Missouri Valley College

Academic Program
Assessment and Planning Report

Year: 2011-12

Academic Program: English
Chair/Dean: Dr. Jennifer Eimers
Division: Languages & Humanities

I. Mission
Fostering lifelong intellectual inquiry and creativity by discovering the joys of imaginative literature

II. Goals
Improve communication skills
Enhance literary creativity and critical thinking
Develop literary research skills
Demonstrate proficiency in literary interpretation

III. Student learning outcomes
Describe major literary movements
Explicate literature
Know authors of diverse backgrounds
Write logical arguments, professional prose, and creative works
Understand the development of the English language from its beginnings to the present

IV. Course map

<table>
<thead>
<tr>
<th>COURSES</th>
<th>OUTCOMES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of the development of English language</td>
<td>Knowledge of authors of diverse backgrounds</td>
<td>Knowledge of major literary movements</td>
<td>Ability to write logical arguments, professional prose, and creative works</td>
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<tr>
<td>EN 200, World Lit I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 201, World Lit II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 220, Am Lit I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EN 225, Am Lit II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 230, British Lit I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 235, British Lit II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EN 310, Film Crit</td>
<td></td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Section 1</td>
<td>Section 2</td>
<td>Section 3</td>
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<td>-------------------</td>
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<tr>
<td>EN 315, YA Lit</td>
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<td>EN 326, Adv. Comp</td>
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<td></td>
<td>X</td>
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<tr>
<td>EN 327, TechWriting</td>
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<tr>
<td>EN 345, Lit Crit</td>
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<td>X</td>
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<tr>
<td>EN 350, Grammar</td>
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<td>X</td>
<td></td>
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<tr>
<td>EN 360, Linguistics</td>
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<tr>
<td>EN 372, Medieval &amp; Renaissance</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 381, Age of Reason</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 371, 19th-C British</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 380, Ethnic American</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>EN 383, American Romantic</td>
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<td></td>
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<td>EN 385, American Realism</td>
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<td>X</td>
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<tr>
<td>EN 391, 20 &amp; 21st-C</td>
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<td>EN 400, Creative Writing</td>
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<td>EN 425, Chaucer</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>EN 429, Shakespeare</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>EN 431, Major Amer</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>EN 485, Sr Thesis</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL 300 Myth</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CL 315 Drama</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>CL 325 Epic</td>
<td></td>
<td>X</td>
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</table>
V. Assessment tools
   2. Senior Thesis.

The ETS bubble test (MFT) covers knowledge in four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification. The score range for the total scaled score is 120-200 and for subscores the score range is 20 to 100. The Student Learning Outcomes it measures are Knowledge of the development of the English language from its beginnings to the present; Knowledge of authors of diverse backgrounds; Knowledge of major literary movements. Direct measure.

The senior thesis is one of the following: a substantive research paper on a literary topic, a collection of poems, a collection of short stories, a novella, or creative non-fiction. The student learning outcomes it measures are Ability to write logical arguments, professional prose, and creative works; and Ability to explicate literature. The criteria for evaluation are slightly different for research and creative theses. Direct Measure.

VI. Summary of findings
   Two seniors took the ETS exam this year. Due to the test being revised this year, accurate scores have not yet been given back to us.
   Both seniors did excellent senior thesis work, earning A’s on their projects. One was a creative writing project and the other was a research project.

VII. Level of achievement of learning outcomes
   Without the ETS results level of achievement is difficult to fully assess. Based on the senior thesis alone, the students demonstrated their ability to write logical arguments, professional prose, and creative works and to explicate literature. The other SLOs are indicated or not by the ETS MFT.

VIII. Faculty/ Course/Student information

Table 1. Program faculty and loads
Program faculty are those who taught at least one course in the program in the past year.

FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loren Gruber</td>
<td>L&amp;H</td>
<td>15</td>
<td>4 12</td>
<td>47</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>John McLean</td>
<td>L&amp;H</td>
<td>3</td>
<td>6 6</td>
<td>41</td>
<td>Ph.D.</td>
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<tr>
<td>James Crozier</td>
<td>L&amp;H</td>
<td>3</td>
<td></td>
<td>17</td>
<td>Ph.D.</td>
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<tr>
<td>Jennifer Eimers</td>
<td>L&amp;H</td>
<td>17</td>
<td>11 10</td>
<td>9</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Sonya Veck</td>
<td>L&amp;H</td>
<td>12</td>
<td>1 1</td>
<td>13</td>
<td>Ph.D.</td>
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<tr>
<td>Harry Carrell</td>
<td>Communication</td>
<td>6 online</td>
<td></td>
<td>37</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

Total credit hours: 56
ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees fall</th>
<th># of advisees spring</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total credit hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of credit hours taught by adjuncts</td>
<td></td>
<td></td>
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</table>

Table 2. Course offerings

<table>
<thead>
<tr>
<th></th>
<th>Fall 100-200 level</th>
<th>Spring 100-200 level</th>
<th>Inter-</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Face-to-face sections</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Studio sections*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Online sections</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Arranged classes</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Classes total</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>7</td>
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<tr>
<td>General education classes offered**</td>
<td>22</td>
<td>0</td>
<td>24</td>
<td>0</td>
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</tbody>
</table>

* A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.
** Include all general education classes offered in your program area even if they are not part of the major requirements.

Table 3. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall Male</th>
<th>Female</th>
<th>Total</th>
<th>Spring Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Majors</td>
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<td>12</td>
<td>23</td>
<td>10</td>
<td>13</td>
<td>23</td>
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<tr>
<td>Minors</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

IX. Analysis/Interpretation
We believe it is a significant strength that all courses in the English program are taught by full-time faculty with terminal degrees.

Without the ETS MFT results for our two graduating seniors (because of test revision), it’s difficult to assess thoroughly the success of our program in regards to the first, third, and fifth learning outcome. However, both of these students took and passed a wide range of American and British literature courses in addition to Classics, Literary Criticism, Linguistics, and Modern Grammar, so we believe our program has adequately prepared them to meet the student learning outcomes.

The senior thesis remains our best measure of the second and fourth student learning outcomes: ability to write logical arguments, professional prose, and creative works, and ability to explicate...
literature. It also indirectly measures knowledge of literary movements through the students’ explication of the literary and scholarly context for their project.

X. Action plan

Last Year’s plan. It appears that we are offering the correct courses to complement our Student Learning Outcomes. We need to continue to offer each upper division course, regardless of enrollment, to give students the opportunity for knowledge of major literary movements.

Suggestions to improve student learning include quotation identification on the British Literature survey exams.

For Brit Lit II (1660-present) emphasis needs to be placed on covering all 4.5 centuries of literary movements, giving equal weight to each century.

We also need to consider a way to evaluate knowledge of authors of diverse backgrounds, perhaps adding an evaluation in EN 485 Senior Thesis.

We should also consider setting a minimum standard for each subscore or for the total score on the ETS and tying this score to the student’s grade in Senior Thesis.

For the senior thesis, we are planning to revise the evaluation forms and requirements slightly so that even students doing creative theses are required to demonstrate the ability to explicate literature.

Closing the Loops and This Year’s Plan

Overall, we believe each course in our current program contributes to the larger Goals and Learning Outcomes. Though we continue to consider and evaluate, at the moment we are planning no changes to the program courses.

The British Literature survey exams this year have included quotation identification, and Brit Lit II covers several 20th-century British authors. The two senior students would not have benefited from this revision though, so we will have to wait until next fall to see the results.

To evaluate knowledge of authors of diverse backgrounds, advisors for English majors will begin to keep portfolios that contain papers and exams that cover this material.

While we have begun to set aside a small percentage of the Senior Thesis grade for the ETS exam, credit will be given for taking the exam. We have reconsidered establishing a minimum score and decided it’s too difficult and not an effective measure.

Students who write a creative thesis are now required to write a Critical Introduction in which they place their work in the context of current works on the market. This requires the students to conduct some research on the authors and/or genres they are modeling their own work after.

While we have a healthy number of majors, one additional goal we have next year to recruit majors is to create a brochure for the English program that Admissions can use and that can be posted on our website. We plan to include a list of jobs an English major is qualified for.

Below: Please list all individuals who assisted in the completion of this report.

Jennifer Eimers, Loren Gruber, John McLean