

English BA: 2018-2019

Definition of Unit

Providing Department:

English BA

Department/Unit Contact:

Linda Null

Mission/Vision 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.

Program Goal 1 - Department Life & Cultural Opportunities

Define Goal:

Enrich English major through departmental life and cultural opportunities.

Intended Outcomes / Objectives:

Provide opportunities for students to take advantage of area cultural opportunities.

Invite speakers and allow students and faculty access to their presentations and in informal settings for sharing of ideas

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: PG1: Annual Report - Departmental Life & Cultural Opportunities

Frequency of Assessment:

annually

Rationale:

The department yearly collects information from annual faculty effort reports as well as summarizing the highlights of general department accomplishments during the year. Information includes curricular and co-curricular activities offered.

RELATED ITEM LEVEL 2

Results: PG1: Annual Report - Departmental Life & Cultural Opportunities

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:

Student Learning Outcome 1 - Effective Communication & Critical Thinking

Define Goal:

Introduce, reinforce, and encourage mastery of student skills in writing, presenting, and critical thinking throughout the curriculum

Intended Outcomes / Objectives:

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 1: Effective Communication & Critical Thinking

Frequency of Assessment:

Every year

Rationale:

California Critical Thinking Skills Test (CCTST):

The California Critical Thinking Skills Test is administered as a senior exit exam for all graduates. CCTST assesses students' critical thinking skills. The department's threshold of acceptability is to be in the top half of majors tested.

ENGL 4995 senior Colloquium Oral Presentation:

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

RELATED ITEM LEVEL 2

Results: SLO 1: Effective Communication & Critical Thinking

Results:

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

	2015-16		2016-17		2017-18		2018-19	
	Mean	N*	Mean	N*	Mean	N*	Mean	N*
ENGL	14.5	10	16.4	19	15.29	21	18.0/78	17
TTU total	16.9	1485	-	-	17.55	1260	16.8/76	1515
CCTST	17.1	-	16.2	-	-	-	15.4/74	

Attachments:

Student Learning Outcome 2 - Understanding Literary Traditions

Define Goal:

Introduce students to American and British literature.

Intended Outcomes / Objectives:

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 2: Understanding Literary Traditions

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.

Thresholds: Minimum Performance: 3 semester average at 38%

Target Performance: 3 semester average at 55% or better

RELATED ITEM LEVEL 2

Results: SLO 2: Understanding Literary Traditions

Results:

Major Field Test Results

	Mean Percent Correct
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	FY 2017 (n=11)	FY2018 (n=12)	FY2019 (n=15)
British Literature Pre-1660	54	46	44
British Literature 1660-1900	45	37	39
American Literature to 1900	57	47	51
British and American Literature 1901-1945	48	47	44
Literature in English Since 1945	52	45	47
Literary History	53	49	46
Identification	43	35	42
Literary Theory	45	41	36

Attachments:

ETS results 15-19.docx

Student Learning Outcome 3 - Understanding Diversity & Cultural Expression

Define Goal:

Introduce students to the written and spoken language expressions of authors from diverse groups and experiences.

Intended Outcomes / Objectives:

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 3 - Understanding Diversity & Cultural Expression

Frequency of Assessment:

Every semester

Rationale:

Tracking Sheet of student participation in English Program Events and Initiatives

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.

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.

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.

RELATED ITEM LEVEL 2

Results: SLO 3 - Understanding Diversity & Cultural Expression

Results:

NSSE: TTU A&H Senior Mean

	2014	2019
Attended an art exhibit, play or other arts performance (dance, music, etc.)	2.4	1.8
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.0	3.2

Attachments: