Institutional Effectiveness Report
2020-2021

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 Spring 2021, in spite of pandemic restrictions, members of the department continued to host guest speakers for an audience of TTU students, staff, and faculty:

Peter Connor, author

David Romero, performance artist

Tawnysha Greene, fiction writer

Joy Harjoy, US poet laureate

The Tech Players presented the following theatrical productions: Gross Indecency: *The Three Trials of Oscar Wilde* by Moises Kaufman (Fall 2020), *Hughie* by Eugene O'Neill (Winter 2021), *A Love Story* by Philip Dawkins (Spring 2021).

As a member of the Associated Writing Programs, the English Department distributed 40 copies of the AWP *Chronicle* 6 times a year to our Creative Writing and other interested students and faculty. The *Chronicle* features articles on creative writing, interviews with contemporary authors, and listings of grants and publishing opportunities for creative writers.

The Iris Review, published in spring 2021 is the work of students who serve as managers, editors, creative designers, and contributors. This journal is free to students and faculty.

NSSE scores for English majors 2020:

<div align="center">NSSE: TTU English Senior Mean</div>

	2014	2017	2019	2020
Attended an art exhibit, play or other arts performance (dance, music, etc.)	2.7	2.3	2.3	2.3
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.3	3.0	3.3	3.3

Students continued to attend cultural events. The department sponsors many of those events and advertises them effectively.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
TTU English	16.4	17.7	18.0/78.0	19.2/79.0	76.0
National average	16.2	16.2	15.4/74.0	15.4/74.0	74.0
% of National Average	101.2%	109.2%	116.9%	124.7%	102.7%

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%

The number of EDGE (Quality Enhancement Plan – Creative Inquiry) is also an indicator of the department's emphasis on critical thinking skills.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
EDGE grants	2	2	4	7	5

SLO 2: Historical traditions in British and American literature

SLO 2:	Mean Percent Correct				3 semester average
	FY 2017 (n=11)	FY2018 (n=12)	FY2019 (n=15)	FY2020* (n=5)	
British Literature Pre-1660	54	46	44	53	48
British Literature 1660-1900	45	37	39	46	41
American Literature to 1900	57	47	51	61	53
British and American Literature 1901-1945	48	47	44	51	47
Literature in English Since 1945	52	45	47	52	48
Literary History	53	49	46	56	50
Identification	43	35	42	45	41
Literary Theory	45	41	36	38	38

Literary theory has historically been the area where TTU students make their lowest scores. The department curriculum includes a course in literary theory, ENGL 4630 (5630) Literary Criticism and Theory, but it has not been offered since Fall 2017. ENGL 3000 Introduction to English Methods and Research introduces students to literary theory, and most courses in literature that the department offers cover literary theory. When students meet with the chair for their exit interviews and are asked how the program might be improved, they have not, in the last two years I have been conducting the exit interviews, mentioned including additional emphasis on literary theory as an area of improvement.

Major Field Test

The Institutional Research Committee reviewed the results of major filed 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%.

	2016-17	2017-2018	2018-19	2019-20	Sp 21
TTU Average Score	156	150	148	155	143
National Average	153.1	152.8	152.6	152.5	
TTU % of National Average	102%	98%	97%	102%	

SLO 3: Written and spoken language expresses diverse cultural experiences

NSSE results for senior English majors indicate that

Item	2020
Included diverse perspectives (political, religious, facial/ethic, gender, etc.) in course discussions or assignments	3.5
Tried to better understand someone else's views by imagining how an issue looks from their perspective	3.0

Another way of looking at English majors' efforts to include diverse perspectives in their discussions or assignments is to compare responses of English majors to responses of the TTU student body as a whole.

NSSE results for 2020 indicate that 58% of the TTU students responding to this question on including diverse perspectives responded with "very much" or "quite a bit." One hundred percent of English majors responded to this question as very much or quite a bit—the two highest catagories.

Modifications for Improvement:

SLO 1: The department needs to develop a better method, perhaps another rubric, for evaluating students' writing. Writing assignments in ENGL 4995 could be used to apply the rubric.

SLO 4: Except the students' comments on the exit survey and the exit interview, the department does not have a way to assess this outcome. We should either modify the SLO, or develop an assessment method.

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	*NIA*
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.						