

Annual Goals for English

2010-2011

Title:	Senior Seminar
Description:	The Department of English will create a capstone course to assess students' achievement in meeting the department's Learning Outcome Goals.
Budget:	0.00
University Goals:	1,2
Strategic Goals:	
Responsibility:	Department Chair
Participation:	department faculty
Results:	This course was developed by the department curriculum committee, approved by the department faculty, and approved by the curriculum committees of the College of Arts and Sciences and the university.
Actions:	As this course has just been added to the catalog, it has not yet been offered.
Improvements:	

Title:	Graduate Student Conference
Description:	The Department of English will host a graduate student conference to provide our M.A. students with the opportunity to present research and to interact with graduate student scholars from English graduate programs in the Southeast
Budget:	0.00
University Goals:	1,2
Strategic Goals:	
Responsibility:	Graduate Student Conference Committee
Participation:	Department Chair
Results:	The conference attracted graduate students from graduate programs in

Tennessee, Florida, Georgia, and Alabama. UNA graduate students served as panel chairs, and four UNA graduate students presented papers, with one UNA student paper being selected as the best paper of the conference.

Actions: Based on the success of the conference, the Graduate Student Conference Committee is planning a conference for the fall semester of 2011 with hopes of attracting more students.

Improvements:

Title: Sophomore Lit. Assessment

Description: The Department of English will refine its assessment procedure for sophomore literature.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Sophomore Literature Committee

Participation: Department Chair

Results: New literary passages were selected for the sophomore literature assessment, and the evaluation rubric was revised.

Actions: In the assessment for spring 2009, students showed weaknesses in each area, falling below 2 in learning outcomes 1 and 3, and measuring 2.3 for learning outcome 2. These weaknesses were discussed in the April 20, 2011, departmental meeting. The Sophomore Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.

Improvements:

Title: English Language Arts

Description: The Department of English will revise the option in English language arts.

Budget: 0.00

University Goals: 1,2

Strategic**Goals:****Responsibility:** Department Chair**Participation:** Faculty who teach the English/Language Arts methods courses**Results:** A proposal for a revised English Language Arts option has been developed.**Actions:** The proposed revision has been sent to the chair of Secondary Education in the College of Education. We are waiting for comments from the College of Education and for changes in the English core being developed by the department Curriculum Committee.**Improvements:**

Student Learning Outcomes for English

2010-2011

Title: Learning Outcome Goal 1**Description:** Students will demonstrate the ability to compose and comprehend reasoned arguments.**Budget:** \$0.00**Core Competencies:** 1,2,4**25% Online:****50% Online:****Core Competencies:** 1,2,4**How Often:** Every 2 years**Assessed this Year?** Yes**Responsibility:** Department Chair**Participation:** department faculty**Direct**

Assessments

Indirect Assessments

Each of the courses in the English major requires a significant amount of analytical and persuasive writing. Individual faculty members assess student ability while reviewing essay exams and analytical papers.

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Results: The results indicate that the majority of the faculty teaching junior and senior-level courses believe that while our students are able to compose and comprehend reasonable arguments there is room for improvement.

Curriculum:

Actions:

Improvements: The results of the assessment will be discussed by the faculty in the fall semester with the end goal of developing a plan for improving student performance in this area.

Title:	Learning Outcome Goal 2
Description:	Students demonstrate their knowledge of the historical development of the English language.
Budget:	\$0.00
Core Competencies:	2,4,5
25% Online:	
50% Online:	
Core Competencies:	2,4,5

How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Faculty assigned to teach courses in linguistics, grammar, and language history.

Participation:

Direct Assessments

Students will be required to present applications and presentations demonstrating their knowledge of the historical development of the English language.

Indirect Assessments

Results: In each of the three courses that address this area (EN 306 Introduction to English Linguistics, EN 441 History of the English Language, EN 442 Survey of Grammar) students completing the respective courses show an awareness of the development of the English language. Students completing EN 441, however, show the greatest awareness. As the instructor has noted "At the end of 441, students demonstrate a clear awareness of specific changes in the structure and use of the language, the sources and interactions of those changes, and the circumstances which motivated those changes. Students also are required to demonstrate an understanding of the current working of these same forces on present day changes in the language."

Curriculum: The department Curriculum Committee is considering the addition of EN 441 to the list of core courses required in the major.

Actions:

Improvements:

Title: Learning Outcome Goal 3

Description: Students will demonstrate the critical and analytical methodologies of the Humanities and Fine Arts.

Budget: \$0.00

Core Competencies: 2,4,5

25% Online:

50% Online:

Core Competencies: 2,4,5

How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Sophomore Literature Assessment Team

Participation:

Direct Assessments

Carefully read ONE of the following passages below. Write a 2-3 paragraph response in which you explicate your chosen passage and draw a larger conclusion about its meaning. In your response, identify relevant literary terms (i.e., theme, conflict, etc.)

Indirect Assessments

Results: Students demonstrated significant weaknesses in this area.

Curriculum:

Actions:

Improvements: The department will address this problem early in the fall semester and develop a plan for improving student performance in this area.

Title:	Learning Outcome Goal 4
Description:	Students will demonstrate understanding of historical traditions in British and American literature.
Budget:	\$0.00
Core Competencies:	5
25% Online:	
50% Online:	
Core Competencies:	5
How Often:	Every 2 years
Assessed this Year?	No
Responsibility:	Department Chair
Participation:	
Direct Assessments	MFT and PRAXIS II
Indirect Assessments	
Results:	Not enough students completed the PRAXIS II to generate a report from ETS, and the College of Education has not forwarded any information on any student failing to meet the minimum score of 151. Nine students completed the Major Field Test in Literature in English. While the UNA average for the total score was nearly three points above the national mean, the UNA average was 1.3 points below last year's average at UNA. In the sub-scores, averages held steady of showed modest growth.

Curriculum:

Actions:

Improvements: Because the end results of the MFT indicate program strength, no major changes are being considered at this time. The department will, however, continue to discuss ways of strengthening the major through curricular change.

Student Learning Outcomes for Master of Arts (English)

2010-2011

Title:	1 Literary genres, periods, movements, theory, and history
Description:	Graduate students demonstrate familiarity with the major literary genres, periods, movements, and theory of literary history with an emphasis on British and American literatures.
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Graduate faculty
Direct Assessments	

Students must choose one of four time periods: American Literature to 1865;

American Literature, 1865 to the present; British Literature to the Restoration; British Literature, the Restoration to the present.

Students selecting the thesis option are required to work with a thesis director in developing a thesis plan and in completing a thesis. The thesis is reviewed and approved by the thesis director, the Director of Graduate Studies, and the Department

Indirect Assessments

Results: Eight students earned the Master of Arts in English during the 2010-2011 academic year. The five students who selected the non-thesis option passed their respective comprehensive examinations. Each of the three students who selected the thesis option was successful in completing his or her respective thesis and having it approved by the department.

Curriculum:

Actions:

Improvements: The graduate faculty will review student performance on the comprehensive exam to see if the curriculum change approved in 2010 addresses the problems some students have had in passing the comprehensive exam on the first attempt.

Title:	2 Preparation for Doctoral Programs
Description:	Graduate students will demonstrate preparation for doctoral programs in English studies.
Budget:	\$0.00
Core Competencies:	2,4,5
25% Online:	
50% Online:	
Core	2,4,5

Competencies:**How Often:** Every 5 years**Assessed this Year?** No**Responsibility:** Department Chair**Participation:** Graduate Faculty Director**Direct Assessments****Indirect Assessments**

Every five years the Director of English Graduate Studies will conduct a survey to determine the number of graduates who have sought and attained work in business, government, media industries, and not-for-profit fields.

Results:**Curriculum:****Actions:****Improvements:**

Title: 3 Preparation for Teaching**Description:** Graduate students will demonstrate preparation for entry into a teaching at the community college level.**Budget:** \$0.00**Core Competencies:** 1,5**25% Online:****50% Online:**

Core Competencies: 1,5
How Often: Every 5 years
Assessed this Year? No
Responsibility: Department Chair
Participation: Director of Graduate Studies
Direct Assessments

Indirect Assessments

Every five years the Director of English Graduate Studies will conduct a survey to determine the number of graduates who have sought and attained work in business, government, media industries, and not-for-profit fields.

Results:

Curriculum:

Actions:

Improvements:

Title: 4 Preparation for non-academic professions

Description: Graduate students will demonstrate preparation for non-academic professions in which intensive training in analytical and communication skills is beneficial.

Budget: \$0.00

Core Competencies: 1,2,4,5

25% Online:

50% Online:

Core Competencies: 1,2,4,5

How Often: Every 5 years

Assessed this Year? No

Responsibility: Department Chair

Participation: Director of Graduate Studies

Direct Assessments

Indirect Assessments

Every five years the Director of English Graduate Studies will conduct a survey to determine the number of graduates who have sought and attained work in business, government, media industries, and not-for-profit fields.

Results:

Curriculum:

Actions:

Improvements: