall 2013, Dr. Murray's students met and surpassed the target (raised in Fall 2013 to 75%-- from 70%) in their averaged scores on their Reading Logs (87%, or 12% above the 75% target) and on their averaged scores on their Senior Essay Analysis (93%, or 23% above the 75% target). In Spring 2014, Dr. Allen's students met and surpassed the original 70% target by a remarkable 30%. Thus, both classes independently exceeded the target by a significant margin on their respective assessments. Nevertheless, these percentages cannot be combined because of the differences in the assessment tools. For next year, the instructors who teach the class should use the same assessment assignments so that annual percentages can be derived and meaningful annual assessment can be done concerning Critical Thinking for the B.A. English program across both sections of the course.</p>
<p>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.</p> <p>Eighty percent of students will make a 75% or better on the writing components of the senior essay writing project.</p>	<p>Target: Not Met</p> <p>During the academic year 2013-2014, ENGL 4905, Senior Seminar in Literature, was taught by two different instructors. In Fall 2013, Dr. Murray taught the course. In Spring 2014, Dr. Kerri Allen taught it. Because these two instructors evaluated the writing component of this Measure by focusing on different writing components comprising the Senior Essay, the results for 2013-2014 are provided in two measurements, one per semester each. In Fall 2013, to measure student competence in written communication, Dr. Murray analyzed the following writing components of both versions of the Senior Essay: "Thesis," "Content," "Style," and "Grammar" components. Seven out of 7 students (100%) completed the course and wrote both versions of the Senior Essay, with Version I counting 15% and Version II counting 35% respectively, together counting 50% of the final grade. The assignment's overall average was 91%. In measuring the writing components to assess competence, the overall "Thesis" component average was 94%; the overall "Content" component average was 93%; the overall "Style" component was 95%; and the overall "Grammar" component average was 79%. Averaging these components together, 90% of the students demonstrated competence in written communication on both versions of the Senior Essay, a significant 10% above the target raised to 80% this year. Thus, in Fall 2013, the target of 80% was met and exceeded by 10%. In Spring 2014, to measure student</p>

		<p>competence in written communication, Dr. Allen analyzed the following writing components of both versions of the Senior Essay: thesis, introduction, body, conclusion, structure/organization, style, and grammar. For the first version of the essay, 4/6 students (66%) scored a 70% or better, and 2/6 students (33%) scored in the 50% range. For the essay's final version, 4/6 students (66%) scored a 70% or better, and 2/6 students (33%) scored in the 60% range. Consequently, in Spring 2014, the then-target of 75% was not met. Because of the difference in focus and measurement of different writing components of the Senior Essay, the resulting percentages from Fall 2013 and Spring 2014 cannot be added, providing no overall measurement of this Outcome.</p>
<p>Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.</p>	<p>Students' proficiency in oral communication will be measured by a rubric evaluating the content and delivery components of the oral presentation that requires them to present and defend their perspective on a given subject.</p> <p>Students' proficiency in oral communication will be demonstrated in 80% of students achieving a 75% or better on the content and delivery components of the oral presentation that requires them to present and defend their perspective on a given subject.</p>	<p>Target: Not Met</p> <p>In 2013-2014, ENGL 4905, Senior Seminar in Literature, was taught by two different instructors. In Fall 2013, Dr. Murray taught the course. In Spring 2014, Dr. Kerri Allen taught it. Because they evaluated the oral components of this measure by focusing on different components of the students' final presentation, the results for 2013-2014 are provided in two measurements, one per semester each. Of the 7 students completing Senior Seminar in Dr. Murray's Fall 2013 section of ENGL 4905, 7/7 students, or 100%, completed the Oral Presentation with PowerPoint. To determine students' competence in Oral Communication, the "Content: Depth and Breadth" and the "Use of Language: Grammar, Word Choice, and Voice" component scores were averaged separately and then together to determine overall how many students met the target of achieving a 75% or better on the content and delivery components. In 21/21 opportunities, or 100% of the time in the "Content: Depth and Breadth" component section, students met the target with the overall "Content: Depth and Breadth" component average of 92%. In 21/21 opportunities, or 100% of the time in the "Use of Language: Grammar, Word Choice, and Voice" component section, students met the target with an overall "Use of Language: Grammar, Word Choice, and Voice" component average of 104%. The overall average for these components was 98%. The assignment's overall average was 91%. Thus, in Fall 2013, students met the target with a 75% or better 21/21 times or at a rate of 100%, exceeding the raised target of 80% by 20%. In Spring 2014, in Dr. Allen's section of the Senior Seminar, she used the following criteria on her grading rubric to measure students' competence in Oral Communication: 1. Does the presenter clearly answer the question "What is English?" a. Does the presenter clearly define what he/she thinks English is? (In other words, is he/she specific and detailed?) b. Does he/she provide specific examples to defend the definition? 2. How well does</p>

		<p>the presenter communicate the material to and interact with the audience? a. Does he/she present the information in an organized manner? b. Does he/she speak clearly and use good eye contact? Of the 10 students completing ENGL 4905 in Spring 2014, 10/10 students, or (100%), scored a 70% or better on these criteria, ably demonstrating competence in oral communication in this assignment. Furthermore, in Spring 2014, students met the target with a 70% or better 10/10 times or at a rate of 100%, exceeding the target of 70% by 30%. In the assessment of this outcome, both instructors employed different rubrics and different components. Consequently, the resulting averages cannot be added together to provide an overall measure of this outcome for 2013-2014.</p>
<p>Students will demonstrate an ability to use research and technology effectively in communication and scholarship.</p>	<p>Students' competence in the use of research and technology in communication and scholarship will be measured by a rubric evaluating the research and documentation components of their senior essay writing project that requires them to use research and technology to communicate effectively.</p> <p>Seventy-five percent of students will make a 75% or better on the research and documentation components of their senior essay project that requires them to use research and technology to communicate effectively.</p>	<p>Target: Met</p> <p>In 2013-2014, two different instructors taught ENGL 4905, Senior Seminar in Literature. In Fall 2013, Dr. Murray taught the course. In Spring 2014, Dr. Kerri Allen taught it. In both courses, the instructors used a rubric measuring the same components to evaluate competence in the students' use of research and technology. In Fall 2013, Dr. Murray evaluated the "MLA" and "Research" components of both Version I and Version II of the Senior Essay for all students. For the documentation component "MLA," on Version I of the Senior Essay, 5/7, or 72%, of students scored above 75%. The component average score for Version I was 78%. On Version II, 7/7, or 100%, of students scored above 75%. The component average score for Version II was 94%. Averaging the two Versions' scores for the MLA component together, in Fall 2013, 86% of students scored above 75% on the documentation component of the Senior Essay. The overall average score for this component for both versions was 86%. Thus, in Fall 2013, the resulting 86% of students who scored 75% or above on the "MLA" component exceeded the target by 11%. For the "Research" component on Version I of the Senior Essay, 6/7, or 86%, of students scored above 75%. The component average score for Version I was 85%. On Version II, 7/7 students, or 100%, of students scored above 75%. The component average score for Version I was 95%. Averaging the two Versions together, in Fall 2013, 93% of students scored above 75% on the documentation component of the Senior Essay. The overall average score for this component for both versions was 86%. Thus, in Fall 2013, the resulting 93% of students who scored 75% or above on the "Research" component of the Senior Essay, exceeded the target by 18%. For Fall 2013, combining averages for these two components, out of 56 opportunities, 53/56, or 95%, merited scores above 75%, while 3/56, or 5%, earned scores below 75%. Consequently, in Fall 2013, 95% of the time, students made 75% or better on the "MLA" and "Research" components of their Senior Essay that requires them to use research and technology to</p>

		<p>communicate effectively. The overall average score for both components, both versions was 90%. Consequently, in Fall 2013, the resulting 95% of students who scored 75% or better on the "MLA" and "Research" components of the Senior Essay exceeded the target overall by a significant 20%. In Spring 2014, Dr. Allen's rubrics for Version I and Version II contained the "MLA" and "Research" components for Senior Essay evaluation. For the documentation component "MLA," on Version I of the Senior Essay, 7/10, or 70%, of students scored 75% and above. The component average score for Version I was 87%. On Version II, 9/10, or 90%, of students scored 75% and above. The component average score for Version II was 97%. Averaging the two Versions' scores for the "MLA" component together, in Spring 2014, 80% of students scored 75% and above on the Senior Essay's "MLA" component. The overall average score for this component for both versions combined was 92%. Thus, in Spring 2014, the resulting 80% of students who scored 75% or above on the "MLA" component of the Senior Essay, exceeded the target by 5%. In Spring 2014, for the "Research" component on Version I of the Senior Essay, 10/10, or 100%, of students scored 75% and above. The "Research" component average score for Version I was 139%. On Version II, 10/10 students, or 100%, of students scored 75% and above. The component average score for Version II was 148%. Averaging the "Research" component scores of the two Versions together, in Spring 2014, 100% of students scored 75% and above on the documentation component of the Senior Essay. The overall average score for this component for both versions was 143%. Thus, in Spring 2014, the resulting 100% of students who scored 75% or above on the "Research" component of the Senior Essay, exceeded the target by 25%. Overall, in Fall 2013-Spring 2014, 92% of students scored 75% and above on the "MLA" and "Research" components of both Version I and Version II of the Senior Essay, exceeding the target of this measure by a significant 17%.</p>
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(j) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As the following tables show, students successfully achieved 86% of the outcomes in the upper-level courses that make up the English program. Faculty created action plans for all student learning outcomes and entered these in Weave, the College's online assessment management system. In addition, English faculty met in August 2014 and discussed grade distributions for upper-level courses and what a grade of A should mean.

ENGL 3000 Student Learning Outcomes Summary, Fall 2013 and Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate their grammatical skills for writing grammatically correct documents.	Seventy-five percent of the students will make a 70% or better on their grammar tests.	100%
2.	Students will demonstrate their rhetorical composition skills for accurate and effective expository writing.	Seventy-five percent of the students will make a 70% or better on the thesis, the content support, the organization, the sentence structure, and the grammar components on the mid-term ethnographic essay.	99%
3.	Students will demonstrate the ability to select and cite sources from research using American Psychological Association (APA) documentation style in their researched and documented essays of the term.	Seventy-five percent of the students will make 70% or better on the research and APA documentation components in the research paper of the term.	99%
4.	Students will adapt their oral presentations to a highly audience-driven, context-sensitive field.	Seventy-five percent of the students will make a 70% or better on evaluating the thesis, the content support, the organization, the vocal delivery, and the physical delivery components of their oral presentation adapted highly audience-driven, context-sensitive field.	99%

ENGL 3005 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate knowledge of the function and usage of the grammatical parts of speech and the application of the grammatical rules of usage to various sentence patterns.	Eighty percent of students will earn 75% or better on scores on the mid-term and final examinations which will include identification of the function and usage of the grammatical parts of speech and correct application of the grammatical rules of usage in various sentence patterns.	90%
2.	Students will produce scholarly academic writing that is conventionally correct and appropriate in style and that demonstrates a variety of complex sentence combinations and effective manipulation of the language in the analysis of assigned rhetorical arguments.	Eighty percent of students will earn 75% or better on the sentence variety and stylistic effectiveness components of one short, critical essay assignment which analyzes the style of an assigned rhetorical argument.	82%
3.	Students will demonstrate competence in oral communication, presenting and identifying the terms of function and usage of an assigned grammatical topic in a clear, learner-centered manner.	Eighty percent of students will earn 75% or better on the content and presentation elements of an oral presentation, in which they discuss an arguable grammatical point of descriptive and prescriptive grammar. They need to present in a clear, learner-centered manner.	87%
ENGL 3010 Student Learning Outcomes Summary, Fall 2013 and Spring 2014			
	Student Learning Outcomes	Target	Actual Results
1.	Students will use critical thinking to analyze or interpret literary texts through a variety of different literary critical theories.	Eighty percent of students will earn 75% or better on the analytical component of one short, critical writing assignment which employs a literary theory in the analysis of an assigned literary work.	73%
2.	Students will produce scholarly academic writing that is conventionally correct and appropriate in style and which illustrates careful close reading of a literary text and the application of a literary critical theory to that text.	Eighty percent of students will earn 75% or better on the grammar/usage and application components of one long, critical essay assignment which requires the use of a literary critical theory and close reading of a literary text.	76%
3.	Students will produce formal academic writing that demonstrates an ability to use research and technology effectively in communication and scholarship and an ability to engage with that research to produce a synthesis of others' ideas and the student's own insights.	Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting, and correct manner in the paper.	76%
		Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of eight take-home tests, covering MLA requirements, literary genres, and literary history.	95%
4.	Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments on the advantages and disadvantages of assigned	Eighty percent of the students will earn a 75% or better on the presentation and content components of the partnered presentation which presents ideas, perspectives, arguments, and the	86%

	literary theories in an effective manner.	advantages and disadvantages of an assigned literary theory.	
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ENGL 3015 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate competence in researching and documenting papers on a composition-related topic requiring research and documented support. (College-Level Competencies)	Seventy percent of students will make a 70% or better scores on the content and argumentation components of their presentations on a composition-related topic.	90%
2.	Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.	Seventy percent of students will make a 70% or better on the research and documentation components of researched and documented papers on assigned composition-related topics that require at least 5 electronic or traditional secondary sources.	90%
3.	Students will identify key figures related to composition studies and their impact on the field.	Seventy percent of students will make a 70% or better on a quiz that covers key figures in composition studies and their impact on the field.	100%
4.	Students will create and assess student writing assignments.	Seventy percent of students will make a 70% or better on the audience, theoretical support, and means of assessment components of writing assignments they create.	80%
		Seventy percent of students will make a 70% or better on the grammar, the development, and the thesis components of their assessments of student-written essays.	80%

ENGL 3020 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will analyze various professional articles and essays to expand their ability to identify rhetorical strategies and to strengthen their critical thinking skills.	Seventy-five percent of students will score 70% or better on the presentation.	91%
2.	Students will compose argumentative essays that will include an implied or stated argumentative thesis and support that is convincing, appropriate for the chosen audience, and cited (if necessary).	Seventy-five percent of students will score 70% or better on the support sections on 2 essays over the course of the term.	78%
3.	Students will use a variety of rhetorical strategies that help create effective arguments in at least two argumentative essays of the term.	Seventy-five percent of students will score 70% or better on the rhetorical variety sections on 2 essays over the course of the term.	82%
4.	Students will compose argumentative essays that show originality in details, word choice, and approach in at least 2 essays of the term.	Seventy-five percent of students will score 70% or better on the originality sections on 2 essays over the course of the term.	91%

ENGL 3030 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	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 effective design.	Seventy percent of students will make a 70% or better on writing assignments they create which will be assessed using a rubric that addresses grammatical correctness, audience awareness, and effectiveness.	100%
2.	Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.	Seventy percent of students will make a 70% or better on their presentations on a composition-related topic.	100%
3.	Students will demonstrate awareness of visual rhetoric as it pertains to document design.	Seventy percent of students will make a 70% or better on their original documents.	100%
4.	Students will identify key issues and conventions related to technical writing.	Seventy percent of students will make a 70% or better on an exam that requires them to identify and explain key issues and conventions of technical writing.	83%
5.	Students will develop ways of assessing professional and technical documents.	Seventy percent of students will make a 70% or better on their scores on a practice assessment.	100%

ENGL 3100 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to write at least one excellent (approaching publishable quality) poem or short story.	Eighty-five percent of students will make a 75% or better on an original poem or story submitted in a portfolio.	95%
2.	Students will demonstrate the ability to present an oral dramatic reading (appropriate for an audience) of a poem or a story they have written for this course.	Seventy percent of students will achieve a 75% or better on an oral reading of a poem written for this class.	95%
3.	Students will demonstrate they are knowledgeable about reading and analyzing at least one poem or a short work of fiction, using correct literary terminology.	Seventy percent of students will make an average of 75% or better on their quizzes on textbook readings.	60%

ENGL 3200 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will articulate an understanding of the importance of regional perspectives to the writing and study of literature.	Seventy-five percent of students will score 70% or better on their scores on the exam.	100%
2.	Students will demonstrate mastery of at least one work of Appalachian literature by examining it in depth in an analytical essay.	Seventy-five percent of students will score 70% or better on the logic and support components of the analytic essay.	84%
3.	Students will demonstrate the ability to think critically by articulating their understanding of Appalachian literature and how it informs and is informed by current and historical Appalachian culture.	Seventy-five percent of students will score 70% or better on their scores on the exam.	100%

ENGL 3230 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate close reading of literary works.	Eighty percent of students will earn 75% or better on objective reading quizzes that address the content of novels by Southern women.	83%
2.	Students will demonstrate critical thinking in articulating and supporting analyses of literary works.	Eighty percent of students will earn 75% or better on the analytical portion of a rubric evaluating the first critical essay which requires them to articulate and support an analysis of a novel by a Southern woman writer.	91%
3.	Students will produce formal academic writing that accurately and responsibly incorporates secondary sources and documents them according to current MLA guidelines.	Eighty percent of students will earn 75% or better on the documentation portion of the research paper that requires them to incorporate secondary sources accurately and responsibly and to document them according to current MLA guidelines.	78%

ENGL 3235 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will use critical thinking to analyze or interpret literary or historical texts.	Eighty percent of the students will earn 75% or better on the analysis/interpretation portion of the grading rubric.	100%
2.	Students will produce formal academic writing that is conventionally correct and appropriate in style.	Eighty percent of the students will earn 75% or better on the conventions and style components of the 7-10 page research paper of the course.	96%
3.	Students will produce formal academic writing that demonstrates insight into the prose or poetry of the African-American Literary Tradition through evidence of careful close reading and explication.	Eighty percent of the students will earn 75% or better on the close reading/explication component of their journal of reading responses (2-3 pgs. each), demonstrating insight into the prose or poetry of the African-American Literary Tradition.	92%

4.	Students will produce formal academic writing that demonstrates an ability to use research and technology effectively in communication and scholarship and an ability to engage with that research to produce a synthesis of others' ideas and the student's own insights.	Eighty percent of the students will earn 75% or better on the scholarly research and synthesis components of their 7-10 minute researched PowerPoint presentation and accompanying report (3-5 pgs.), synthesizing their scholarly research with their own insights into literature.	96%
ENGL 3400 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcomes	Target	Actual Results
1.	Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (General Education Outcome)	Seventy-five percent of students will make a 70% or better on the research and documentation portions of their researched and documented essay.	83%
2.	Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)	Seventy-five percent of students will make a 70% or better on the analysis components on the literary and theoretical analyses.	100%
3.	Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)	Seventy-five percent of students will make a 70% or better on the evaluation components of two essay examinations.	89%
4.	Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (General Education Outcome)	Seventy-five percent of students will make a 70% or better on the analytical portion of a published critical article on one work under study in the course.	83%
ENGL 3410 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an ability to use technology to conduct research on Shakespeare, gather data from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.	Eighty percent of students will earn 75% or better on the research component of the term paper.	95%
2.	Students will demonstrate conversance with major themes in Shakespeare and with issues explored in class discussions of his work.	Eighty percent of students will earn an average of 75% or better on the midterm and final examination.	89%
3.	Students will demonstrate an ability to read Shakespeare closely with an understanding of diction, grammar, and figures of speech.	Eighty percent of students will earn an average of 75% or better on the daily reading quizzes.	61%

4.	Students will demonstrate an ability to make informed judgments in interpreting works of art, literature, or other cultural experiences relevant to Shakespeare and his world.	Eighty percent of students will make 75% or better on the interpretation component of the research paper.	95%
ENGL 3500 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcomes	Target	Actual Results
1.	Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)	Seventy percent of the students will earn 70% or better on the research component of a critical analysis paper that requires at least 5 secondary sources used in a supporting and correct manner.	95%
2.	Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)	Seventy percent of the students will earn 70% or better on the interpretive component of two issue analysis essays.	100%
3.	Students will demonstrate conversance with major themes/issues in early American literature selections and with issues explored in class discussions of the course readings.	Seventy percent of the students will earn 70% or better on the reflective component of a critical reflection essay.	95%
4.	Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other cultural experiences relevant to early American literature. (Global Perspectives)	Seventy percent of students will earn 70% or better on the content/structure component of an original creative research project/book proposal.	95%
ENGL 3510 Student Learning Outcomes Summary, Spring 2014			
	Student Learning Outcomes	Target	Actual Results
1.	Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.	Seventy-five percent of students will score 75% or higher on the demonstration of understanding of cultures of other societies and the demonstration of understanding of other time periods components of a thesis-driven, researched, and documented essay of the course.	80%
2.	Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.	Seventy-five percent of students will earn 75% or better on the analysis and interpretation component of a researched critical essay evaluating a scholarly source.	80%
3.	Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)	Seventy-five percent of students will earn 75% or higher on the aesthetic judgment component of an essay comparing a work of literature with its source material or with later works of literature derived from or based upon it.	80%
4.	Students will use technology and gather data to conduct research into various sources, including electronic media, and demonstrate	Seventy-five percent of students will earn 75% or better on the research, MLA style, and use of sources components of a rubric evaluating a	87%

	an understanding of plagiarism by acknowledging and citing informational sources correctly.	critical essay involving a researched component.	
ENGL 3515 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate close reading of literary works.	Eighty percent of students will earn 75% or better on objective reading quizzes that address works of American literature written after 1900.	88%
2.	Students will demonstrate critical thinking in articulating and supporting analyses of literary works.	Eighty percent of students will earn 75% or better on the analytical portion of the grading rubric.	100%
3.	Students will write a formal critical essay that demonstrates correct application of the conventions of grammar and mechanics.	Eighty percent of students will earn 75% or better on the grammar and mechanics portion of the grading rubric.	72%
4.	Students will write a formal research essay that accurately and responsibly incorporates secondary sources and documents them according to MLA guidelines.	Eighty percent of students will earn 75% or better on the documentation portion of the grading rubric.	100%
ENGL 4020 Student Learning Outcomes Summary, Spring 2014			
	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.	Eighty percent of students will earn 80% or better on an oral presentation that leads the class in the effective analysis of one work of adolescent literature.	100%
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.	Eighty percent of students will earn 80% or better on the writing components of a formal, researched, and documented essay that analyzes a work(s) of adolescent literature.	100%
3.	Students will demonstrate an ability to use research and technology effectively in communication and scholarship.	Eighty percent of students will earn 80% or better on oral presentations in large- or small-group presentations, covering a minimum of eight books, each dealing with a different genre of adolescent literature.	91%
4.	Students will demonstrate a broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.	Eighty percent of students will earn 80% or better on their ability to locate traditional and technological research and incorporate it effectively and ethically into a formal, academic, and documented essay about works of adolescent literature.	100%

ENGL 4120 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.	Seventy-five percent of students will make a 70% or better on the research and documentation portions of their researched and documented essay.	80%
2.	Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.	Seventy-five percent of students will make a 70% or better on the analysis components on the three essays required for the class.	90%
3.	Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.	Seventy-five percent of students will make a 70% or better on the evaluation components of three essay examinations.	90%
4.	Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.	Seventy-five percent of students will make a 70% or better on an analysis of a published critical article on one work under study in the course.	80%
5.	Students will articulate an understanding of individual and cultural differences and perspectives across the globe.	Seventy percent of the students will earn 75% or better on the differences and perspectives components of a research project on a Humanities topic in which they will explain individual or cultural differences as they are reflected by one or more artists or aesthetic works.	80%

ENGL 4130 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	The students will use research to support their claims regarding literature of Restoration and eighteenth-century Britain.	Seventy-five percent (75%) of the students will score in the passing range (75% or above) of the rubric section measuring use of research to support claims.	100%
2.	The students will demonstrate fluency with literary term and concepts.	Seventy-five percent (75%) of the students will score in the passing range (75% or above) on the essay test that measures knowledge of literary terms and concepts.	100%
3.	The students will use an appropriate level of discourse when writing for the course.	Seventy-five percent (75%) of the students will score in the passing range (75% or above) on the rubric section that measures writing level.	100%

ENGL 4140 Student Learning Outcomes Summary, Fall 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate critical thinking in analyzing a work of literature.	Eighty percent of students will earn 75% or better on the analysis component of the Literary Analysis that requires students to analyze a work of British Romantic literature.	64%
2.	Students will demonstrate knowledge of formal academic writing, including tone and style, correctness of grammar and usage, and documentation format.	Eighty percent of students will earn 75% or better on evaluating the tone, the style, the correctness of grammar and usage, and the documentation components of the Final Exam essay.	92%
3.	Students will demonstrate an ability to locate material using research and to incorporate the researched material into an essay.	Eighty percent of students will earn 75% or better on the research component of the Theoretical Analysis that requires them to analyze a work of British Romantic literature.	75%
4.	Students will demonstrate an understanding of cultural differences, including social, national, economic, and gender differences, influencing a work of literature.	Eighty percent of students will earn 75% or better on the cultural understanding component of the Context Analysis that requires them to analyze the cultural differences, including social, national, economic, and gender differences, influencing a work of British Romantic literature.	92%

ENGL 4150 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate an ability to use technology to conduct research on Victorian literature, gather data from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.	Eighty percent of students will earn 75% or better on the research component of the term paper.	85%
2.	Students will demonstrate conversance with major themes in Victorian literature and with issues explored in class discussions of the Victorian period.	Eighty percent of students will earn an average of 75% or better on the midterm and final examination.	86%
3.	Students will demonstrate an ability to read Victorian literature closely with an understanding of diction, grammar, and figurative language.	Eighty percent of students will earn an average of 75% or better on the daily reading quizzes.	77%
4.	Students will demonstrate an ability to make informed judgments in interpreting works of art, literature, or other cultural experiences relevant to the Victorian age.	Eighty percent of students will make 75% or better on the interpretation component of the research paper.	85%

ENGL 4160 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will use critical thinking to analyze or interpret literary or historical texts.	Eighty percent of the students will earn 75% or better on the analysis/interpretation components of the final exam of the course that requires them to write paragraph-length passage identifications.	100%
2.	Students will produce formal academic writing that is conventionally correct and appropriate in style.	Eighty percent of the students will earn 75% or better on the conventions and style components of the 10-12 page research paper of the course.	94%
3.	Students will produce formal academic writing that demonstrates insight into the prose or poetry of Modern British literature through evidence of careful close reading and explication.	Eighty percent of the students will earn 75% or better on the close reading/explication component of their journal of reading responses (2-3 pgs. each), demonstrating insight into the prose or poetry of Modern British literature.	100%
4.	Students will produce formal academic writing that demonstrates an ability to use research and technology effectively in communication and scholarship and an ability to engage with that research to produce a synthesis of others' ideas and the student's own insights.	Eighty percent of the students will earn 75% or better on the scholarly research and synthesis components of their researched PowerPoint presentation and accompanying report, synthesizing their scholarly research with their own insights into literature.	94%

ENGL 4440 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate close reading of selected stories and novels by William Faulkner.	Eighty percent of students will earn 75% or better on objective reading quizzes that address selected stories and novels by William Faulkner.	38%
2.	Students will demonstrate critical thinking in articulating and supporting analyses of selected stories and novels by William Faulkner.	Eighty percent of students will earn 75% or better on the analytical portion of the grading rubric.	75%
3.	Students will write a formal critical essay that demonstrates correct application of the conventions of grammar and mechanics.	Eighty percent of students will earn 75% or better on the grammar and mechanics portion of the grading rubric.	75%
4.	Students will write a formal research essay that accurately and responsibly incorporates secondary sources and documents them according to MLA guidelines.	Eighty percent of students will earn 75% or better on the documentation portion of the grading rubric.	75%

ENGL 4800 Student Learning Outcomes Summary, Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	Students will demonstrate the ability to think critically by articulating their understanding of multiple literary theories and how they may be applied to works of literature.	Seventy-five percent of students will score 75% or better on their scores on the exam.	88%
2.	Students will demonstrate mastery of at least one theoretical perspective by applying it in depth to a work of literature in an analytical essay.	Seventy-five percent of students will score 75% or better on the logic and theoretical perspective components of the analytic essay.	75%
3.	Students will articulate an understanding of the importance of theoretical perspectives to the study of literature and how those perspectives have changed over time.	Seventy-five percent of students will score 75% or better on their scores on the exam.	100%

ENGL 4905 Student Learning Outcomes Summary, Fall 2013 and Spring 2014

	Student Learning Outcomes	Target	Actual Results
1.	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.	Upon evaluating the "Thesis," "Content," "Style," and "Grammar and Mechanics" components of the rubrics of all students' last 5 Reading Logs and 4 Peer Responses of the term, 75% of students will score a 75% or better on these components, demonstrating competence in written communication.	89%
		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, 75% of students will score a 75% or better, demonstrating competence in written communication.	93%
		Seventy-five percent of students will make a 70% or better on the organization, audience awareness, mechanics, and grammar components of the senior essay writing project.	95%
2.	Students will demonstrate an ability to use research and technology effectively in communication and scholarship.	Upon evaluating the "Research" and "M(odern) L(anguage) A(ssociation) Format" components of the rubric for the final version (of 2) of the Senior Essay, 75% of students will score 75% or better, demonstrating competence in the ethical use and correct documentation of research, both traditional and technological.	100%
		Seventy-five percent of students will make a 70% or better on the research and documentation components on their senior essay writing project that requires them to use research and technology to communicate effectively.	100%

3.	Students will demonstrate an advanced competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.	Upon evaluating the "Content: Depth and Breadth," "Use of Language: Grammar, Word Choice, Voice" components of the final oral presentation that asks students to synthesize the reading and discussion material of the semester about the central question of the course, "What is English?", 75% of students will score a 75% or better, demonstrating competence in Oral Communication.	100%
		Upon evaluation of the "Content: Depth and Breadth" and "Application of Reading and Theory" components of the final oral presentation that asks students to synthesize the reading and discussion material of the semester about the central question of the course, "What is English?" and arrive at their own definitions, 75% of the students will score 75% or better on the oral communication component of the oral presentation, demonstrating competence in Oral Communication (Arguments and Perspectives).	100%
		Seventy-five percent of students will make a 70% or better on the content and delivery components of the oral presentation that requires them to present and defend their perspective on a given subject.	100%
4.	Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts. (College-Level Competencies)	Upon evaluation of the "Content: Depth and Breadth" and "Application of Reading and Theory" components of the final oral presentation that asks students to synthesize the reading and discussion material of the semester about the central question of the course, "What is English?" and arrive at their own definitions, 75% of the students will score 75% or better on the "Content: Depth and Breadth" and "Application of Reading and Theory" components of the oral presentation, demonstrating competence in the ability to think critically, to analyze and to interpret situations, events, practices, or literary/historical texts in Oral Communication (Arguments and Perspectives).	100%
		Seventy-five percent of students will make a 70% or better on their scores on their annotated bibliographies.	100%
		Upon evaluating the "Identification" and "Analysis" components of the rubrics of all students' last 5 Reading Logs and 4 Peer Responses of the term, 75% of students will score a 75% or better in the "Identification" and "Analysis" components, demonstrating competence in the ability in writing to think critically, to analyze & interpret situations, events,	85%

		practices, or literary/historical texts.	
		Upon evaluating the "Thesis," "Content," "Research," and "Originality and Authenticity" components of the rubrics of the final version (of 2) of the Senior Essay, 75% of students will score a 75% or better, demonstrating competence in the ability to think critically, to analyze & interpret situations, events, practices, or literary/historical texts.	98%
		Upon evaluating the "Identification" and "Analysis" components of the rubrics of the last 5 Reading Logs, 75% of students will score a 75% or better, demonstrating competence in the ability to think critically, to analyze & interpret situations, events, practices, or literary/historical texts.	88%

(k) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors 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 the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Based on enrollment history and degree completion rates, the BA in English is a viable program well deserving of continued resources. During the last five years, the number of English and English education majors combined has 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. Numbers of English and English education graduates combined have been strong for the last two years, with 24 students graduating each year. These are respectable numbers for a program that is only now five years old. 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."

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

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

This assessment is the first comprehensive program review for the BA in English since the degree was established in Fall Semester 2009. As a result of yearly program assessment, the Department made a number of changes to address student concerns and to improve student learning.

- The department chair (Dr. Barbara Murray) developed a yearly workshop series (“What Can You Do with an English Major?”) to help students better understand job opportunities related to the degree.
- To improve student understanding of material covered in up-coming upper-level courses, the chair developed a brochure, which selected faculty now produce yearly, on *What’s in All Those English Courses?*
- Two faculty members offered Graduate School workshops for graduating seniors (Dr. Natalie Trice and Mr. Ryan Reece).
- Dr. Murray developed a pre-test/post-test assessment measure for determining whether graduating students demonstrated a broad knowledge of literature, with the pre-test administered in ENGL 3010 (Introduction to Literary Studies) and the post-test administered in ENGL 4905 (Senior Seminar in Literature).
- To improve the preparation of students to handle the research and writing requirements of upper-level courses, the department determined that all majors should take ENGL 3010 at the very beginning of the program and made this course a prerequisite or co-requisite for all 3000- and 4000-level English courses.
- To improve the preparation of students to handle the expectations of the capstone course and to ensure that students took the course in their last semester, the department changed the prerequisite of ENGL 4905 from 30 hours of upper-level English courses to 42 hours of upper-level English courses.
- At the August 12, 2011, English Department meeting, the chair addressed student concerns that they were reading the same selections in multiple classes. As a result, faculty members developed a listing of suggested readings for each course to avoid duplication as well as an English Major Reading List to distribute to all English faculty and majors as a guide and resource.
- The chair and selected faculty are developing a GACE English preparation course to assist English education majors with this high-stakes exam required for accreditation.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

In addition to the changes listed in the preceding section, the English faculty have developed a number of new courses to support the curriculum. These courses include the following:

- ENGL 3030: Technical Writing (2012)
- ENGL 4440: William Faulkner (2013)
- ENGL 4800: Introduction to Literary Theory (2013)
- ENGL 3560: Melville (2014)

Beginning in 2012, English faculty also reviewed and revised student learning outcomes, assessment measures, and targets for all English courses in preparation for the College's new assessment system, Weave Online, and has continued to modify these as needed.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

Dalton State's BA in English program has a number of strengths, including students' perceptions of the program; employer satisfaction with graduates' work and performance; students' demonstration of competence in use of research and technology; increased knowledge and understanding of British, American, and multicultural literature and diversity that includes an understanding of theory; and students' success on the GACE English content exams.

- One of these strengths is in students' perceptions of the program at the time of graduation. On the 2013-2014 exit surveys, an impressive 95% of the graduates reported that the program met or exceeded their expectations, and 95% rated the instructional quality of the faculty as "Good" or "Excellent." On these same surveys, 91% of the graduates rated the quality of instruction in preparing them for further education as excellent, and 95% of graduates agreed that the program "Moderately" or "Significantly" increased their ability to think critically.
- Another strength of the program includes employer satisfaction with graduates' performance. In a survey conducted during summer 2014, 100% of the respondents reported that they were "Satisfied" or "Very Satisfied" with the work and performance of our English graduates.
- Students' competence in use of research and technology, an additional strength, was evaluated through their senior capstone project, with 92% of the 2013-2014 graduates achieving the objective.

- Students' increased knowledge and understanding of British, American, and multicultural literature and diversity that includes an understanding of theory was evaluated with a pre-assessment conducted in ENGL 3010 and a post-assessment conducted in ENGL 4905. Analysis of the post-assessment conducted at the end of the 2013-2014 academic year revealed that students' understanding increased by 15%. This 15% will serve as the benchmark for future comparisons.
- English education graduates' understanding of literature and writing was assessed using the GACE English content exams. During 2013-2014, 100% of students who took all or part of the GACE English Content exams passed.
- The number of students majoring in English or English education has increased by an impressive 162.7% over the last five years, and the program graduated 24 students in its 4th and 5th years of existence.

Weaknesses and concerns:

Assessment of the program revealed a few areas in need of improvement. Student exit surveys conducted during 2013-2014 found that only 64% of the graduating students rated the quality of instruction in preparing them for their first job after graduation as "Good" or "Excellent." These results were slightly lower than the results in 2012-2013, where 68% rated the quality of instruction in preparing them for their first job after graduation as "Good" or "Excellent." In reviewing the data, the faculty decided that the survey question itself lacked focus and did not elicit the desired information. As a part of an Action Plan, the faculty agreed to rephrase the question to focus on students' first *professional* job after graduation. If students' perceptions do not improve with the rephrasing, the department will consider other actions to improve the outcome.

In addition, compiling accurate information on whether graduates have secured a degree-related position 12 months after graduation or have gained admission to a graduate or professional school remains problematic. The 2013-2014 graduate follow-up actually showed *fewer* numbers of students employed or admitted into graduate school than were reported in immediate follow-up surveys. Deactivated email addresses, low response rates, lack of forwarding addresses, and lack of personnel needed to follow-up with students are only a few of the obstacles that make the results questionable. Since low response rates are a problem experienced throughout the college, the Academic Leadership Team and the Office of Institutional Research and Planning decided to begin using the CSO Graduate Placement Survey to follow up with students after graduation for the college as a whole. This new program with its regularly scheduled graduate contacts should improve the data we collect, giving us a more accurate picture of our graduates.

Assessment of the program revealed one final area in need of improvement: better alignment of assignments, measures, and rubrics used in different sections of the Senior Seminar, ENGL 4905. Because the instructors who taught the different sections of ENGL 4905 used different assignments, rubrics, measures, and components in assessing critical thinking, competence in written communication, and competence in oral communication, it was impossible to compare the two sections and determine whether the outcomes were achieved for the graduates as a whole. To address this situation, an Action Plan was set to ensure that the instructors who teach ENGL 4905 agree upon the

use of the same assignments, rubrics, and components in the course to provide similar data for meaningful annual assessment and comparison.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

In order to achieve similar results from the fall and spring semester sections of ENGL 4905, Senior Seminar in Literature, and to achieve meaningful annual assessment percentages regarding the seniors' writing, critical thinking, and oral communication competence at the end of the B. A. in English program, instructors need to use the same assessment rubric and assignment components to address the program-specific student learning outcomes. Because instructors employed different criteria, results could not be combined this year to provide an overall result.

Specific action(s):

Dr. Barbara Murray and Dr. Kerri Allen, the faculty members who teach the Senior Seminar in Literature, will meet to agree upon the assignments, rubrics, and components that will be used in the course to assess critical thinking, competence in written communication, and competence in oral communication.

Expected outcomes:

Agreement between instructors will allow for meaningful comparison and accurate assessment of the program-specific student learning outcomes in 2014-2015.

Time frame:

August – December 2014

Person(s) responsible:

Dr. Barbara Murray and Dr. Kerri Allen

Resources needed:

None

Prepared by: Barbara Murray and Mary Nielsen

Date: January 21, 2015

Reviewed by: _____

Date: _____

Reviewed by Chair of Program Review Subcommittee: _____

Date: _____

Reviewed/Approved by Vice President for Academic Affairs: _____

Date: _____