

# Annual Review and Projections Report, 2004-05

## Part A. Expected Learning Outcomes...

(Expected Learning Outcomes of the Educational Program, Methods of Assessment, Results of Assessment, & Results Utilization)

Department: English

College: Arts & Sciences

Program: English

Degree: BA

<b>Expected Student Learning Outcomes</b> (Student Learning Objectives)	<b>Method of Assessing Learning Objectives</b>	<b>Results of Assessments</b>	<b>Description of Ways Programs Were Improved as a Result of Assessments</b>
<p>Students will be able to characterize major literary periods, genres, discursive features, theories, ideas, and historical events from their knowledge of a variety of texts and literatures.</p>	<p>English majors in the final year of study were asked to submit writing portfolios in the spring of 2005. The portfolios were to consist of the following: two formal essays, written for English coursework, that represented the students' best work during their course of study for the major, and a reflective commentary in which students would discuss their experiences as an English majors and offer their insights and feedback.</p> <p>Each of the two formal essays were to be evaluated by at least two faculty members. Using a six-point scale, the evaluator would assign a score to each of three criteria that reflect specifics of the learning objective:</p> <p>1) The student's knowledge of textual</p>	<p>10 of the 12 graduating English majors in the regular concentration submitted portfolios in the spring of 2005 (an additional 4 creative writing concentrators also did so). The Undergraduate Committee, consisting of seven faculty members, scored the essays. The below is an account of averages and scoring variations among the scorers for the 20 essays submitted by majors in the regular concentration:</p> <p>For Criterion 1: There was more than a 1 point variation among scores in 4 of 20 instances. 1 essay received an N/A from at</p>	<p>The Undergraduate Committee was pleased to note that, even in the absence of true norming, scoring variations among the scorers were minimal in a majority of cases.</p> <p>Despite such evidence of relative consistency among scorers, the disagreements were significant. The Committee's conclusion is that, in the absence of proper norming, evaluators were often uncertain whether and to what extent the scoring rubric was applicable to the essay samples.</p> <p>In addition to norming uncertainty, the Committee recognized that uneven scoring also resulted from the fact that the papers submitted for evaluation were not always relevant to our three criteria. This may have resulted from one, or a combination, of the</p>

	<p>genres and conventions;</p> <p>2) The student's use of critical theory in the analysis of texts;</p> <p>3) The student's use of research in the analysis of texts.</p> <p>Because evaluators did not undergo a formal norming process, no quantitative scoring goals were set for this year.</p>	<p>least one grader. The average score in this category was around 4.</p> <p>For Criterion 2: There was more than a 1 point variation among scores in 7 of 20 instances. 7 essays received N/A scores from at least one grader. The average score was around 3.</p> <p>For Criterion 3: There was more than a 1 point variation among scores in 9 of 20 instances. 13 essays received N/A scores from at least one reader. The average score was around 2.</p>	<p>following causes: A) unclear instructions given to students; B) students' discretionary decision to submit work that did not correspond to our criteria; C) lack of English course assignments that would produce work relevant to our criteria; D) failure of English coursework to teach certain skills effectively (such as research skills).</p> <p>The Committee concluded that some or all of the following factors should be addressed during 2005-6, so that more effective assessment can take place in 2006: I) whether the portfolio assignment for majors can yield consistent and useful data; II) if the portfolio model is retained, whether instructions to students for essay submission are sufficiently clear; III) if the portfolio model is retained or another model for collecting data is chosen, whether the incentives for submission of student work are adequate; IV) the critical need for a formal norming process for evaluations; and V) the sufficiency of the 7 criteria used to assess learning objectives.</p> <p>The Committee found that it would be inappropriate to recommend specific program changes related to this learning objective until the assessment methods are more reliable and valid. The Committee will undertake improvements for the Spring 2006 assessment of majors.</p>
<p>Students will be able to defend their interpretations of literature with textual evidence based on a close</p>	<p>This objective was assessed through the aforementioned portfolio and essay samples.</p>	<p>For Criterion 4: There was more than a 1 point variation among scores in 3 of 20 instances. 1 essay received an N/A score from</p>	<p>Students' skills in this area seem acceptable as a whole, but more information is needed to determine how these skills can be further enhanced. Of particular concern was how to</p>

reading.	<p>Each evaluator gave separate scores for two criteria that reflect specifics of the learning objective:</p> <p>4) The student's ability to undertake the close reading of literary texts;</p> <p>5) The student's ability to formulate a thesis about a topic, and to advance that thesis with appropriate evidence and reasoning.</p> <p>Because evaluators did not undergo a formal norming process, no quantitative scoring goals were set for this year.</p>	<p>at least one reader. The average score was around 4.5.</p> <p>For Criterion 5: There was more than a 1 point variation among scores in 4 of 20 instances. 0 essays received N/A scores from at least one reader. The average score was around 4.5.</p>	<p>score essays that showed evidence of an "implicit," rather than an explicit, thesis or argument.</p> <p>The Committee was in considerable disagreement as to the meaning of "close reading," and determined that this term would need to be clarified in the future for evaluators and students.</p> <p>The Committee believes that evaluator norming would help clarify what skills we expect of our students and would enhance our understanding of how effectively the Department is teaching them close-reading methods and thesis-based argumentation.</p> <p>The Committee will undertake improvements for the Spring 2006 assessment of majors.</p>
Students will be able to write effectively, in multiple genres.	<p>This objective was assessed through the aforementioned portfolio and essay samples.</p> <p>Each evaluator gave a score for two criteria that reflect specifics of the learning objective:</p> <p>6) The student's ability to write clear, error-free, and stylistically compelling prose.</p> <p>7) The overall effectiveness of the essay.</p> <p>Because evaluators did not undergo a formal norming process, no quantitative scoring goals were set for this year.</p>	<p>For Criterion 6: There was more than a 1 point variation among scores in 9 of 20 instances. 0 essays received an N/A score from at least one reader. The average score was around 4.</p> <p>For Criterion 7: There was more than a 1 point variation among scores in 2 of 20 instances. 0 essays received an N/A score from at least one reader. The average score was around 4.5.</p>	<p>The Committee was in considerable disagreement as to what constitutes a stylistically exemplary essay, and determined that this would need to be clarified in the future for evaluators through a formal norming process.</p> <p>Notably, there was fairly wide agreement on the holistic scores for these essays, which suggests that norming in the future should not be an excessively arduous task.</p> <p>The Committee will undertake improvements for the Spring 2006 assessment of majors.</p>

<p>Students will be able to integrate English coursework, career plans, and personal goals.</p>	<p>In addition to the two formal essays, students were asked to contribute a reflective commentary (or “synthesis essay”) to their portfolios. In this commentary, students were asked to discuss and evaluate their English coursework and to consider its relationship to their long-term plans.</p> <p>Given the trial nature of the portfolio, no evaluative measure related to this objective was established for Spring 2005. Rather, it was decided that a group of faculty would closely read, analyze, and discuss the essays to determine if there are indicators of what the department might do to enhance student learning, especially as it relates to this objective.</p>	<p>The Undergraduate Committee found five themes that frequently appeared in the reflective essays:</p> <ol style="list-style-type: none"> <li>1) Students believed English courses were effective in helping them learn and make connections with their personal goals, needs, and interests.</li> <li>2) Students appreciate the diversity of English courses, along with the way they were encouraged to synthesize such diversity or relate coursework to their personal lives.</li> <li>3) Students believed that one strong tool for learning more about English and for improving their writing occurs when teachers use a “process” approach to writing—allowing ample opportunity to plan, receive feedback, and/or revise their writing.</li> <li>4) Some students felt that certain courses were not offered frequently enough.</li> <li>5) Some students asked for a computer room accessible to majors for research, writing, and editing in close proximity to the Department and faculty.</li> </ol>	<p>The five themes, although they do not provide quantitative data, do point to methods that might be pedagogically effective for many students and to potential areas of improvement for the Department.</p> <p>In particular, a diversity of topics and courses in English seems useful, especially when students are given opportunity to make connections among these diverse aspects of English Studies. Teachers might also continue to develop various ways of helping students complete their written assignments so that students not only write more effectively but are able to better understand course content.</p> <p>The Committee decided to present these findings, and our preliminary findings related to apparent weaknesses in students’ ability to incorporate research and critical theory, to the faculty in a detailed memorandum and at an upcoming departmental faculty meeting. In discussing these findings together with the faculty as a whole, the Committee hopes to gather information about current faculty pedagogical practices, to solicit suggestions for improvement in the aforementioned areas, and to arrive at a consensus view as to how to assure that students are well-trained in these areas.</p> <p>The Committee again recommends that this assessment tool (the reflective essay) might be improved. In particular, the directions to students need to be revised so that they are clearer.</p>
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# Annual Review and Projections Report, 2004-05

## Part A. Expected Learning Outcomes...

(Expected Learning Outcomes of the Educational Program, Methods of Assessment, Results of Assessment, and Assessment Results Utilization)

Department: English

College: Arts & Sciences

Program: English

Degree: MA

<b>Expected Student Learning Outcomes</b> (Student Learning Objectives)	<b>Method of Assessing Learning Objectives</b>	<b>Results of Assessments</b>	<b>Description of Ways Programs Were Improved as a Result of Assessments</b>
<p>Graduates of our Masters program will be able to defend in clear, coherent writing their interpretations of literature with textual evidence based on close reading and the application of a critical methodology or theory as an analytic framework.</p>	<p>Assessment of Comprehensive Examination, including thesis and portfolio options.</p> <p>Exit Interviews of graduating students.</p>	<p>Since the Mid-Program Review proved to be unsuccessful as an assessment method, the Graduate Committee is in the process of planning an assessment of Comprehensive Examinations, including theses and portfolios, to provide better specific data on the strengths and weaknesses of our students in these areas.</p> <p>We have continued to conduct exit interviews with graduating students. They are very informative, but they do not actually provide specific information about the components of this learning objective.</p>	<p>The 2004-05 Graduate Committee revised the Learning Objective. The 2005-06 Graduate Committee has a new Graduate Coordinator and is planning a new assessment of the Comprehensive Exams of graduating students. This will be a part of the Comprehensive Examinations for Fall 2005-Spring 2006. The Graduate Committee is getting feedback from the Graduate Faculty on the new objectives and assessment measures.</p>

<p>Graduates of our Masters Program will be able to demonstrate that they are conversant with acknowledged scholars, primary and secondary texts, and research tools of a defined scholarly field.</p>	<p>The Expected Learning Outcome could be assessed for graduates in the literature concentration through their Comprehensive Exam and its equivalents, the Thesis or Writing Portfolio. We are in the process of implementing this in the new assessment.</p>	<p>Graduates in the literature concentration had to demonstrate the proper use of library archives and electronic resources to complete and successfully defend their Theses or Writing Portfolios.</p> <p>We do not have an assessment measure for students in the creative writing concentration except for their work in graduate literature and composition courses.</p>	<p>The skills of students graduating with the literature concentration are sufficient. The creative writing Theses do not require these skills.</p> <p>The Committee has reformulated this Learning Objective to be ready to assess Theses, Writing Portfolios, and Comprehensive Exams in Fall 2005-Spring 2006. The Graduate Committee is getting feedback from the Graduate Faculty on the new objectives and assessment measures.</p>
<p>Graduates of our Masters Program with a concentration in Creative Writing will be able to provide a satisfactory oral defense of their techniques of writing narrative, fiction, creative non-fiction, and poetry.</p>	<p>This objective was assessed through Thesis defenses.</p> <p>Thesis Committee members require the students to defend their techniques in the defense.</p>	<p>Graduates in the creative writing concentration had to defend successfully their writing techniques in order to complete the defense.</p>	<p>The Committee formulated this new Learning Objective to improve the students' oral explanations of their writing technique, which will be assessed in Spring 2006. The Graduate Committee is getting feedback from the Graduate Faculty on the new objectives and assessment measures.</p>
<p>Graduates of our Masters Program with a concentration in Creative Writing will demonstrate in writing a high level of craft and mastery of the conventions of their thesis genre(s).</p>	<p>This objective was assessed through Thesis defenses.</p>	<p>Graduates in the creative concentration are expected to defend successfully not only their writing techniques but also to discuss their work in relation to other writing.</p>	<p>The Committee reformulated this Learning Objective for assessment of student learning in the creative writing concentration, which will be assessed in Spring 2006. The Graduate Committee is getting feedback from the Graduate Faculty on the new objectives and assessment measures.</p>

# Annual Review and Projections Report

## Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Department Goal I: Reassess the English Department's mission in light of student needs, developments in the profession, and faculty expertise.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Portfolio assessment; assessment of in-class writing samples; committee discussions and analysis of results.

Results from Goal Attainment Measures: Undergraduate majors demonstrated competence in terms of learning objectives; methods for assessing majors and students 200-level survey need to be revised

Objectives	Actions taken to achieve Objectives	Status	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Specify objectives, standards, and learning outcomes for 200-level survey courses.	The Undergraduate Studies Committee (USC) developed 3 possible learning objectives, criteria for evaluating the objectives, and an assessment method. Six instructors agreed to participate in the assessment of selected 200-level survey courses.	In Progress.	The Committee is analyzing last year's data and is planning an assessment of 200-level surveys in Spring 2006, pending clarification as to the University's expectations regarding General Education coursework assessment.	Initial analysis of data indicates that the assessment procedures and objectives developed last year need to be refined, especially in order to involve more teachers and students.

<p>Review and possibly revise number and rotation of course offerings to optimize class size and availability.</p>	<p>The chair and program coordinators reviewed rotation and offerings.</p>	<p>Completed.</p>	<p>No substantial change to the rotation was deemed necessary.</p>	<p>The chair and other faculty will continue to consider if and how the rotation schedule and course offerings could be changed to meet student needs.</p>
<p>Refine and possibly reconsider the use of the portfolio as the existing assessment instrument for all undergraduate English majors. The USC is cognizant that a suitable instrument must accomplish the following: (a) verify students' assimilation of a distinct body of knowledge related to one or more specified sub-fields of study in English; (b) gauge their development of relevant cognitive, analytical, writing, and research skills.</p>	<p>The USC analyzed the data collected using the 2004-05 assessment instrument (the portfolio), and determined that the instrument must be revised and refined to serve its purpose. (See Part A for more extensive discussion.)</p>	<p>In Progress</p>	<p>The USC is in the process of revising and refining the assessment procedures developed in 2004-05 so that this year's assessment can be more effectively used to evaluate student learning and the Department's pedagogical record.</p>	<p>As noted in Part A, the assessment procedures did not appear to provide adequate measures of all learning objectives, nor was data collection consistent enough to provide useful results. The USC will continue to refine the procedures and evaluation criteria.</p>
<p>Explore the feasibility of instituting a "capstone" course that would be required of all English majors. In addition to offering senior-year majors an overview of some aspects of studies in English, it is anticipated that this course would enable a range of pedagogically relevant opportunities for meeting assessment goals.</p>	<p>The USC plans to introduce this option as one among a range of possibilities for addressing student learning shortcomings. Other options include establishing a consistent set of requirements for existing upper-division courses, or adding a new designation ("R") to courses that incorporate research methods, and requiring that majors take a certain number of such courses.</p>	<p>In Progress</p>	<p>In recognition of the need for clearer data on student needs and abilities, the USC will revise and refine the assessment instrument for 2005-06. Once the needs are clearer, the USC believes that it will be easier to make a decision regarding the best way to improve pedagogy in the Department.</p>	<p>The USC plans to revise the assessment instrument and to supervise formal norming for evaluators. Assessment will be undertaken and evaluated again in Spring 2006.</p>

# Annual Review and Projections Report

## Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Departmental Goal II: Formulate and carry out methods of recruiting and retaining English majors and minors.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Faculty discussions & review of student feedback.

Results from Goal Attainment Measures: Improved website; identification of areas of improvement.

Objectives	Actions taken to achieve Objectives	Status	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Update and enhance the department website.	The Department Web site is currently serving more functions than ever, including disseminating information about departmental events, requirements for the various degree programs, faculty accomplishments, and job announcements. Site statistics indicate that we are getting more than 1000 unique hits per month. The Technology Committee has determined that a site upgrade and	In Progress.	The prospective site redesign will ensure that students, faculty, and the public can more easily track current department activities, contact faculty, locate faculty specialties and current program information, find links to online student resources, and access information about past events and speakers.	The Technology Committee has contacted designers who wish to undertake the redesign, and an offer is now under consideration. If the offer is accepted, the Technology Committee will be responsible for budgetary oversight and for assuring the work's satisfactory completion.

	redesign are necessary to continue and enhance the site's usability.			
Develop online courses in English.	Dr. Nicole Amare has successfully developed and taught two Technical Writing classes online, EH 801 and EH 802.	Completed.	Students have the option of taking Technical Writing classes online.	The Technology Committee will also encourage faculty use of online interactive technology in English classes.
Review and systematize advising for undergraduate majors.	The Undergraduate Studies Committee attempted to define the major problems with advising and strategies for dealing with them.	In Progress.	An informal review of advising for undergraduate majors has revealed that advising presently occurs in a rather haphazard manner. Students do not always meet with advisors to make sure they are on track with general education, major, or minor requirements. Or when they do meet with an advisor, it is late in their college career, and they sometimes find they've yet to fulfill necessary requirements for graduation. There is currently no Departmental requirement that students majoring in English be advised year to year. The USC is remedying this by redistributing advisees so that each faculty member has a relatively equal number of advisees. A new system has been put in place in the office so that advisees are assigned in rotation to faculty members rather than being haphazardly assigned. Each faculty member will be asked to contact her or his advisees annually to encourage them to meet with the advisor. In addition, the Department administrator will now be tasked	The USC will consider whether to re-implement mandatory advising policies. In the meantime, faculty and the department administrator are asked to contact advisees on an annual basis to encourage them to seek advising. Additional tutorials to aid new faculty members with advising will be held in 2006.

			with emailing all advisees annually to remind them to meet with their advisors. Finally, new and interested faculty members were invited to a special departmental advising tutorial on October 6, 2005, to help them understand how to advise majors using the online and paper check-sheets.	
One way to retain and recruit students is through the wide variety of essay contests the English department offers. When students' work is publicly recognized and rewarded, it increases the students' confidence in themselves and encourages them to accept further challenges. This cannot but be a positive outcome.	Four students were awarded prizes and honors as part of the 2004-05 Freshman Composition Contest.	Completed.	In Spring 2005, a banquet was held for winners of the Freshman Composition Contest, with winners and their parents or guests attending. Essays were posted on the department website and included in custom-published handbook for EH 101 and 102.	The Composition Contest should continue to reward EH 101 and 102 students for their writing.

# Annual Review and Projections Report

## Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Departmental Goal III: Improve resources for faculty development, including office and classroom space.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Faculty surveys & analysis of office and classroom space and needs.

Results from Goal Attainment Measures: Faculty technology needs were addressed. Office space for non-fulltime faculty needs improvement.

Objectives	Actions taken to achieve Objectives	Status	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Assess technology needs for the department, and seek additional funds for technology acquisition when needed.	The Technology Committee (TC) conducted an informal survey of faculty about technology needs. We were able to secure funds from the department to purchase software needed for faculty in teaching and research as requested by faculty. A faculty training session on the new classroom equipment was held on September 13, 2004. The TC chair is overseeing	Completed.	The Technology Committee will oversee a needed redesign of the Web site to improve its usability and accessibility. Networking and scanning capabilities on the new departmental copiers will improve faculty ability to print, store, access, and distribute documents.	The Technology Committee will continue to monitor faculty needs for equipment, software, and training, and it will seek funds for new software and equipment and arrange training sessions as needed. The TC will also oversee installation of the new copy machine network and will offer training in its use for all Department faculty.

	installation of networking and scanning capabilities on new departmental copy machines. Web site updating continues on a frequent basis.			
Assess future needs regarding office and classroom space.	The chair explored needs and options with faculty and administration.	Completed.	Although office space for full-time faculty and classroom space are adequate, office space for part-time teachers, TAs, and intern-instructors is in great need of improvement.  No permanent solution to this problem was found.	Administration should be reminded of the need for improved office space for part-time teachers, TAs, and intern-instructors.

# Annual Review and Projections Report

## Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Departmental Goal IV: Enhance department's participation in interdisciplinary programs and collaborative teaching.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Surveys & student feedback.

Results from Goal Attainment Measures: Additional interdisciplinary projects are being developed based on success of previous efforts.

Objectives	Actions taken to achieve Objectives	Status	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Assess collaborative teaching efforts.	No team-taught courses were taught in 2004-2005, but plans were made to teach two team-taught and cross-listed courses with English and History as the collaborating departments. Those courses are on the topic of Southern identity, and they have drawn (and probably will continue to draw) a mix of English and History majors and graduate students.	A student survey will be conducted at the end of this semester, when the first English-History course is	Not applicable.	Student surveys will be conducted at the end of the semester in which the team-taught course has been taught. These surveys will be reviewed to determine success of the course and student interest in future collaborative efforts.

<p>Continue discussion with other departments regarding interdisciplinary participation.</p>	<p>Incipient plans are afoot to create a course team taught by the English and drama departments on autobiography, creative nonfiction, the performative.</p> <p>Given informal feedback from the student group Feminists for Progress, it came to our attention that there was desire for a feminist theory course, which could make fruitful use of collaborative efforts on the part of professors from a number of departments across the university. This course has now come to fruition. The lead role was taken by Dr. Moira Amado-Miller, who contacted twelve professors each of whom was scheduled to give a lecture throughout the semester. This course is now in progress and seems to be going well.</p> <p>The Gender Studies Program continues to sponsor a robust student conference each spring, during which students present papers and receive awards for the best undergraduate and graduate research papers, the best</p>	<p>completed.</p> <p>In progress.</p>	<p>Discussion and collaboration with other departments regarding interdisciplinary activity is ongoing and continues to produce fruitful results.</p>	<p>Student and faculty surveys will be conducted at the end of the semester in which the feminist theory course has been taught. These surveys will be reviewed to determine success of the course as well as student and faculty interest in future collaborative efforts.</p>
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	poetry and the best creative nonfiction and/or personal essay.			
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## Annual Review and Projections Report

### Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Department Goal V: Enhance freshman composition as a vital part of the English Department dedicated to preparing students for writing across the curriculum.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, Budget, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Department Goal Attainment: Assessment results & new materials for teaching EH 101 and 102.

Results from Goal Attainment Measures: New materials and approaches were offered, with assessment results being analyzed.

Objectives	Actions taken to achieve Objectives	Status (In-Progress, Completed, Dropped: if dropped, note reason)	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Analyze assessment data obtained in Spring 2004, and use results to develop teaching strategies that address students' needs.	The scores and results of the 2004 studied were carefully analyzed.	Completed.	Dr. Barry Nowlin developed a set of teaching materials based on the results of the 2004 study. Materials were used by 5 teachers (12 sections of EH 102) in Spring 2005.	The effectiveness of the revised teaching materials should be assessed.
Refine existing methods to	Methods & materials used	In-Progress.	To measure students' exit-	The pre- and post-samples of writing need

<p>program-level assessment of student writing, with special attention given to measuring the impact of particular approaches to teaching writing.</p>	<p>in Spring 2004 assessment were revised and implemented in Spring 2005. The 2005 assessment was also designed to test various approaches to teaching stylistics in EH 102.</p>		<p>level writing skills and to evaluate teaching methods as well, pre- and post-samples of writing were obtained from 285 students in 12 sections of EH 102. Additional assessment included measurement of "writing anxiety" using nationally-normed instrument that has some correlation with students' writing ability.</p>	<p>to be evaluated in order to determine extent to which students met learning objectives of EH 102, as well as determine effectiveness of various pedagogical approaches to helping students write clear, effective sentences.</p>
<p>Adopt new ways of helping teachers consider various ways of effectively teaching EH 101 and 102.</p>	<p>Plans were made to develop a newsletter aimed at assisting teachers of EH 101 and 102.</p>	<p>Completed.</p>	<p>Three issues of the <i>Composition Chronicle</i> were developed and distributed to teachers, as well as put on the department website.</p>	<p>Additional newsletters should be developed.</p>
<p>Revise program materials (especially the custom-published textbook for EH 101 and 102) for clarity, completeness, and overall effectiveness.</p>	<p>The Freshman Composition Committee (FCC) considered various options for replacing two textbooks. The FCC revised custom-published materials.</p>	<p>Completed.</p>	<p>The FCC agreed that a new handbook (<i>LB Brief</i>) to be clearer and more thorough than the previous handbook, so <i>LB Brief</i> was adopted for all sections of EH 101 &amp; 102. Custom-published materials to be included in the handbook were revised for clarity. The FCC examined several possible replacements for the EH 102 argumentation text but decided that no one text was clearly superior. Thus, no change was deemed warranted in EH 102.</p>	<p>Determine if new alternatives for standard textbooks are needed for EH 101 &amp; 102.</p>



## Annual Review and Projections Report

### Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English College: Arts & Sciences

Department Goal VI: Create more opportunities for public service partnerships between the English Department and community.

Related College Goal(s): To enhance the reputation and recognition of the College, its faculty, and its students both within the University and without.

Related University Goal(s): Reinforce and improve the public image of the university.

Methods/Measures for Assessing Department Goal Attainment: Community participation in English Department events should be identified.

Results from Goal Attainment Measures: The local community was involved in English Department events.

Objectives	Actions taken to achieve Objectives	Status (In-Progress, Completed, Dropped: if dropped, note reason)	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Devise methods of making Writing Outreach even more accessible to the local community.	Additional brochures for the program were distributed in the local community, and notices appeared in local newspapers.	Completed.	Approximately 25% of people attending Writing Outreach were from the local community. The newspaper was found particularly important in disseminating information about the program.	Community attendance should continue to be encouraged.
Encourage departmental	Alesia McFadden served as an educational consultant	Completed.	Increases interest in literacy	Continue to find venues for faculty input in

<p>participation in (and sponsorship of) local readings, performances, conferences, and consulting roles.</p>	<p>for the Educational Testing Service (ETS) which governs/oversees the evaluation of high students across the United States. She has also served as a Fairness Reviewer for the Educational Testing Service (ETS) reviewing prompts for subtly nuanced language that might be regarded as biased in ways connected to race, sex, or class. These prompts will be later used to evaluate students across the U.S.</p> <p>Instructor Alice Kracke led a "Dialogue on Race" at University of South Alabama campus on April 28, 2005 in B/G Commons dormitory which was attended by students.</p> <p>As part of a panel comprised of Springhill College and USA faculty, Dr. Cristopher Hollingsworth served as a judge for the 2004-2005 Friends of the Mobile Public Library Annual Essay Contest.</p> <p>Dr. Larry Beason gave a presentation on the</p>		<p>and the arts on the local as well as the state and national level.</p>	<p>the community and beyond.</p>
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	<p>importance of grammar at Bayside Preparatory Academy in Daphne, AL, on Oct. 2, 2004.</p> <p>Dr. Nicole Amare taught a session called "Elements of Good Writing" to USA and community participants on March 2, 2005, through the Writing Outreach Program (the Writing Outreach program is aimed at the Mobile area community and at USA participants).</p> <p>Dr. Amare also served as Coordinator of the Writing Outreach program for 2004-2005. Writing Outreach is a free program that is open to all university students, staff, faculty, and all interested members of the community. Several faculty volunteer to teach weekly sessions on writing and writing-related topics in order to offer this free program to help others.</p> <p>Dr. Amare also served on Mercy Medical's Foundation Board for 2004-2005.</p> <p>Dr. Annmarie Guzy presented two talks as part of the spring 2005 Writing</p>			
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	<p>Outreach Program, one entitled "Sentence Structure and Punctuation" and the other, "Writing Job Application Letters and Resumes."</p> <p>Dr. Ellen Harrington served on the conference organizing committee for the Eugene Walter Writers Festival 2005. The conference was attended by students, faculty, staff, and members of the community. She also gave a talk, "Favorite Novels: Great Expectations," to the Odyssey Continuing Education series on April 29, 2005. Attended by the Odyssey group and the community.</p> <p>Dr. Lincoln Shlensky is a co-editor of the "Jewish Peace News" service, which is nationally distributed to its thousands of subscribers. The service presents commentary on articles from the national press and personal correspondence from the Middle East that reflect a progressive political viewpoint on the Israeli-</p>			
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	Palestinian perspective. It is a project of Jewish Voice for Peace, a national grassroots organization.			

## Annual Review and Projections Report

### Part B1. Review of Goals and Accomplishments in Research, Service, and Other Program Enhancements, 2004-05

Department: English      College: Arts & Sciences

Departmental Goal VII: Enhance graduate students' preparation for a career or further graduate study.

Methods/Measures for Assessing Goal Attainment: Thesis, Writing Portfolio, and Comprehensive Exam assessment; committee discussions and analysis of results

Results from Goal Attainment Measures: Some changes in assessment methods and objectives are needed.

Objectives	Actions taken to achieve Objectives	Status	Results/Impacts of Actions	Needed Follow-up/ Future Actions
Revise Learning Objectives to reflect learning and skills we expect of our graduates in the literature and the creative writing concentrations.	The Graduate Committee substantially revised the Learning Objectives and is in the process of getting feedback from the Graduate Faculty on the new objectives.	In Progress.	No impact yet. When the Objectives are approved, they will be incorporated into assessment.	The Graduate Committee will incorporate additional feedback into the objectives and distribute them. The Committee will also ensure assessment measures reflect these objectives.
Develop scoring rubric for assessing Theses and Writing Portfolios in terms of the revised Learning Objectives. These actions will refine	The Graduate Committee is in the process of devising the new rubric and will submit it to the Graduate Faculty for consideration.	In Progress	No impact yet. If approved, the rubric will apply to all literature and creative writing Theses and to literature Writing Portfolios and Comprehensive Exams starting in Spring 2006. This assessment	The Graduate Committee will finalize rubric and submit it to the Graduate Faculty. Then, the new rubric will be incorporated into the assessments for Spring 2006.

existing methods of program-level assessment.			measure will replace the one that focused on student writing submitted for the Mid-Program Reviews.	
Continue efforts to recruit and retain graduate students.	<p>Dr. Robert Coleman delivered the second annual “Eugenie L. Hamner Lecture for Graduate English” on October 1, 2004. The annual lecture helps publicize the MA in English Program both within the university and in the community at large.</p> <p>The Committee implemented the new Mid-Program Reviews, which serve as an added advising session for students halfway through the program.</p> <p>The Committee had graduate assistants working on a brochure for the MA in English Program. The Graduate Committee will develop a brochure for the Creative Writing Concentration and one for the Literature Concentration.</p>	In Progress	<p>Graduate enrollment is strong. 68 graduate students enrolled in Fall 2004 graduate English courses. That total is the highest in recent memory. For example, 62 students enrolled in Fall 2004 graduate English courses. For Fall 2005, 50 of the 68 students enrolled are in the English MA Program.</p>	<p>Our efforts to attract and retain quality students seem to be succeeding, but we will continue to work on improving our informational materials and providing events like the Hamner Lecture for outreach.</p> <p>The Graduate Committee will assess the need for brochures or other printed or web-based outreach materials and take action to provide these materials by Spring 2006.</p>
Revise Graduate Program Guidelines materials for more effective presentation of Program requirements.	The Graduate Committee reviewed and revised Guidelines materials.	Completed	Revised materials were posted on the web site and prepared for distribution at the Fall 2005 Graduate Orientation.	Completed. Future revisions will be made as needed.



## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Program Enhancement for 2005-06

Department: English                      College: Arts & Sciences

Departmental Goal I: Reassess the English Department's mission in light of student needs, developments in the profession, and faculty expertise.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Undergraduate Studies Committee will refine assessment instruments.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Revise learning outcomes and assessment methods for 200-level survey courses so that these more accurately reflect course goals and exit-level expectations.	Undergraduate Studies Committee (USC) will develop outcomes and methods and will work with faculty to test new methods in Spring 2006, in conjunction with expected assessment directives from University administration.	USC	May 2006.
Revise the assessment methods for undergraduate majors to increase the validity and usefulness of the assessment.	The USC will refine existing methods and will work with faculty to test new methods in Spring 2006.	USC	May 2006.

## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Program Enhancement for 2005-06

Department: English      College: Arts & Sciences

Goal II: Formulate and carry out methods of recruiting English majors and minors.

Methods/Measures for Assessing Goal Attainment: Continued success of website and online class resources; faculty feedback to the Technology Committee on technology and training; faculty and student evaluation of brochures.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Update and maintain the department website, also publishing department resource documents online.	The Technology Committee will oversee a Web site redesign and will continue to update the English department website to feature current events and announcements on the main page, to keep a record of past events sponsored by the department on the events page, to reflect current faculty information, and to reflect current program information, and it will publish department resource documents online.	Technology Committee	Ongoing
Edit and publish a departmental newsletter.	The Scholarship Committee will edit and publish a second edition of the departmental newsletter that appeared in spring, 2005.	Scholarship Committee	May 2006
Review and systematize advising for undergraduate majors.	USC will consider re-implementing the advising requirement for all majors. Advisees will be more equitably distributed among all full-time faculty members. Faculty will be asked to contact their advisees to encourage them to get advising.	Undergraduate Studies Committee	March 2006
Develop brochures to use for recruitment.	Committees will develop brochures and similar materials.	Program coordinators and committee chairs.	February 2005

<p>One way to retain and recruit students is through the wide variety of essay contests the English department offers. When students' work is publicly recognized and rewarded, it increases the students' confidence in themselves and encourages them to accept further challenges. This cannot but be a positive outcome.</p>	<p>Essay contests will be continued, with special attention to publicizing contests and results.</p>	<p>Contest organizers.</p>	<p>May 2005</p>
<p>Continue to keep class sizes relatively small so students can receive the individual attention.</p>	<p>Course sizes and caps will be judiciously set and monitored.</p>	<p>Undergraduate Studies Committee &amp; Dept. Chair</p>	<p>April 2005</p>
<p>Continue to offer a wide range of courses, and maintain flexibility in relation to electives.</p>	<p>Course scheduling will reflect diverse courses.</p>	<p>Undergraduate Studies Committee &amp; Dept. Chair</p>	<p>April 2005</p>

## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Program Enhancement for 2004-05

Department: English                      College: Arts & Sciences

Departmental Goal III: Improve resources for faculty development.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, Budget, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Faculty feedback.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Follow up on faculty needs assessment conducted in spring 2005.	Analyze data resulting from interviews conducted with faculty members.	Dr. Sue Walker	May 2006.

## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Program Enhancement for 2005-06

Department: English College: Arts & Sciences

Departmental Goal IV: Enhance the English Department's participation in interdisciplinary programs.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, Budget, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Goal Attainment: Growth of interdisciplinary projects involving English faculty.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Enhance the department's participation in interdisciplinary programs through ongoing participation in the Gender Studies Program, the African-American Studies Program, and through facilitation of faculty initiatives to team-teach courses with faculty in fields such as History, Languages, and Sociology.	The Undergraduate Studies Committee and other faculty will determine ways in which this participation can be improved.	Undergraduate Studies Committee.	April 2006.

# Annual Review and Projections Report

## Part B2. Goals in Research, Service, and Program Enhancement for 2005-06

Department: English College: Arts & Sciences

Department Goal V: Enhance freshman composition as a vital part of the English Department dedicated to preparing students for writing across the curriculum.

Related College Goal(s): To improve educational experience of undergraduate students.

Related University Goal(s): Improve University, Planning, Budget, and Assessment Procedures. Continue to build the academic quality of the University and improve the learning environment on campus.

Methods/Measures for Assessing Department Goal Attainment: Assess effectiveness of pedagogical methods and materials; evaluate writing samples produced in EH 102.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Analyze assessment data from last two academic years, and use results to develop strategies to help students meet learning objectives for EH 101 and 102.	Evaluate approximately 500 samples of pre- and post-examples of student writing from 12 sections of EH 102 (collected from Spring 2005). Use results to indicate (1) writing competence of students exiting EH 102 and (2) effectiveness of particular approaches to teaching clear, effective writing.	Larry Beason & Barry Nowlin.	March 2006.
Refine existing methods to program-level assessment of student writing, with a focus on assessment that can help student meet learning objectives.	Use assessment and research to develop ways to identify at-risk students and/or determine the skills that they most need to improve in order to meet learning objectives of EH 101 and 102.	Larry Beason	March 2006.

Adopt new ways of helping teachers consider ways of effectively teaching EH 101 and 102.	Establish new forums for assisting teachers, enhance <i>Composition Chronicle</i> , and provide additional one-on-one guidance to teachers of EH 101 and 102.	Larry Beason	May 2006.
Revise program materials for clarity, completeness, and overall effectiveness.	Revise standard syllabi and assignments used in EH 101 and 102. Consider new textbooks that seem more effective.	Larry Beason	May 2006.

## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Other Program Enhancements, 2005-06

Department: English College: Arts & Sciences

Departmental Goal VI: Create more opportunities for public service partnerships between the English Department and community.

Related College Goal(s): To enhance the reputation and recognition of the College, its faculty, and its students both within the University and without.

Related University Goal(s): Reinforce and improve the public image of the university.

Methods/Measures for Assessing Department Goal Attainment: Community participation in English Department events should be identified.

Results from Goal Attainment Measures: The local community was involved in English Department events.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Encourage departmental participation in (and sponsorship of) local readings, performances, conferences, and consulting roles.	Faculty will work with various members of the university and community in developing opportunities for department participation.	Dr. Sue Walker	May 2006.
Establish undergraduate and graduate intern partnerships between English department and community organizations or businesses.	Confer with appropriate community members to establish internships.	Dr. Becky McLaughlin	January 2006.

## Annual Review and Projections Report

### Part B2. Goals in Research, Service, and Program Enhancement for 2004-05

Department: English                      College: Arts & Sciences

Departmental Goal VII: Enhance graduate students' preparation for a career or further graduate study.

Related College Goal(s): To enhance the reputation and recognition of the College, its faculty, and its students both within the University and without.

Related University Goal(s): Reinforce and improve the public image of the university.

Methods/Measures for Assessing Goal Attainment: Scores on Comprehensive Exams, Theses, and Writing Portfolios.

Objectives	Actions to be taken to achieve Objectives	Lead Responsibility	Expected Completion Date
Revise Learning Objectives to reflect learning and skills we expect of our graduates in the literature and the creative writing concentrations.	The Graduate Committee is getting feedback from the Graduate Faculty on the new objectives and assessment measures and will implement them this year.	Graduate Committee	March 2006
Develop scoring rubric for assessing Theses and Writing Portfolios in terms of the revised Learning Objectives. These actions will refine existing methods of program-level assessment.	The Graduate Committee is in the process of devising the new rubric and will submit it to the Graduate Faculty for consideration. If approved, the rubric will apply to all literature and creative writing Theses and to literature Writing Portfolios and Comprehensive Exams starting in Spring 2006.	Graduate Committee	February 2006
Continue efforts to recruit and retain graduate students.	The Graduate Committee will assess the need for brochures or other printed or web-based outreach	Graduate Committee	Spring 2006

	<p>materials and take action to provide these materials if appropriate in Spring 2006.</p> <p>The Graduate Committee will also work to enhance the advising of students, incorporating the Mid-Program Review into enhanced advising for all students beginning their Comprehensive Exam preparation.</p>		
<p>Investigate the interest in and feasibility of an additional graduate concentration in Rhetoric and Composition.</p>	<p>The Graduate Committee will begin to gather information on comparable programs and the feasibility of adding this concentration.</p>	<p>Graduate Committee</p>	<p>Spring 2006 and ongoing</p>