

# Annual Goals for English

2011-2012

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<b>Goal 1:</b>	Revise the Major Core
<b>Description:</b>	The Department of English will revise the English Degree Major Core to reflect recent curriculum changes and enhance the three (3) English Major options.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Dept. Chair & Dept. Curriculum Committee
<b>Participation:</b>	faculty
<b>Results:</b>	The department curriculum committee worked for almost an academic year to study the core and report to the department. The core was reduced to 12 hours and revised to reflect a common base for all 3 options in the English Major. The core now offers a broader variety within the various concentrations. These actions result in opportunities to offer more upper-level courses more often within the options.
<b>Actions/Improvements:</b>	
<b>Future Actions/Improvements:</b>	

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<b>Goal 2:</b>	Graduate Student Conference
<b>Description:</b>	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
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Faculty sponsor(s) and the Graduate Conference Committee
<b>Participation:</b>	Dept. Chair
<b>Results:</b>	The Graduate Conference Committee met almost every week for the entire academic year. It is already meeting and planning for the 2012/2013 conference.

**Actions/Improvements:** The conference is being moved to the Spring semester in order to boost participation and avoid conflicts with other activities in the Fall.

**Future  
Actions/Improvements:**

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**Goal 3:** Sophomore Lit. Assessment

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

**Budget:** 0.00

**University Goals  
Supported:** 1,2

**Strategic Goals  
Supported:**

**Responsibility:** Sophomore Assessment Committee

**Participation:** Dept. Chair

**Results:** The committee met regularly and worked in conjunction with the QEP working committee to review the Sophomore Assessment. The committee will be reviewing the 2012 data collected at the end of the Spring semester.

**Actions/Improvements:** After reviewing data from the last 2 years, and getting input from the QEP committee, the committee revised the Sophomore Assessment instrument to bring it into line with the QEP and better reflect current best practice in the Sophomore Literature courses.

**Future  
Actions/Improvements:**

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**Goal 4:** English Language Arts

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

**Budget:** 0.00

**University Goals  
Supported:** 1,2

**Strategic Goals  
Supported:**

**Responsibility:** Language Arts Committee

**Participation:** Dept. Chair

**Results:** The committee attended workshops provided by the College of Education. New rules are now in effect from the Alabama State Department of Education.

**Actions/Improvements:** The committee reviewed/revised the appropriate Alabama Quality Teaching Standards and the Performance Assessment Templates in

conjunction with the CoEd.

**Future  
Actions/Improvements:**

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**Goal 5:** QEP

**Description:** The Department of English will complete the QEP.

**Budget:** 0.00

**University Goals  
Supported:** 1,2

**Strategic Goals  
Supported:**

**Responsibility:** The QEP committee

**Participation:** Dept. Chair

**Results:** The QEP committee met regularly and the chair met with the university QEP working groups at various times. The committee finished its work on time, and is now in the process of reviewing our options for further revision of our program.

**Actions/Improvements:** EN 112 is now the foundation course for the university QEP. Courses were either created or identified in our program to meet the QEP at all levels. Review/revision continues on an ongoing basis.

**Future  
Actions/Improvements:**

# Student Learning Outcomes for Master of Arts (English)

2011-2012

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<b>Outcome 1:</b>	Preparation for non-academic professions
<b>Description:</b>	Graduate students will demonstrate preparation for non-academic professions in which intensive training in analytical and communication skills is beneficial.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Every year
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Director of Graduate Studies in English
<b>Participation:</b>	Graduate faculty
<b>Direct Assessments</b>	<p>Internal comprehensive exams are required of all students not preparing a thesis.</p> <p>Some students are in-service teachers and are working toward advanced certificates issued by the Alabama State Department of Education.</p> <p>Thesis preparation.</p>
<b>Indirect Assessments</b>	<p>The program director keeps extensive, if not detailed, records of student employment, additional education, etc. subsequent to graduating from our program.</p> <p>General data concerning retention and graduation are maintained.</p>

**Results:** All students completing the program and graduating passed comprehensive exams or completed a thesis. There were no students attempting the program who were not successful.

**Curriculum Actions/Improvements:** None.

**Other Actions/Improvements:** We will continue our program with very little change. However, there are preliminary plans being made to develop student stipends in order to recruit students who might not otherwise come to UNA.

**Outcome 2:** Preparation for Teaching

**Description:** Graduate students will demonstrate preparation for entry into a teaching at the community college level.

**Budget:** \$0

**Core Competencies Supported:** 1,5

**Assessed How Often:** Every year

**Assessed this Year?** Yes

**Responsibility:** Director of Graduate Studies in English

**Participation:** graduate faculty

**Direct Assessments**

Internal comprehensive exams are required of all students not preparing a thesis.

Some students are in-service teachers and are working toward advanced certificates issued by the Alabama State Department of Education.

Thesis preparation.

**Indirect Assessments**

The program director keeps extensive, if not detailed, records of student employment, additional education, etc. subsequent to graduating from our program.

General data concerning retention and graduation are maintained.

**Results:** All students completing the program and graduating passed comprehensive exams or completed a thesis. There were no students attempting the program who were not successful.

**Curriculum  
Actions/Improvements:** None.

**Other  
Actions/Improvements:** We will continue our program with very little change. However, there are preliminary plans being made to develop student stipends in order to recruit students who might not otherwise come to UNA.

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**Outcome 3:** Preparation for Doctoral Programs

**Description:** Graduate students will demonstrate preparation for doctoral programs in English studies.

**Budget:** \$0

**Core Competencies  
Supported:** 2,4,5

**Assessed How Often:** Every year

**Assessed this Year?** Yes

**Responsibility:** Director of Graduate Studies in English

**Participation:** graduate faculty

**Direct Assessments**

Internal comprehensive exams are required of all students not preparing a thesis.

Some students are in-service teachers and are working toward advanced certificates issued by the Alabama State Department of Education.

Thesis preparation.

**Indirect Assessments**

The program director keeps extensive, if not detailed, records of

student employment, additional education, etc. subsequent to graduating from our program.

General data concerning retention and graduation are maintained.

<b>Results:</b>	All students completing the program and graduating passed comprehensive exams or completed a thesis. There were no students attempting the program who were not successful.
<b>Curriculum Actions/Improvements:</b>	None.
<b>Other Actions/Improvements:</b>	We will continue our program with very little change. However, there are preliminary plans being made to develop student stipends in order to recruit students who might not otherwise come to UNA.

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<b>Outcome 4:</b>	Literary genres, periods, movements, theory, and history
<b>Description:</b>	Graduate students demonstrate familiarity with the major literary genres, periods, movements, and theory of literary history with an emphasis on British and American literature.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Every year
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Director of Graduate Studies in English
<b>Participation:</b>	graduate faculty
<b>Direct Assessments</b>	<p>Internal comprehensive exams are required of all students not preparing a thesis.</p> <p>Some students are in-service teachers and are working toward advanced certificates issued by the Alabama State Department of Education.</p> <p>Thesis preparation.</p>

#### **Indirect Assessments**

the program director keeps extensive, if not detailed, records of student employment, additional education, etc. subsequent to graduating from our program.

**Results:**

All students completing the program and graduating passed comprehensive exams or completed a thesis. There were no students attempting the program who were not successful.

**Curriculum**

None.

**Actions/Improvements:**

**Other**

**Actions/Improvements:**

We will continue our program with very little change. However, there are preliminary plans being made to develop student stipends in order to recruit students who might not otherwise come to UNA.

# Student Learning Outcomes for English

2011-2012

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<b>Outcome 1:</b>	1. Ability to compose & comprehend reasoned arguments
<b>Description:</b>	Students will demonstrate the ability to compose and comprehend reasoned arguments.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Every year
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	faculty
<b>Participation:</b>	Department Chair, First-Year Composition Committee, Sophomore Committee

## Direct Assessments

Each of the courses in the English major requires a significant amount of analytical and persuasive writing.

## Indirect Assessments

<b>Results:</b>	Although minimal, our students continue to make progress using rubrics developed by our First-Year Composition and Sophomore Committees.
<b>Curriculum Actions/Improvements:</b>	None.
<b>Other Actions/Improvements:</b>	We continue to assess our students with essays, extended research papers, and individual faculty writing assignments.

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**Outcome 2:** 2. Knowledge of historical development of English language

**Description:** Students demonstrate their knowledge of the historical development of the English language.

**Budget:** \$0

**Core Competencies Supported:** 2,4,5

**Assessed How Often:** Every year

**Assessed this Year?** Yes

**Responsibility:** Department Chair

**Participation:** faculty

**Direct Assessments**

Students will demonstrate relevant knowledge by achieving a minimum score of 135 on the Major Field Test in English or by achieving a minimum score of 151 on PRAXIS II.

**Indirect Assessments**

**Results:** 14 students took the Major Field Test (MFT) and all were successful in achieving a minimum score. The PRAXIS is administered by the College of Education.

**Curriculum Actions/Improvements:** None.

**Other Actions/Improvements:** We will continue the MFT and PRAXIS II assessments.

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**Outcome 3:** 3. Critical & Analytical Methodologies

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

**Budget:** \$0

**Core Competencies Supported:** 2,4,5  
**Assessed How Often:** Every year  
**Assessed this Year?** Yes  
**Responsibility:** faculty  
**Participation:** Department Chair  
**Direct Assessments**

Students will demonstrate relevant knowledge by achieving a minimum score of 135 on the Major Field Test in English or by achieving a minimum score of 151 on PRAXIS II.

Almost all English courses require extended essays and papers. EN 360 - Literary Criticism is a required course for all Option I - Literature students.

We have developed a capstone course for Each of the 3 options in English that require a compendium of student work over the total course of study for a given student.

#### **Indirect Assessments**

**Results:** 14 students took the Major Field Test. All achieved a minimum score. PRAXIS II is administered by the College of Education.

**Curriculum Actions/Improvements:** We have developed a 3-course sequence in each of the options, each prerequisite to the next in the series.

**Other Actions/Improvements:** We have been offering the Option II - Professional Writing Portfolio Workshop course. We will offer the Option I - Senior Seminar for the first time in Fall 2013. We continue to require extensive writing and extended essays in almost all English courses.

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**Outcome 4:** 4. Historical traditions in British & American literature

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

**Budget:** \$0  
**Core Competencies Supported:** 5  
**Assessed How Often:** Every year  
**Assessed this Year?** Yes  
**Responsibility:** faculty  
**Participation:** Department Chair

**Direct Assessments**

Students will demonstrate relevant knowledge by achieving a minimum score of 135 on the Major Field Test in English or by achieving a minimum score of 151 on PRAXIS II. The English Core requires nine hours in American, British, or world literature s

**Indirect Assessments**

**Results:** 14 students took the Major Field Test and all achieved a minimum score. The Praxis II is administered by the College of Education.

**Curriculum Actions/Improvements:** None.

**Other Actions/Improvements:** We will continue to require the MFT and the nine hours in American, British, or world literature survey courses.