

Institutional Effectiveness Report
Academic Year 2010-2011
For BA/English Program

Christopher D. Johnson
Coordinator of IE

Christopher D. Johnson
Chair of Department

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Program Mission and Goals

The major in English introduces students to their literary and linguistic heritage and acquaints them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, and literary criticism are also offered. Students may pursue the English degree through the Liberal Arts Option, the Professional Writing Option, or the Teacher Certification Option. Students may also earn either a minor or a collateral in English. Three writing minors are offered including creative writing, professional writing, and writing and language.

Program goals:

- A) Teach students to read texts critically,
- B) Teach students to read texts contextually,
- C) Teach students to synthesize external materials in documented writing,
- D) Teach students to demonstrate that literary texts communicate perspectives of cultural and historical significance,
- E) Provide students with an engaging, challenging and rewarding academic experience.

Assessment Activities

Senior Paper Scoring: Papers from 12 graduating seniors were assessed in order to evaluate success in achieving program goals A, B, C, and D.

Exit Interviews: During the fall and spring semesters, 21 students completing English 496 participated in exit interviews and completed questionnaires. The results from these procedures have been used to evaluate success in achieving goal E.

Results and Evaluation

Senior Paper Scoring

The results of the senior paper scoring demonstrate that the department’s benchmarks have been met for each goal.

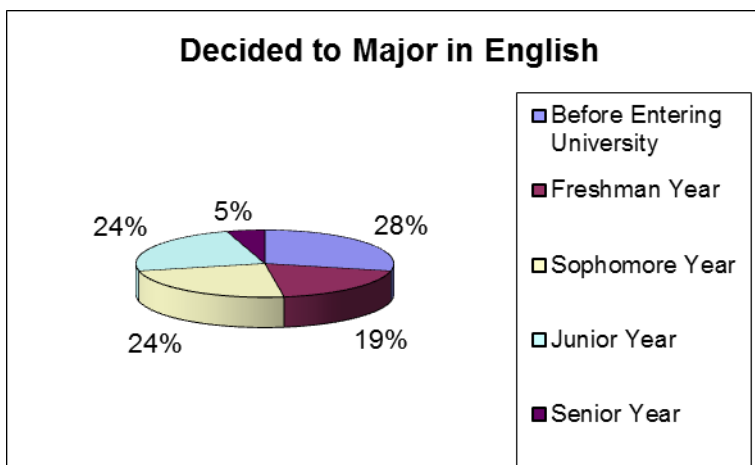
The chart below shows this year’s results compared to the results of the past five years.

Goal Area	97-98	98-99	99-20	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	2010-2011	Benchmark
Read texts critically	2.6	2.7	2.7	2.4	2.5	2.8	2.9	3.25	2.7	2.89	3.07	3.14	3.15	2.86	2.5
Interpret texts contextually	2.25	2.4	3.05	2.6	3.1	2.9	3.133	3.03	3.23	3.21	3.32	3.13	3.23	3.36	2.5
Synthesize external materials in documented writing	1.75	2.0	2.85	2.6	2.8	2.75	2.85	2.77	2.9	2.84	3.6	2.8	2.8	2.71	2.5
Demonstrate knowledge of cultural and historical significance.	2.8	2.8	2.65	2.8	2.7	2.6	2.6	2.66	3.34	3.78	3.6	3.5	3.4	3.36	2.5

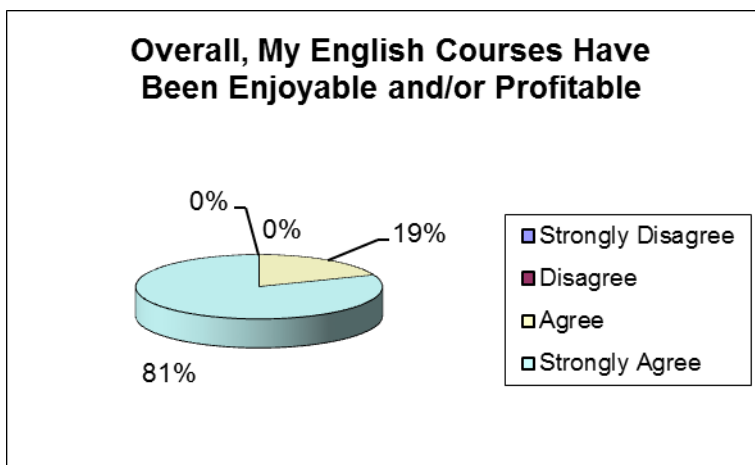
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Exit Interviews

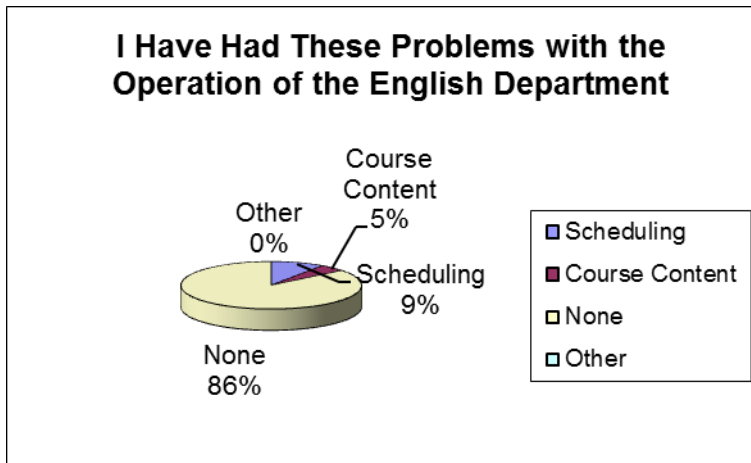
Twenty one graduating seniors completed exit interviews. Each student responded to a questionnaire and scheduled a meeting with either the 496 instructor or the department chair to discuss the strengths and weaknesses of the program. As in past years, the results of the interviews demonstrate a high level of satisfaction with the work of the English faculty.



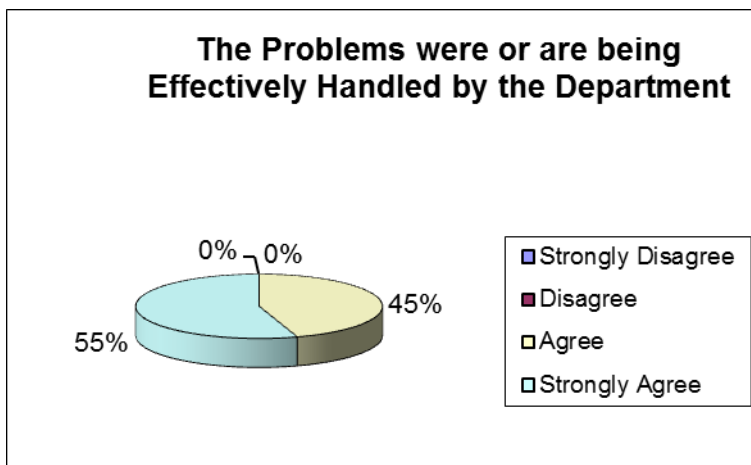
28% of the students indicated that they decided to major in English before entering the university. The majority of the remaining students decided to major in English during the freshman and sophomore years while completing general education requirements and, in many cases, after they had started to work within other majors. When asked why they chose English, most students indicated a desire to learn more about literature and writing. Several of the students who chose the major after the freshman year expressed an initial interest in teaching. Consistent with past years, students reported interests in creative and technical writing and indicated that the quality and dedication of the faculty had encouraged them to major in English.



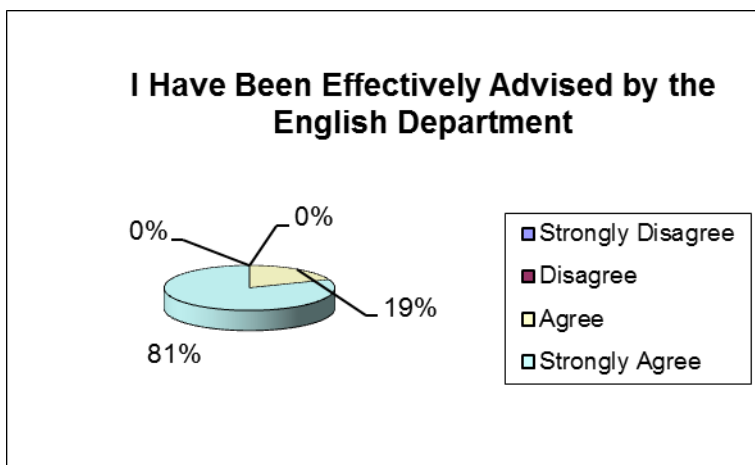
100% of the graduating seniors indicated that they were satisfied with the decision to major in English.



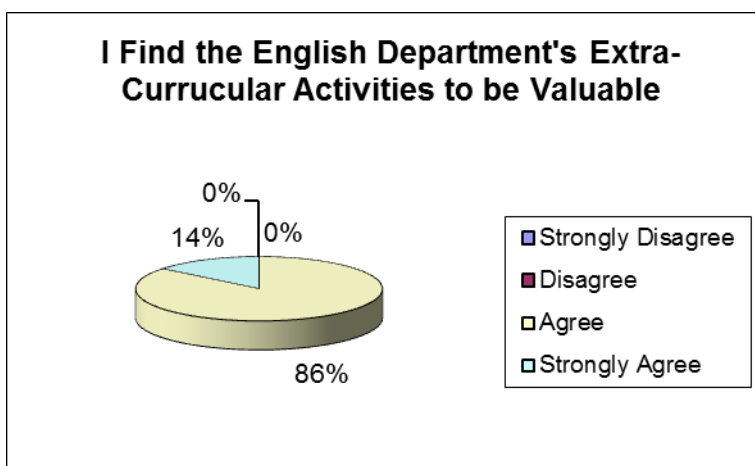
A strong majority (86 %) of the students reported having no problems with the operation of the English program. One student reported a scheduling problem related to the education courses, especially those offered in block format. Another student reported a course content problem related to a single course.



All of the students reported that problems were effectively addressed by the department.

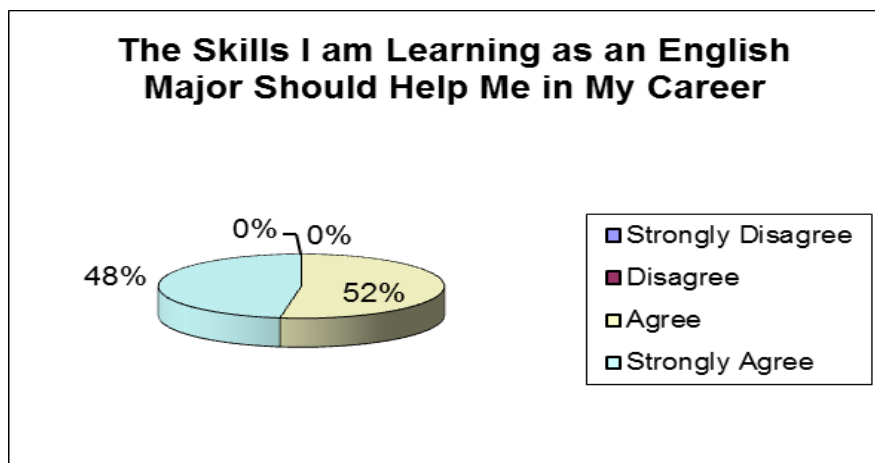


A strong majority of students indicated that the department has provided effective advising.



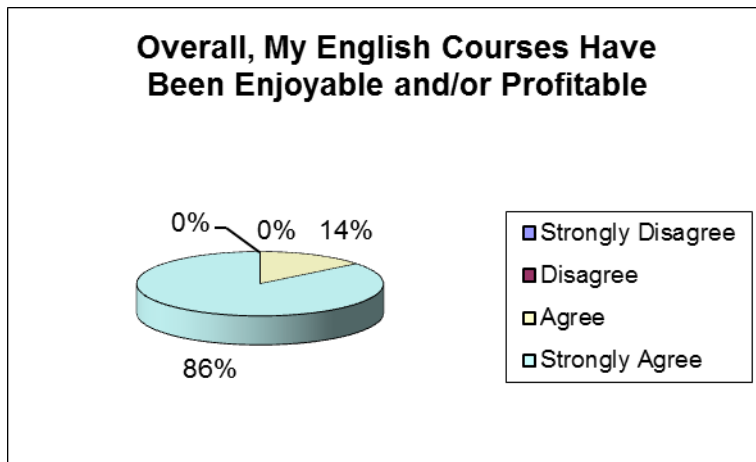
All of those students who participated in extra-curricular activities found those activities to be valuable. Students called specific attention to the Hunter Series readings, the Pee Dee Fiction and Poetry Festival, the Writing Center, and the graduate school forum sponsored by the department. Those students who did not find the extra-curricular activities valuable were either unaware of activities or unable to attend because of scheduling conflicts. Students also

expressed continued frustration with the publishing schedule for *The Snow-Island*



Review.

All of the graduating seniors reported that the English major provided skills that should help with future careers. As in years past, students completing the Professional Writing Option were particularly optimistic. They found the internship experience to be especially valuable and praised both the collaborative assignments in English 405 and the emphasis on technology in English 305 and 318.



100% of the graduating seniors found the English courses they had completed to be enjoyable and profitable. As in years past, these students indicated particular satisfaction with the work of the faculty. The one student who disagreed did not provide further explanation.

Issues of Concern, 2005-2006

- Staffing shortages caused by retiring faculty.
- Imbalance between temporary and permanent faculty
- Incomplete course offering for Professional Writing Major
- Outdated office and lab computers.
- Cumbersome hiring procedures for tenure-eligible faculty
- Inadequate extra-curricular activities related to creative writing

Actions Taken, 2005-2006

- Hired replacements for retiring senior faculty members.
- Assessed the balance of temporary and permanent faculty.
- Developed additional courses to support professional writing program.
- Continued to upgrade office and instructional computers.
- Revised hiring procedures for tenure-track faculty.
- Developed a “Fiction Festival” for the university and surrounding community.

Issues of Concern, 2006-2007

- Staffing shortages caused by retiring faculty
- Low enrollment in Teacher-Certification Option
- Inadequate classroom technology
- Limited exchange opportunities for English majors

Actions Taken, 2006-2007

- Hired qualified replacements for vacant and soon-to-be vacant positions
- Worked with School of Education to determine future of secondary certification program
- Developed successful proposal to eliminate minor requirement in secondary certification program
- Continued to invest in technological upgrades.
- Investigated the feasibility of an exchange program with an Irish university

Issues of Concern, 2007-2008

- Limited service learning opportunities for students studying English
- Limited QEP initiatives for English majors
- Limited course offerings for Professional Writing Program
- Outdated general education literature courses

Actions Taken, 2007-2008

- Increased service learning opportunities within both general education and upper-division literature courses
- Developed successful proposals for QEP funding, which allowed students to enhance learning through out-of-classroom experience and travel
- Developed new courses for Professional Writing Program
- Formed Committee to revise general education literature courses

Issues of Concern, 2008-2009

- Decrease in enrollment in upper-division courses
- Lower performance on Goal C than other goals
- Inadequate classroom and office technology

Issue of Concern 2009-2010

- Inadequate office computers
- Imbalance between contingent and permanent faculty

Actions Taken, 2009-2010

- Developed strategy to increase permanent faculty through conversion process
- Applied for Stimulus money to replace obsolete office computers.

Issues of Concern 2010-2011

- Continuing imbalance between contingent and permanent faculty

Actions Taken, 2010-2011

- Conversion of temporary lines to tenure-track lines.