Definition of Unit
English M.A. Program Mission Statement

Reporting Year:
2017-18

Providing Department:
English MA

Department/Unit Contact:
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Mission/Vision/Goal Statement:
The English M.A. curriculum prepares its graduates for success in Ph.D. programs in English by increasing their knowledge of literary history and developing their skills in writing, literary analysis, and research; providing intensive training in writing and literary studies to help students excel as classroom teachers; preparing students for careers that demand advanced analytical and communication skills.

Academic Curriculum Map
New Academic Curriculum Map Item
Curriculum Mapping :

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Curriculum Mapping :

Leaning Outcomes	Required Courses		
	ENGL 6000 Introduction to Graduate Studies	ENGL 6--- American Literature	ENGL 6--- British Literature
Demonstrate a broad and integrated knowledge of literary history, theory, and pedagogy	I	R,A	R,A
Succeed in Ph.D. programs in English	I	R, A	R,A
Succeed in other areas of advanced graduate education	I	R,A	R,A

Be prepared for teaching careers in high school and community colleges	I	R,A	R,A
Be prepared for careers outside academe that require advanced analytical and communication skills	I	R, A	R,A

Goal/Objective/Outcome
Student Learning Outcome 1 - Literary Knowledge
Define Goal:
Students will demonstrate a broad and integrated knowledge of literary history, theory, and pedagogy.

Intended Outcomes / Objectives:

Student Learning Outcome 2 - English PhD Preparation
Define Goal:
Students will be prepared for success in PhD programs in English.

Intended Outcomes / Objectives:

Student Learning Outcome 3 - Graduate School Preparation
Define Goal:
Students will be prepared for success in other areas of advanced graduate education.

Intended Outcomes / Objectives:

Student Learning Outcome 4 - Teaching Preparation
Define Goal:
Students will be prepared for careers in high schools and community colleges.

Intended Outcomes / Objectives:

Student Learning Outcome 5 - Career Prep Outside Academe
Define Goal:
Students will be prepared for careers outside academe that require advanced analytical and communication skills.

Intended Outcomes / Objectives:

Assessment Tools
Assessment: Graduation Rates
Goal/ Outcome/ Objective:
Program Goal 1

Type of Tool:
Graduation Rate

Frequency of Assessment:
Yearly

Rationale:

Tracking the graduate rate will aid the Department in determining the effectiveness of course offerings and advisement. The threshold for an M.A, program in good standing is 5 graduates a year. We are beginning to show improvement with new concentrations in Creative Writing and Professional & Technical Communication starting in 2017-18.

M.A. Degrees Awarded by Academic Year, 2011 to 2016.

	Academic Year	New students*	English M.A. degrees
	2013-2014	3	4

	2014-2015	3	4
	2015-2016	5	3
	2016-2017	3	4
	2017-2018	5	4
	2013-2018 total	19	19
	2013-2018 annual average:	**3.8**	**3.8**

*Counts students in Fall plus any new entrants from prior Spring

Assessment: Survey of TTU Graduating Students and Alumni

Goal/ Outcome/ Objective:
SLO 1, 2, 3, 4

Type of Tool:
Survey

Frequency of Assessment:
Annually

Rationale:

One of the improvement initiative items from our academic audit was to design and implement a better survey of recent graduates, to get good data on our most recent graduates, but we are a year behind in implementing this. We now plan to produce usable data from this survey by Spring 2019.

Anecdotally, indications are that students graduating from the Department's M.A. program have performed well. Three of nineteen post-2011 M.A. graduates are pursuing Ph.D. degrees in English—one each at Louisiana State University, University of Arizona, and University of Florida. Additionally, several current graduate students and recent graduates intend to apply to Ph.D. programs for fall 2017. Students who earned M.A. degrees since 2011 have presented papers at professional meetings and conferences, including the New Voices Graduate Student Conference at Georgia State University, the Mix Symposium on Comics in Columbus (OH), the Louisville Conference on Literature and Culture Since 1900, the Tennessee Philological

Association, the University of Florida's Conference on Comics and Graphic Novels, and the Council of Writing Program Administrators Conference. One published an article in a well-respected academic journal, *Studies in the Novel*. Twelve post-2011 graduates have taught either full-time or part-time at universities or community colleges, including Indiana Tech University, TTU, University of Southern Mississippi, and Volunteer State Community College. Several graduates teach at the high-school level in Tennessee. Two are TTU academic advisors.

Assessments: Course-Embedded Assessments
Goal/ Outcome/ Objective:
SLO 1, 2, 3, 4

Type of Tool:

Frequency of Assessment:
Each semester

Rationale:
Faculty assess student progress through different types of course-embedded assessments, such as seminar papers, annotated bibliographies, oral presentations, theses, project papers, and comprehensive exams. (All students in the MA program must take a written comprehensive examination emphasizing teaching methods/pedagogy and literary movements and/or critical theory.)

M.A.-English Self-Study
Goal/ Outcome/ Objective:
Goals 1, 2, and 3; Outcomes 1, 2, 3, and 4

Type of Tool:
Other

Frequency of Assessment:
Every 5 years, last completed in 2016-17.

Rationale:

Results
Results: Self-Study
Goal/Objective/Outcome Number:
Program Goal 1, Program Goal 2

Results:

Recommendations

The audit team made the following recommendations on its visit in April 2017:

1. The development of a systematic process for program evaluation by faculty and students.
2. Increasing the availability of library resources in English/Literature (both books and databases) for faculty and graduate students.
3. The establishment of an external advisory committee whose members affiliated with sister institutions and/or private sector entities to enhance recruiting efforts.
4. To expand training opportunities in teaching for all graduate students in the program, not just the GTAs in the program.
5. Increasing university support to enable graduate students opportunities to present at and attend regional and national conferences.
6. Graduate program faculty engage in more frequent collaborative conversations about implementing innovative teaching strategies in graduate classes.

Since this time:

- The department has instituted meetings of its Graduate faculty separate from and in addition to its regular meetings of voting department faculty, in response to recommendation 6.
- The department undertook new programs to purchase books and films for Volpe Library, with the support of the library's policy of purchasing any book requested by department faculty.
- We have identified an advisory board for our PC program and are developing advisory boards for our other graduate concentrations.
- We have continued to support graduate student scholarship through the College of Arts & Sciences Faculty Development Fund, supplemented by department funds for special opportunities, such as the recent student visits to the Harriet Martineau Society conference in London.

At the same time, this audit was completed during the last year of TTU's membership as a Tennessee Board of Regents (TBR) institution, and review via the TBR academic audit process revealed limitations. Due to the small number of four-year institutions with graduate programs an Arts & Sciences in TBR, and the limited number of auditors provided by those institutions (many of which were committed to other audits or prevented by conflicts of interest in participating in the audit), the visiting team for the audit contained no members from institutions with graduate programs in Arts and Sciences. Both the Provost's and Arts & Sciences Dean's office judged the visiting team's work as error-ridden and poor.

Attachments:
Response to M.A. audit final report; TTU English MA Academic Auditor Team
Report 2017

Results: Career Preparation
Goal/Objective/Outcome Number:
SLO 1, 2, 3, 4

Results:

The department made the initiation of an effective M.A. alumni survey one of our improvement
initiatives in our academic audit in 2016, but did not yet take adequate steps to make that happen
in 2017-18. In August, 2018, we have developed a mechanism for such a survey, which we will
endeavor to make as comprehensive as possible, and we have assigned a graduate teaching
assistant the task of creating, distributing, and tabulating this survey, under the guidance of our
Director of Graduate Studies, and in consultation with the department chair. We look forward to
generating rich data on our program graduates before the end of 2018-19, and we hope to show
good data on this in next year's assessment report.

Attachments:

Results: Employment as Instructors and Writers
Goal/Objective/Outcome Number:
SLO 4

Results:

We are currently developing and administering a comprehensive graduate alumni survey, as
detailed on "Career Preparation" page, which we expect will yield more extensive data about our
graduates, to be featured in next year's report.

Here is some information from the recent past --

Fifteen of the 38 recent MA graduates between 2007-2015 have held instructor positions in
English at Tennessee colleges or universities, including Tennessee Technological University,

Nashville State Community College, Motlow State Community College, Volunteer State Community College, Roane State Community College, Daymar Institute, and Miller-Motte Tech College. Three graduates teach English at public schools in Tennessee. One is a tenure-track assistant professor at Indiana Tech University. Three recent graduates are freelance writers.

Attachments:

Modifications and Continuing Improvement to Goals/Objectives/Outcomes
Modification: Fast-Track
Goal/Objective/Outcome Number:
Program goals 1, 2, 3, and 4

Program Changes and Actions due to Results:

In 2017-18, two of the five new students joining our M.A. program did so having taken courses for dual undergraduate-graduate credit through our Fast-Track program. One student took a single 3-credit class in Spring 2018 and began her M.A. program with 3 credits toward the degree, while the other student took two 3-credit classes and began her M.A. program with 6 credits toward the degree.

English began the Fast-Track program in 2017, designed to enable undergraduates to accumulate up to six credit hours of graduate coursework, to satisfy both undergraduate and graduate degree requirements, while still pursuing their undergraduate degree. The intention was to enable for students an efficient graduate program transition with the potential for accelerated completion. The courses must be taken at Tennessee Tech University. (Students who reach the number of credits required for their undergraduate degrees can also take additional courses for graduate credit before graduation, thus potentially accelerating their M.A. program even more.)

The minimum admission requirements for participating in the English Fast Track Program are:

- Enrollment as a TTU undergraduate English major with at least 90 hours of completed courses within the program of study;
- Completion of ENGL 3000;
- Overall GPA of 3.25 or better; GPA in 3000-level and above English coursework of 3.5 or better;
- Recommendation from the student's undergraduate advisor;
- Course approval from course professor and graduate faculty advisor;
- In addition to the requirements for admission to the B.A./M.A. Fast Track program, all requirements for admission to the graduate program must also be met upon graduation. Meeting these minimum requirements does not guarantee admission to the graduate program.

Link to Assessment:

Link to 'Tech Tomorrow' Strategic Plan:
Adult Learners,Dynamic Long-term Budget,General Education
Curriculum,Programs, Certificates, and Training

Modification: New M.A. concentrations
Goal/Objective/Outcome Number:
Program goals 4 and 5

Program Changes and Actions due to Results:

The department received recommendations in recent years from a variety of different sources
that we should develop our graduate offerings. We have spent a number of years on the THEC
low-performing program list, failing to graduate an average of five students from our M.A.
program over a five-year period. As far back as the academic audit of our M.A. program in 2011-
12, its last unfulfilled recommendation "that the department take action to enlarge their graduate program."

**Two new M.A. concentrations, in Creative Writing and in Professional and Technical Communication, were
developed and adopted to begin in Fall 2017. These create a better fit between our Master's program, which
formerly offered only a traditional literature-based degree concentration, and our undergraduate program,
which has among its options concentrations in Professional Communication and Writing/Language/Genre in
addition to Literature.**

2017-18 was the introductory year for our new graduate concentrations in Creative Writing
(CW) and Professional and Technical Communication (PTC). English had four students graduate
with traditional literature-based M.A. degrees this past year (as well as a fifth whose extra month
writing his thesis will have his graduation officially came in summer 2018, to be counted next
year), but the nine students currently full-time in the program, as of Fall 2018, are split evenly,
with three each in Literature, CW, and PTC. Eight of these nine have Graduate Teaching
Assistantships (up one from last year, making use of all of our GTA lines). Our first 6000-level
courses in Creative Writing and PTC debuted this Fall.

We are now on pace to award five M.A. degrees each of the next two years. The department has
not awarded five in a year since 2013-14. An average of 5 per year will remove the program
fromt the THEC low-performing list.

A new graduate program brochure will be sent in targeted mailings to graduates from our
undergraduate B.A. program and regional English departments in Fall 2018 and Spring 2019.
The latter targeted mailing will help address the observation made in our academic audit by TBR

in 2016-17, that Tech's English M.A. wasn't well-known outside our campus. The Creative Writing concentration competes only with UT-Chattanooga as a Creative Writing M.A. at a public institution in Middle Tennessee, and the PTC M.A. appears to be unique in the state.

Link to Assessment:

Link to 'Tech Tomorrow' Strategic Plan: