Year: 2013-14  
Academic Program: English  
Division: Communications, Humanities, Human Services  
Chair/Dean: Jennifer Eimers/Susan Dittmer

I. Mission  
The B.A. in English guides students to success by providing foundational education in literature, language, and writing that prepares the student for entry into graduate school or a professional position.

II. Goals  
1. Recruit and retain a diverse faculty  
2. Maintain a current and diverse curriculum  
3. Recruit and retain a diverse body of majors  
4. Provide a baccalaureate education that prepares students for graduate school or professional placement  
5. Provide students with extracurricular opportunities for academic and professional development  
6. Provide advising to assist students in professional or academic placement

III. Student learning outcomes  
1. Students will understand the structure and development of the English language.  
2. Students will analyze works by authors of diverse backgrounds.  
3. Students will understand major literary movements, including their cultural and historical contexts.  
4. Students will create logical arguments, professional prose, and/or creative works.  
5. Students will create researched analyses of literary works that demonstrate a facility with discipline-related terms and methods of critical analysis.

IV. Course map

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 220, Am Lit I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<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>
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<tr>
<td>EN 235, British Lit II</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 310, Film Criticism</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 315, YA Lit</td>
<td>X</td>
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<tr>
<td>EN 326, Adv. Comp</td>
<td>X</td>
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<tr>
<td>EN 327, Tech Writing</td>
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<td>X</td>
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<tr>
<td>EN 345, Lit Criticism</td>
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<td>X</td>
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<tr>
<td>EN 350, Grammar</td>
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<td>EN 360, Linguistics</td>
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<tr>
<td>EN 372, Medieval &amp; Renaissance</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>EN 381</td>
<td>Age of Reason</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 371, 19th-C British</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>EN 380, Ethnic American</td>
<td></td>
<td>X</td>
<td>X</td>
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<td>EN 383, American Romantic</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 385, American Realism</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 391, 20 &amp; 21st-C literature</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 400, Creative Writing</td>
<td></td>
<td>X</td>
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<tr>
<td>EN 425, Chaucer</td>
<td></td>
<td>X</td>
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<tr>
<td>EN 429, Shakespeare</td>
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<td>X</td>
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<tr>
<td>EN 431, Major American Authors</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EN 485, Senior Thesis</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>

Table 1: BA English Course Map

V. Assessment tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Direct/Indirect</th>
<th>Objectives Assessed</th>
<th>Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>English MFT</td>
<td>The ETS MFT in English is a nationally-normed exam that covers knowledge in four areas: Literature 1900 and Earlier (subscore 1), Literature 1901 and Later (subscore 2), Literary Analysis (subscore 3), and Literary History and Identification (subscore 4). The score range for the total scaled score is 120-200; subscores are scaled from 20-100.</td>
<td>Direct</td>
<td>3, 5</td>
<td>Total Score: 153 Subscores S1: 53 S2: 53 S3: 54 S4: 53 Cutoff score is national median</td>
</tr>
<tr>
<td>Senior Thesis</td>
<td>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 thesis is evaluated by three faculty members</td>
<td>Direct</td>
<td>4, 5, 6</td>
<td>A score of 3 on the rubric’s 5-point scale.</td>
</tr>
</tbody>
</table>
VI. **Summary of findings/Level of achievement of student learning outcomes**

One student completed senior thesis this year. She earned a 3 or better in each category of the senior thesis rubric from all three evaluators, her averaged score being a 4.5. On the MFT in English her total score out of 200 was 141, the national median being 153. Data from one student alone does not allow for accurate conclusions to be drawn, though we have drawn conclusions nonetheless.

**SLO1: Students will understand the structure and development of the English language.**

The MFT does not actually assess this SLO, but in EN 360 Linguistics Fall 2013 Dr. Reinheimer piloted a set of questions to use to assess this outcome, and he is working on a set of questions to use in EN 350 Modern Grammar.

**SLO2: Students will analyze works by authors of diverse backgrounds.**

This year is the first we have collected student work as evidence, and the samples submitted indicate students do analyze works by authors of diverse backgrounds.

**SLO 3: Students will understand major literary movements.**

0 of 1 students met the cutoff score on the MFT; data indicates that the objective was not met. Her subscores were S1: 44; S2: 38; S3: 40; S4: 45.

**SLO 4: Students will create logical arguments, professional prose, and/or creative works.**

1 of 1 students (100%) exceeded the cutoff score on the senior thesis, which was creative and included a critical introduction; data indicates that objective was met.

**SLO 5: Students will create researched analyses of literary works that demonstrate a facility with discipline-related terms and methods of critical analysis.**

1 of 1 students (100%) exceeded the cutoff score on the senior thesis; data indicates that objective was met.

Though the MFT does break down the four categories above even farther, one category relating to literary criticism, we did not have a large enough student sample to receive this data. Going by the overall score, 0 of 1 students met the cutoff score on the MFT.

VII. **Analysis/Interpretation**

SLO 1: Students will understand the structure and development of the English language.
Looking more closely at the Content and Skill areas that the Literature in English MFT covers, this SLO is not assessed by the MFT. A locally-authored assessment tool is being developed to supplement the current data.

Subscores on the senior thesis relating to grammar and structure of language averaged 4.5 (out of 5). Noted: This student passed both required courses dealing with Grammar and development of the English language.

**SLO 2: Students will analyze works by authors of diverse backgrounds.**

While students do analyze works by authors of diverse backgrounds, we have not yet developed a method to determine the quality of those analyses. Assessment tool should be developed to measure this outcome using the samples collected on our J drive folder.

**SLO 3: Students will understand major literary movements.**

Though the MFT data indicates this objective was not met, this student’s score isn’t too far below the national median. This student took at least 8 literature courses related to literary periods and earned As and Bs in all of them, so an additional assessment tool should be developed.

**SLO 4: Students will create logical arguments, professional prose, and/or creative works.**

Data indicates no changes are necessary.

**SLO 5: Students will create researched analyses of literary works that demonstrate a facility with discipline-related terms and methods of critical analysis.**

The senior thesis data indicates this outcome was met; the 4 MFT subscores do not include assessment of this skill area or literary criticism, according to this ETS pdf: https://www.ets.org/s/mft/pdf/mft_testdesc_lit_4hmf.pdf. We need 5 or more students to receive information on Literary Theory from ETS.

Our two tools assess different aspects of this SLO. The MFT requires students to identify the various schools of criticism, while the Senior Thesis asks whether students show an awareness of schools of critical thought. Our Literary Criticism course, a pre-req for Senior Thesis, means they are certainly aware of the schools. The MFT indicates that students’ retention of the specific information necessary to identify the various schools is an issue.

Of our four 2013 graduates, one was accepted to a Master’s in English program, one found a job as a high school English teacher, one found work in a library and will apply to a Master’s in Library Science program this fall, and the fourth has not been in contact with us.

Our 2014 graduate has both found a position as a high school English teacher and been accepted to a Master’s in Library Science program.

**VIII. Action plan/Closing the loop**

**Closing the loop:**

A. Make Revisions to Assessment Process
      Partially completed.
   b. Develop senior portfolio as direct assessment of SLO 2.
      Completed. Rather than a senior portfolio, faculty are collecting these
documents and saving them to the J drive. We still need a tool for assessing
the quality of student analysis.
   c. Develop senior exit survey as indirect assessment of all SLOs.
      Completed but not administered. We had only one senior, so data would
      have been inconclusive.
   d. Review use of MFT subscores, rather than total score, as assessment measures.
Completed. When appropriate, we considered the subscore in this year’s sections VI and VII above.

e. Review use of Senior Thesis subscores, rather than total scores, as assessment measures.
   Completed. The total scores are actually more relevant to the SLOs that the senior thesis assesses, except for structure and development of the English language.

B. Review Curriculum

   a. Review and adjust curriculum in EN230 and EN235 to provide more learning and assessment of pre-1900 British Literature (SLO 3)

   Completed. This year readings in EN230 and EN235 were focused on major works of major authors, and material in the course was clearly set in a historical context of the intellectual and cultural ideas behind various literary movements. Exams included a substantial quotation identification section asking students to remember major works by major authors. Essay assignments asked students to evaluate principles of various literary movements, and to analyze works by major authors within those movements. The English majors in this class will take the ETS in fall 2015, so we will not be able to assess whether these curriculum emphases were successful until 2016.

   b. Review upper-division courses to identify opportunities for more inclusion of literary theory (SLO 5)

   Completed. After discussion, we determined that some upper-division courses, such as EN 326 and 380, do incorporate some literary theories. The faculty who teach upper division courses will continue to watch for opportunities to incorporate literary theory.

Action plan:

A. Finish development of tool for assessing SLO 1
B. Develop tool to assess quality of documents for SLO 2
C. Consider a senior portfolio requirement that would assess all SLOs. This portfolio could become part of the requirements for EN 485. A departmental rubric specific to SLO assessment would need to be created and group scoring organized. We could stop using the ETS if the portfolio works.
D. Consider creating a 200 level course that introduces the major. Would introduce close reading and analysis, an overview of theoretical schools, writing about literature, literary research, and other discipline specific approaches. Senior portfolio could be introduced in it. Such a course would improve students ability to succeed in upper division courses and would offer a low stakes opportunity for potential majors to explore the opportunities of our major.
E. Administer senior exit survey
F. Recruit and retain majors

Our biggest challenge in terms of our program goals has been recruiting and retaining majors, resulting in low enrollment in our upper-division courses. This spring we revised the major, creating a writing studies concentration and a literary studies concentration. Our hope is that students will be attracted to a double major. We also added a faculty recruiter to create some focused efforts to recruit majors. She has worked with the PR office to create a “Top 10 Reasons to Major in English at MVC” poster, met with Admissions, and will work to revamp our department website for recruiting purposes. We have scheduled most of the fall English
classes in designated classrooms, which will allow for recruitment materials to be posted. And in general, our faculty are more aware of the need to actively recruit English majors from our Gen Ed courses.

G. Consider whether we need to revise or create additional SLOs or assessments for our new writing studies concentration

H. Consider approaches to increase student MFT scores

Given our low graduation rate this year, it is difficult to draw accurate conclusions about the success of our program from one student. Like last year, the MFT indicates our students’ scores generally fall below the national median.

Again, though, it is inaccurate to draw conclusions about whether we are meeting our SLOs based on one student.

IX. Faculty/Student information

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

<table>
<thead>
<tr>
<th>Full-Time*</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jennifer Eimers</td>
<td>Communications, Humanities, and Human Services (CHH)</td>
</tr>
<tr>
<td>Dr. David Reinheimer</td>
<td>CHH</td>
</tr>
<tr>
<td>Dr. Claire Schmidt</td>
<td>CHH</td>
</tr>
<tr>
<td>Harry Carrell</td>
<td>CHH</td>
</tr>
</tbody>
</table>

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: 1 (Dr. Loren Gruber, Professor Emeritus)

Table 2. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Majors</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Graduating seniors</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report
Jennifer Eimers, Claire Schmidt, Kelley McKay Fuemmeler, John McLean, Dave Reinheimer
XI. OPTIONAL: You may respond to any or all of the criteria below.
Ten Criteria for Prioritizing Academic Programs

1) History, development, and expectations of the program (How developed, why established? How long in existence? What was it expected to accomplish for MVC?)

The history of the English program at Missouri Valley College stretches back to the institution’s very beginnings. In fact, at The College’s inception three Bachelor’s degrees were offered: English, Philosophy, and Classics. As it currently stands, English is the only remaining pillar of the school’s original foundation. The study of the English language and its literature is one of the cornerstones of an American liberal arts education. The liberal arts were intended to produce a well-rounded intellect, and the study of English is a vital part of that goal. As evidenced by the Missouri Valley College catalog for 1894-1895, the English Course (as it was then known) was a rigorous intellectual undertaking, much as it remains today. Included in the curriculum at that time were the following courses:

- Rhetorical Style
- Rhetorical Invention
- Elementary Anglo Saxon
- Intermediate Anglo Saxon
- Comparative Philology
- English Philology
- Chaucer to Milton
- Dryden to Tennyson
- American Prose Fiction
- Early English
- Middle English
- Advanced Anglo Saxon
- Shakespeare’s Dramatic Art
- History of English Prose Fiction

Staying relevant while not losing sight of the program’s liberal arts foundation can be a difficult balancing act, yet the current English major accomplishes this feat each year. By allowing the program’s curriculum to continually evolve, the needs of modern students are adequately addressed while not losing sight of the original liberal arts vision of the institution. While current students no longer study Anglo Saxon, courses such as Film Criticism, Ethnic American Literature, and the newly added Grant Writing and Advocacy make the skills that our major has always taught relevant to contemporary society. Critical thinking, cultural awareness, and an effective use of language are skills that remain well worth possessing.

2) External demand for the program
The English program teaches MVC students essential portable, relevant skills demanded by employers around the world.¹ English classes teach written and verbal communication, research,

and critical thinking. They teach independent critical thought and project-based teamwork. Assignments in English classes develop students' abilities in problem-solving, decision-making, organization, prioritization, and information processing.

Employers want well-rounded people, capable of organizing, developing, and communicating abstract concepts—skills practiced every day in English classes. Employers demand new hires be strong communicators with an awareness of social and historical issues. Studying literature means studying people, culture, history, and conflict, and thus, a well-read job applicant carries a full toolbox into a job interview.

3) **Internal demand for the program** *(Serves Gen Ed? Serves need of other programs?)*

English faculty teach all students in two General Education composition courses that are both required for graduation. The program also serves Gen Ed by teaching literature surveys required for all BA candidates.

Two associate’s degree programs (AAS in Health Information Systems and AA in Liberal Arts) and five baccalaureate degree programs, other than English, allow various English courses to satisfy requirements for their majors (Computer Information Systems, Interdisciplinary Studies, Public Relations, Speech Communication, and the BFA in Theatre). The recently approved Concentration in Writing Studies will potentially serve other programs as students declare dual majors in English with another program, e.g., Biology/Pre-Med/Pre-Vet Concentration, Business/Management/Administration Concentration, Criminal Justice, General Theatre, History, Mass Communication/Journalism, Nonprofit Management/Human Services Concentration, Political Science/Public Administration Concentration, Psychology, Sociology, and Speech Communication.

The English major at MVC is particularly valuable for the substantial international student population. An English major or minor significantly increases the value of an international student's undergraduate degree. English is the language of the international business community, and the Writing Studies concentration within the English major prepares future international business leaders for successful and lucrative careers.

This year we had 10 majors and 3 minors.

4) **Quality of program inputs and processes** *(Quality of students who choose the major [ACT, H.S. GPA, AP classes]? Of faculty? Of the space? Technology?)*

Students who declare a major in English exhibit strong aptitude and achievement in scholarship. We don’t have access to all the data at this time, but in general, the ACT scores of English majors are 21 and above.

English faculty are highly qualified, bringing to the classroom years of experience in teaching and related fields. Most actively participate in literary scholarship. Four have earned Ph.D.’s.
5) **Quality of program outcomes** (What does the program accomplish? Graduates? What can graduates do?)

The work of students in Sigma Tau Delta provides evidence of quality program outcome. In the last three years, four students have had work accepted for presentation at the National Convention. These students also produce and edit *The Purple Patch*, our annual student literary journal.

English majors do very well in the 21st-century job market. An English major prepares the individual for a wide variety of career options, and so English majors find jobs in a wide variety of settings. Law schools prefer English majors because of the strong reading, writing, and critical thinking training they receive. English majors become doctors, psychologists, lobbyists, business owners, human resources managers, social workers, librarians, and activists. Many English majors go into public relations, marketing, and advertising; other English majors go into counseling, publishing, graphic design, sales, and personal training.

In the past 5 years we have had 14 English graduates. A few are unaccounted for in these stats: MFA’s: 1 earned
MA’s: 2 completed, 2 began but did not complete
Library Science: 1 began, 2 will apply for Fall 2014
Law School: 1 currently attending Harvard
Education: 2 high school teachers
Freelance Writer: 1

6) **Size, scope, and productivity of program** (Overall productivity in time of scarce resources)

7) **Revenue and other resources generated by the program**

8) **Costs and other expenses associated with the program**

   Aside from the standard expenses of any academic program, our program does not cost the College money. Aside from the costs associated with faculty of any program (office computers, projectors in classrooms), we do not have technology that requires updating or replacing.

9) **Impact, justification, and overall essentiality of the program** (Fits mission? Catch all category.)

   Every MVC graduate needs to read, write, and think, and the English program is essential in developing these critical abilities. Every MVC student takes EN 130 and EN 160, and MVC faculty depend on the English program to build a solid foundation of research and writing skills. The English program significantly impacts every single student and faculty member on the MVC campus.

   The English program is integral to the Missouri Valley College mission and values. English classes offer truly personalized instruction to teach writing and research, and meet each learner where they are in order to help them meet learning outcomes. Through the focus on critical and analytical thinking, English classes foster intellectual inquiry. Because English classes engage with big ideas--life, death, race, class, gender, God, reality, war, and justice--students connect the

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personal to the universal. This connection, in turn, creates ownership and individual investment in course material.

The English program promotes MVC’s core values. Collaborative projects and group work encourage understanding and compassion, and recent studies show that reading literary fiction is directly linked to empathy and compassion. Literature classes teach respect for diverse literary traditions, and learning outcomes emphasize the importance of diversity. Peer review sessions, group work, service learning, and diverse readings foster social responsibility and accountability. Clearly defined high expectations and a combination of group and individual work demand integrity, both of the student and the faculty member. The English program works every day to promote and fulfill MVC’s mission and core values.

10) Opportunity analysis of the program (Analyze the opportunity if the program had additional resources—faculty, money, equipment, space.)

To improve student learning in EN 130 and EN 160, dedicated computer labs in which we could teach composition classes would provide an opportunity for new classroom approaches. We would also advocate for a 12 hour load for all faculty, central advising, funded study abroad opportunities for students and faculty, guest speakers (literary scholars, authors), and perhaps to host a conference.

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