

Institutional Effectiveness Report 2021-2022

Program: English BA

College and Department: College of Arts & Science - English

Contact: Linda Null

Mission: 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 Goals:

PG 1: Enrich English major through departmental life and cultural opportunities.

Student Learning Outcomes:

SLO 1: Students will demonstrate the capacity to write and speak clearly, read perceptively, and think critically.

SLO 2: Students will demonstrate understanding of historical traditions in British and American literature.

SLO 3: Students will demonstrate understanding of how written and spoken language expresses diverse cultural experiences.

SLO 4: Students will demonstrate understanding of the functions and historical development of the English language.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Departmental life and cultural opportunities

1. Annual Report - Departmental Life & Cultural Opportunities

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.

2. Tracking Sheet of student participation in English Program Events and Initiatives

SLO 1: Write and speak clearly, read perceptively, and think critically

1. 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.

2. Faculty involvement in Quality Enhancement Plan (QEP)
3. Student Involvement in Quality Enhancement Plan (QEP)
4. 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

5. Senior Exit Interviews

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.

SLO 2: Historical traditions in British and American literature

1. ETS Major Field Achievement Test:

The ETS Major Field Achievement Test in Literature provides a mean score but also sub scores in the areas of Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification. 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

2. Senior Exit Interviews

SLO 3: Written and spoken language expresses diverse cultural experiences

1. National Survey of Student Engagement (NSSE):

NSSE assesses students' experience with diverse ideas and communication of those ideas. (e.g., revision, group work, exposure to ideas different from their own).

SLO 4: Understanding of the functions and historical development of the English language.

1. Senior exit interview and graduating senior survey:

In Fall 2019, seven students participated in the senior exit interviews. All of them completed the senior survey. In Spring 2020, eleven students participated in both activities. The final question lists the four student learning outcomes and asks student: "Do you feel that your work in the program has enabled you to meet any or all of these outcomes. Please explain." All eighteen students felt that they met the four outcomes. In Spring 2021, nine students participated in the exit interviews. Three of the nine mentioned that SLO 4 "understanding the functions and historical development of the English language" was the area where they

felt least well prepared. On the other hand, one student wrote: “This aspect of my education was done so well it is what has inspired me to pursue my future career, as I have now been instilled with a hunger to keep learning more and more about the history of every language, not just English.”

Results:

PG 1: *Departmental life and cultural opportunities*

In 2021-22, members of the department continued to host guest speakers for an audience of TTU students, staff, and faculty:

P.W. Covington

Ayad Akhtar,

Lily Hoang,

T.C. Boyle

The Tech Players presented the following theatrical productions: *The Fantasticks (Fall 2021)*

URECA grants - Two students received travel grants to attend the Southern Literary Festival

QEP Travel Grants - Two faculty received QEP travel grants.

SLO 1: Write and speak clearly, read perceptively, and think critically

To determine thresholds of acceptability and target goals for the CCTST, the Institutional Effectiveness Assessment Committee reviewed the results for the past five years. Based on an analysis of the variance in scores across colleges, the committee agreed that a ratio of 100% should be the targeted goal, and a ratio of 90%, which is within one standard deviation of the University’s five-year average ratio, should be an appropriate threshold of acceptability.

California Critical Thinking Skills Test

	2017-18	2018-19	2019-20	2020-21	2021-22
TTU English	17.7	18.0/78.0	19.2/79.0	76.0	74.3
National average	16.2	15.4/74.0	15.4/74.0	74.0	73.3
% of National Average	109.2%	116.9%	124.7%	102.7%	101.4%

In 2020-21, the measurement changed from a 34 pt. mean to a 100 pt. mean. Still English majors scored above both the TTU and the national average.

ENGL 4995 Oral Presentation Rubric

Semester	% Excellent or Good
Spring 2016	89%
Spring 2017	72%
Spring 2018	87%

Spring 2019	88%
Spring 2020	71%
Spring 2021	83%
Spring 2022	85%

In Fall 2022, the department developed a rubric to assess student writing in ENGL 4995, a course required for all English majors. Threshold of acceptability: 85% of students will score Excellent or Very Good in each category of the evaluation. The rubric will be used for the first time in Spring 2023.

SLO 2: Historical traditions in British and American literature

Major Field Test

The Institutional Research Committee reviewed the results of major field tests (ETS and ACAT) for the past five years disaggregated by program. Based on an analysis of the variance in scores, the committee concluded that programs should have a ratio no more than one standard deviation below the University’s overall ratio. This translated to a threshold of acceptability of 90%. As for the targeted goal, the committee agreed that the University and its individual programs should strive for achievement that was equal to or greater than the national average resulting in a goal of 100%.

I was not able to find the national average for F21 and SP 22.

	2017-2018	2018-19	2019-20	Sp 21	Fall 21	Sp 22
TTU Average Score	150	148	155	143	151	148
National Average	152.8	152.6	152.5			
TTU % of National Average	98%	97%	102%			

SLO 3: Written and spoken language expresses diverse cultural experiences

In Fall 2021, five students participated in the senior exit interviews. All of them completed the senior survey. In Spring 2022, twelve students participated in both activities. The final question lists the four student learning outcomes and asks student: “Do you feel that your work in the program has enabled you to meet any or all of these outcomes. Please explain.” In Fall 2021, four students felt that they met the four outcomes. (The other student did not respond at all to the question.) In Spring 2022, eight of the twelve students felt that their experience had helped them meet all four of the SLOs. Three students mentioned that they felt less well prepared in their understanding of the functions of the historical development of the English language (SLO 4) than the other outcomes. One student mentioned SLOs three and four as being the ones where they felt less well prepared.

Appendices

1. English BA Curriculum Map
2. ENGL 4995 Senior Colloquium rubric

Appendix 1: English BA Curriculum Map

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 perceptively, and think critically	I	R	R	R	R	R	M, A
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

Appendix 2: ENGL 4995 Senior Colloquium rubric

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