

Definition of Unit

English B.A. Program Mission Statement

Reporting Year:

2017-18

Providing Department:

English BA

Department/Unit Contact:

Theodore Pelton

Mission/Vision/Goal Statement:

The English BA curriculum is designed to improve students' skills in writing, critical reading, and thinking; to enrich their cultural experience; and to prepare them for all professions requiring a high level of expression, imagination, and intellectual activity, including creative writing, editing, teaching, law, politics, and management.

Academic Curriculum Map

New Academic Curriculum Map Item

Curriculum Mapping :

Learning Outcomes		Required Courses					
	3000 Introduction to English Methods & Research	3810 British Literature I	3820 British Literature II	3910 American Literature I	3920 American Literature II	4121 Shakespeare	4995 Senior Colloquium
Demonstrate the capacity to write and speak clearly, read	I	R	R	R	R	R	M, A

perceptively, and think critically							
Demonstrate understanding of historical traditions in British and American literature		I	R	I	R	R,A	M,A
Demonstrate understanding of how written and spoken language express diverse cultural experiences		I	R	I	R	R, A	M
Demonstrate understanding of the functions and historical development of the English language		I	R	R	R	R, A	M, A

Goal/Objective/Outcome

Program Goal 1 - Department Life & Cultural Opportunities

Define Goal:

Improve departmental life and increase cultural opportunities for English majors.

Intended Outcomes / Objectives:

- to enrich students' cultural experiences generally
- to invite speakers and allow students and faculty access to their presentations and in informal settings for sharing of ideas
- to encourage theatrical presentations, including student participation, audience access, and talk-backs
- to provide opportunities for students to take advantage of area cultural opportunities

Program Goal 2 - Classroom Technology

Define Goal:

Provide up-to-date classroom technology

Intended Outcomes / Objectives:

- to address the need raised in an external review of Henderson Hall, to update classroom technology
- installed in Henderson Hall new projectors, computers, computer carts, screens, and lighting during 2011-12
- to continue to make such equipment easy to use so it will be seamlessly integrated by instructors into their classes
- to facilitate students' ability to make presentations

External reviews of technology in Henderson Hall were conducted by Bauer Askew Architecture PLLC and Dober, Lidsky, Mathey in April 2010, indicating a need for updating campus technology. Data from these reviews were analyzed and disseminated in department committees, particularly the Curriculum Committee, as well as in department meetings and emails. During 2011-12, Henderson Hall classrooms were given new projectors, computers, computer carts, projection screens, and lighting. The equipment has proven easy to use and both instructors and students have made daily use of it in English department classes for both student presentations and faculty instruction. Periodic repairs have kept equipment functional and students are now universally adept at making multimedia classroom presentations. Student presentations are incorporated into the capstone course in the English B.A., ENGL 4995-Senior Colloquium, with the most recent data available from 2017-18.

Student Learning Outcome 1 - Effective Reading & Writing

Define Goal:

Students will demonstrate the capacity to write and speak clearly, read perceptively, and think critically.

Intended Outcomes / Objectives:

- to introduce, reinforce, and encourage mastery of student skills in reading, writing, and critical thinking throughout the curriculum

Student Learning Outcome 2 - Understanding Literary

Traditions

Define Goal:

Students will demonstrate understanding of historical traditions in British and American literature.

Intended Outcomes / Objectives:

- to introduce students to American and British literature
- to instruct and measure student progress in attaining understanding of traditions of American and British literature

Student Learning Outcome 3 - Understanding Diversity & Cultural Expression

Define Goal:

Students will demonstrate understanding of how written and spoken language expresses diverse cultural experiences.

Intended Outcomes / Objectives:

- to introduce students to the written and spoken language expressions of authors from diverse groups and experiences.
- to promote among students understanding of diverse cultural experiences

Student Learning Outcome 4 - Understanding English Language Development

Define Goal:

Students will demonstrate understanding of the functions and historical development of the English language.

Intended Outcomes / Objectives:

- to instruct students in the history of the English language
- to introduce and reinforce concepts of English language function and grammar

Assessment Tools

Assessment: Annual Report

Goal/ Outcome/ Objective:

Goals 1 and 2; S.L.O.s 1, 2, 3, and 4

Type of Tool:

Annual Unit Report

Frequency of Assessment:

annually

Rationale:

This report, completed each year by the department chair, digests information from annual faculty effort reports as well as summarizing the highlights of general department accomplishments during the year. Information includes publications in peer-reviewed journals and conferences; books published; grants awarded, internally and externally; faculty and student presentations; co-curricular activities, and faculty and student awards.

Assessment: CCTST (California Critical Thinking Skills Test)

Goal/ Outcome/ Objective:

S.L.O. 1

Type of Tool:

Exit Exam, Peer Assessment

Frequency of Assessment:

Every year

Rationale:

CCTTST assesses students' critical thinking skills. The department's threshold of acceptability is to be in the top half of majors tested.

Assessment: ENGL 4995-Senior Colloquium Student Oral Presentations

Goal/ Outcome/ Objective:

Outcome #1

Type of Tool:

Capstone Project, Rubric

Frequency of Assessment:

biennially

Rationale:

A rubric was developed in 2012-13 to assess student oral presentations in our departmental capstone course, English 4995-Senior Colloquium. The rubric was used to assess presentations in the capstone in Spring 2013, Spring 2014, Spring 2016, Spring 2017, Spring 2018, and Spring 19.

Threshold of acceptability: 85% of students will score Excellent or Very Good in each category of evaluation

Assessment: ETS Major Field Achievement Test: Literature in English

Goal/ Outcome/ Objective:

Outcomes 1, 2, 3, and 4

Type of Tool:

Exit Exam

Frequency of Assessment:

every semester

Rationale:

The ETS Major Field Achievement Test in Literature provides a mean score but also subscores in the areas of Literature 1900 and Earlier (Outcomes 1, 2, 3, and 4), Literature 1901 and Later (Outcomes 1, 2, 3, and 4) , Literary Analysis (Outcomes 1, 3, and 4) , and Literary History and Identification (Outcomes 1 and 4). Additionally, "assessment indicators" show which questions students answered correctly, by area.

Assessment: Exit Interviews

Goal/ Outcome/ Objective:

Goal 1; Outcomes 1, 2, 3, and 4

Type of Tool:

Survey

Frequency of Assessment:

Every semester

Rationale:

The Exit Interviews, which are both written and oral, provide students the opportunity to discuss the extent to which they have fulfilled Student Outcomes and to make suggestions for improving the English BA program.

Assessment: Five-Year Audit

Goal/ Outcome/ Objective:

Outcomes 1, 2, 3, and 4

Type of Tool:

Other

Frequency of Assessment:

Every five years

Rationale:

The Academic Audit (Spring 2016) by TBR looks at program goals and the processes the department uses to achieve those goals. The focal areas examined are curriculum/co-curriculum, designing teaching and learning methods, developing student learning assessment, and assuring implementation of quality education. The audit also required the BA English program to identify strengths and weaknesses and to make recommendations for initiatives to address weaknesses.

Assessment: IDEA Teaching Effectiveness Surveys

Goal/ Outcome/ Objective:

Outcomes 1, 2, 3, and 4

Type of Tool:

Survey

Frequency of Assessment:

Every semester

Rationale:

IDEA student surveys provides instructors with information on content of courses and teaching technique, as well as providing indicators for evaluating teaching effectiveness in faculty evaluations. In 2018-19, students in all classes completed these electronically, which resulted in less input in many cases.

Assessment: NSSE

Goal/ Outcome/ Objective:

Goal 1; Outcomes 1, 2, 3, and 4

Type of Tool:

Survey

Frequency of Assessment:

Every other year

Rationale:

NSSE (the National Survey of Student Engagement) assesses students' experience with ideas and performance (e.g., revision, group work, exposure to cultural events). NSSE also assesses students' confidence in their writing and speaking abilities. Sadly, student participation is low; as well, English program students are grouped with Communication, Foreign Language, History, and Undeclared students, so data is of limited utility as a measure of this program.

Results**Results: Annual Report****Goal/Objective/Outcome Number:**

Goals 1 and 2; S.L.O.s 1, 2, 3, and 4

Results:

The reports for 2015, 2016, 2017, and 2018 are attached.

Attachments:

annual report dept 2018.docx; English Annual Report 2016; English Annual Report 2017.pdf; English_ANNUAL_REPORT_FOR_2015

Results: California Critical Thinking Skills Test**Goal/Objective/Outcome Number:**

Outcome #1

Results:

This is the most recent available data for the California Critical Thinking Skills Test.

	2015-16		2016-17		2017-18	
	Mean	N*	Mean	N*	Mean	N*
ENGL	14.5	10	16.4	19	15.29	21
TTU total	16.9	1485	-	-	17.55	1260
CCTST	17.1	-	16.2	-	-	-

Attachments:

Results: ENGL 4995-Senior Colloquium Student Oral Presentations

Goal/Objective/Outcome Number:

Goal #2, Outcome #1

Results:

Rubric categories:

Organization/ Content
1. Student presented a clear thesis statement at the beginning of the presentation.
2. The presentation contained well-organized main points related to the thesis.
3. Student developed the main points using effective rhetorical strategies.
4. Sources used were appropriate to the purpose of the presentation and were managed well.
5. Technical/audience-specific terms were explained; topic was appropriate for designated audience.
Visual Aid
6. The visual aid was visible, easily readable, and presented in a non-distracting manner using appropriate technological media.
Presentation Quality
7. Student presented using correct diction, syntax, usage, grammar, and mechanics.
8. Student used few fillers and maintained an extemporaneous style.
9. Speaker dynamics, eye contact, and attire were appropriate for the purpose and context of the presentation.
10. Student created a welcoming environment for audience interaction, including dialogue and questions, where appropriate.

ENGL 4995: Senior Colloquium

Spring 2017: Only Connect: Networks in the
21st Century

Brian Williams

Assessment of Students' Oral Presentations in Capstone

(5) excellent; (4) very good; (3) good; (2) fair; (1) poor

RESULTS

spring 2017	n=30							
Trait	Mean score	5) excellent	4) very good	3) good	2) fair	1) poor	0) fail	N/A
1. clear thesis statement	4.2	14	9	6	1	0	0	0
2. well-organized main points	4.1	9	15	6	0	0	0	0
3. effective rhetorical strategies	4.23	14	9	7	0	0	0	0
4. sources appropriate	4.61	20	5	3	0	0	0	2
5. terms explained; topic appropriate	4.44	11	5	1	1	0	0	12
6. visible, easily readable visual aid	4.35	8	7	2	0	0	0	13
7. correct diction, syntax, usage, etc.	4.5	18	9	3	0	0	0	0
8. few fillers; extemporaneous style	4.37	14	14	1	1	0	0	0
9. dynamics, eye contact, attire	4.47	16	12	2	0	0	0	0
10. welcoming	4.27	12	15	2	1	0	0	0
avg. per trait	4.35							

Attachments:

Results: ETS Major Field Achievement Test: Literature in English

Goal/Objective/Outcome Number:

Outcomes 1, 2, 3, and 4

Results:

Major Field Test Results

In Spring 2018, 12 students tested, after no tests were conducted in Fall 2017. National averages were not available as of August 11, 2018, but average scores were down from previous year, 2016-17. The Spring 2017 scores had been the highest in recent memory.

		TTU avg.		National		n*
Fall '18		150		152.8		6
Spring '18		148		152.8		12
Spring '17		157		153.1		10
Fall '16		141		153.1		1

Major Field Test Subscores

		Literature		Literature		Literary		Literary
		1900 & earlier		1901 & later		Analysis		& Identifi
TTU Fall 2018		50		48		48		55
National 2011-2018								
TTU Spring		48		48		46		50

2018								
National 2011-18		52.5		53.3		52.6		52.6
TTU Spring 2017		58		54		56		58
TTU Fall 2016		41		40		45		45

Assessment Indicators

				Mean Percent Correct			
				Fall 2018 (n=6)	Spring 2018 (n=12)	Spring 2017 (n=10)	Fall 2016 (n=1)
British Literature Pre-1660				46	46	55	44
British Literature 1660-1900				40	37	46	38
American Literature to 1900				53	47	58	44
British and American Literature 1901-1945 47					47	48	44
Literature in English Since 1945				46	45	53	46
Literary History				43	49	54	47
Identification				47	35	43	39
Literary Theory				34	41	46	33

Attachments:

Results: English Program Events and Initiatives

Goal/Objective/Outcome Number:

Goal 1

Results:

Because part of the department's mission is to enrich students' cultural experience, the department strives to invite speakers, encourage theatrical presentations, and provide opportunities for students to take advantage of area cultural opportunities, as well as partaking in their own cultural initiatives. Through W.E.S.T., we have involved our faculty and graduate students in the improvement of writing capabilities for upper-division and graduate students across campus. Listings below are not comprehensive, but give a sense of the range of events and initiatives in the department. There were upwards of a thousand individual attendees at these events during the course of the year, including students, faculty, and members of the local community.

- **Center Stage literary visit** - The department hosted a Center Stage event with Teju Cole, one of the leading voices in African-American fiction, who presented from his fiction and from his work as New York Times photography editor (October 18, 2018). He was introduced by Brian Williams. After the evening event, about a dozen faculty and students shared dinner with the visiting author, an intimate and exciting conclusion the day's events. A second Center State literary visit occurred on February 2, 2019, when Coleman Burks and Eugene Frieson presented an evening with Rumi.
- **"Bird is the Word"** - Our in-house literary arts series featured visits by **Thaddeus Rutkowski**, novelist and creative nonfiction writer, author of six books, and winner of the Asian-American Writer's Workshop Member's Choice Award, October 27, 2018; readings January 31, 2018, by department poet **Becca Klaver** and department chair and fiction writer **Ted Pelton**, reading from their published and recent work; a visit by California-based literary artist **Jenniffer Tamayo**, a queer, migrant, formerly undocumented LatinX poet, essayist, and performer, who read from her work in print and staged participatory performances with students and faculty, March 1, 2018. Both Rutkowski and Tamayo did afternoon workshops prior to their performances, where students from across campus were invited to create their own works in response to prompts from the visiting artists.
- **The Tech Players**, in cooperation with the Theatre concentration in English, and after of two years of productions staged at various locations on campus and in the city of Cookeville, presented a full season of theatre at the renovated Backdoor Playhouse. November 9-18, 2018, Theatre professor **Mark Harry Creter** directed the musical, **Chicago**, to sellout crowds; next, graduate student Joe Clark directed the haunting, futuristic, sci-fi crime drama, *The Nether*, Feb. 8-17; finally, the annual Dorothy Pennebaker Memorial Spring Production featured *Big Love*, a contemporary re-making and send-up of an ancient Aeschylus play, April 5-14, 2018. In addition, Tech Players staged Improv Nights in both Fall and Spring, as well as numerous workshops throughout the year.
- As a member of the **Associated Writing Programs**, the English department distributed 40 copies of AWP Chronicle 6 times a year to students in our Writing concentration and other interested students and faculty. Chronicle features articles on creative writing, interviews with contemporary authors, and listings of grants and publishing opportunities for creative writers.

- **The Writing Excellence Studio at Tech (W.E.S.T.)**, dedicated to tutoring upper-division and graduate students across campus and giving English graduate students experience in working with students in a variety of professional discourses across campus, offered a "branch" service in Clement Hall to help Engineering students with their writing.
- In a thrilling, participatory year-end event, the department staged the release party of the revitalized and renamed literary magazine, ***The Iris Review***, featuring roughly two dozen student and faculty readers at an event attended by well over a hundred. The Ivy Review was produced by a new literary magazine class at TTU, and published various members from all walks of the university community.

Attachments:

Results: Exit Interviews

Goal/Objective/Outcome Number:

Goal 1; Outcomes 1, 2, 3, and 4

Results:

Survey Questions for Graduating English BA Students

1. What factors led you to major in English at TTU?
2. What aspects of the BA program do you consider its strengths?
3. In what areas do you think the program might be improved?
4. Are you satisfied with the quality of advisement and other support you received?
5. Has the English BA program helped you clarify your career goals?
6. Review the learning outcomes (below) of the English BA program. Do you feel that your work in the program has enabled you to meet any or all of these outcomes? Please explain...
 - the capacity to write and speak clearly, read perceptively, and think critically;
 - understanding of historical traditions in British and American literature;
 - understanding of how written and spoken language expresses diverse cultural experiences;
 - understanding of the functions and historical development of the English language.

Summary of Strengths and Weaknesses from English Majors' Exit Interviews (18 interviews)

Strengths

- Passionate, challenging, knowledgeable faculty (12 mentions)*

- Variety of courses and readings (8)
- Writing focus and workshops (4)
- Internships (2)
- Small classes and sense of community (1)*
- Applicability of All Coursework to Real Life (1)
- Critical Thinking Skills & Expression strengthened (1)
- Research and Creative Inquiry Day (1)
- Visiting Novelists & Poets (1)

Weaknesses

- More PC classes needed; too many unrelated literature classes are required (4 mentions)
- More CW faculty and coursework (like special topics) needed (4)
- Some faculty use ineffective, outdated, stressful memorization-based testing (3)
- Some faculty have standards inconsistent with one-another (like MLA), or have their own peculiar, inflexible rules for writing that must be learned from former students (3)
- Required classes sometimes offered at the same time, or times that are not flexible (2)*
- More British literature classes needed (2)
- More diverse classes (like Mythology) and class choices needed (2)*
- Foreign Language requirement is too demanding (1)*
- Course teaching/strengthening technological proficiency skills (e.g., MS Office) needed (1)
- Courses should be more demanding; too easy to "skate by" (1)
- Faculty don't make students aware of resources available (1)
- More American literature classes needed (1)
- Theatre courses should not be required (1)
- Theatre program should be larger (1)

* = mentioned also in 2016-17 surveys

Advisement satisfaction

17 students surveyed in 2018 were very satisfied with Advisement they had received; only 1 was unsatisfied or had reservations, and this was due to mix-up with knowing Foreign Language requirement. Students cited (1 for each) English advising as being better than student had before declaring major; English advising being better than previous major; formal advising being well-supplemented by mentoring from individual professors.

Outcomes

All 18 students surveyed (100%) were satisfied that outcomes 1 and 3 had been met.

17 of 18 students (94%) were satisfied outcome 2 had been met.

15 of 18 students (83%) were satisfied outcome 4 ("functions and development of English language") had been met, in part because of not having taken course in this area.

Attachments:

Results: NSSE

Goal/Objective/Outcome Number:

outcomes 1, 2, 3, and 4

Results:

NSSE 2014: Arts & Humanities comparative data

	TTU A&H senior Mean	Carnegie A&H Mean
Attended an art exhibit, play or other arts performance (dance, music, etc.)	2.4	2.0
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.0	3.1

There were no comparative data for Arts & Humanities in the 2018 report, presumably because not enough students participated for the data to be accurate. Only 17 seniors in Arts & Humanities at TTU completed the 2017 NSSE survey. Above are the last available reported data, from 2014.

Attachments: