Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The Department of English has been working over the past five years to develop and implement assessment measures across the major. Early developments included the administration of the Disciplinary Knowledge Assessment Survey, a primarily indirect assessment instrument given to students during advising for spring classes. The DKAS allows the department to track students' self-assessment of their familiarity with a range of literary texts, as well as directly assessing their knowledge of historical periods and literary terms, from their first year in the BA program to their last. While the current DKAS will be administered this coming fall, for the first time, in an online form, the Assessment Committee will be redesigning the instrument over the course of the coming year to make it a direct measure of student knowledge.

Over the past five years, the department has also implemented a capstone experience for selected students seeking English with Honors. The honors thesis option ends with the department collecting written student work as a sign of where our best majors are at the time of graduation. At present, assessment of student theses rests with individual faculty advisers, but the work remains available for other forms of assessment.

The department also explored, and ultimately rejected, a range of other assessment methods at the 200-level. Across the entire major, the main assessment challenge involves the range and variety in material covered from section to section, even within sections of the same course. At the 200-level, for example, students taking EN 205 are expected to read and learn about Shakespeare, but the specific play or plays they encounter vary from section to section. Standardized course-embedded assessment, then, cannot take place at the level of content. Given the importance of the 200-level courses to the current major, the department explored other avenues of assessment, including an online administered quiz and a sampling system which would ask 1-2 students from each section to complete a short poetic analysis at beginning and end of semester, which would then be assessed by a member of the department. The online quiz was ultimately rejected, in part due to problems of administration and response rates and in part because such a quiz did not escape the problem of content over skill-based assessment. The poetic analysis exercise proved logistically impractical, requiring significant computer lab space and 40-80 hours to evaluate, and the random sampling could provide an inaccurate snapshot of student ability.

At the end of the Spring 2014 semester, the department piloted a form of flexible direct assessment. We asked each instructor at the 200-level to provide an assessment of their students' ability to formulate an argument employing literary close reading (one of the course objectives for 200-level literature courses and an objective which should be uniform across all sections). Instructors had already administered direct assessments across the course of the semester; we made clear that they should be able to support their assessment of their students with direct evidence if necessary. We had a response rate over 80% from instructors, considerably higher than our rate of response for other assessments and probably lower than we can achieve once this assessment program becomes standardized.

Assessment becomes more difficult at the 300 and 400 level because the variance in content and learned skills is greater. Students can take creative writing courses, literature courses, literary theory courses and linguistics courses, each of which can vary substantially in their objectives. While each course contributes to our overall major's objectives, no uniform course embedded assessment can capture student progress within each individual course without being tailored to that course. As the English department has just completed its Eight-year external review, we are taking up the question of curriculum revision and major design in 2014-15; one element of this redesign will be assessment. Ideally, one course would be designated as an entry course to the major and majors would be assessed within that course, as well as at the end of their major experience.

If the 200-level flexible assessment proves useful, it could be extended to most 300 and 400-level courses. Another useful assessment measure, for active student learning and for student ability to discuss literary texts in a manner consistent with academic discourse, would involve instituting a series of classroom visits between instructors, allowing the department a series of snapshot glimpses of what's happening within each classroom over the course of the semester. The department will be piloting such a program in the next few years.

Any other assessment measures will be developed alongside changes in the major, and they will be used to determine the success or failure of these changes.

Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Recognize major literary works
Students will recognize major literary works and authors, and distinguish between major literary periods and genres.
**Connected Documents**

Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

**Relevant Associations:**

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

5. History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
7. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/ literary period

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

**Related Measures**

**M 1: Exam Performance**
student performance on exams

Source of Evidence: Standardized test of subject matter knowledge

Target:
No fixed numeric target.

**M 2: Improve performance on annual Disciplinary Knowledge survey**
progressive improvement in student performance on the annual Disciplinary Knowledge survey

Source of Evidence: Performance (recital, exhibit, science project)

Target:
No specific numeric goal.

**SLO 2: Demonstrate writing skills**
Students will demonstrate writing skills appropriate to the discipline.

**Connected Documents**

Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

**Relevant Associations:**

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

3. Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling
7. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/ literary period
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

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**Related Measures**

**M 3: Performance on writing tasks**
student performance on a variety of assigned writing tasks

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No specific numeric requirement.

**M 4: Evaluation of Portfolio**
evaluation of final portfolio as part of capstone course requirements

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Our current evaluation structure concentrates upon assessing the skills of our best majors to confirm that our major operates at a high level of expectations and standards.

**SLO 3: Demonstrate critical thinking skills and imaginative strategies**
Students will demonstrate critical thinking skills and imaginative strategies in their written work and presentations

**Connected Documents**

Curriculum Map I-English B.A.
Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations

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6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
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3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 5: Evaluation of written work and presentations
rubric-based evaluation of student written work and presentations
Source of Evidence: Presentation, either individual or group
Target:
No specific numeric target exists.

M 6: Recognition of work
recognition of work through awards, publication, participation in conferences
Source of Evidence: Academic direct measure of learning - other
Target:
No recognized benchmark for recognition of student work exists in our discipline.

SLO 4: Understanding of language relationships
Students will participate in a variety of learning experiences to advance their understanding of how language relates to art and to culture.

Connected Documents

Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

Relevant Associations:

Standard Associations

SACS 3.3.1
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Related Measures

M 7: Participation in internships and service learning projects
at least 20 students participating in internships and/or service learning projects; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
Target:
20 students or more.

M 8: Participation in various programs
at least 50 students engaged in international programs, departmental honors, and programs such as BU and New College; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
Target:
At least 50 students.

SLO 5: Demonstrate ability to participate in discourse community
Students will engage in the English studies discourse community to demonstrate their ability to assess and participate in a discourse community.

**Connected Documents**
- Curriculum Map I-English B.A.
- Curriculum Map II-English B.A.

**Relevant Associations:**

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1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.2 Expand the development of living/learning communities.
3.4 Increase involvement of undergraduate students in research and scholarly activities.

**Related Measures**

**M 9: Satisfactory completion of an introductory course**
satisfactory completion of an introductory course in literary theory, linguistics, advanced composition, or creative writing as assessed by course embedded items on final exam
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
No specific numeric target exists.

**M 10: Involvement in discipline-specific activities**
at least 50 students involved in discipline-specific activities; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 50 students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Tracking student activities**

*Established in Cycle: 2011-2012*
A more formal procedure to register and promote the wide variety of ways in which our majors participate within the discipline...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 6: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 19: (N/A)8-year program review strengths**
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

**M 20: (N/A)8-year program improvement recommendations**
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 7: (N/A)Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 21: (N/A)Undergraduate semester credit hour production for the last three fall semesters**
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

**M 22: (N/A)Number of undergraduate courses and sections offered for the last three fall semesters**
Number of undergraduate courses and sections offered for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other
M 23: (N/A) Number of students in the undergraduate major for the last three fall semesters
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 24: (N/A) Number of degrees awarded in the undergraduate major for last three years
Number of degrees awarded in the undergraduate major for last three years
Source of Evidence: Academic indirect indicator of learning - other

M 25: (N/A) ACHE Viability standards
ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 8: (N/A) Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 26: (N/A) Results from University-wide Graduating Senior Survey for senior department majors
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Student satisfaction survey at end of the program

M 27: (N/A) Results from most recent NSSE for department senior majors
Results from most recent NSSE for department senior majors
Source of Evidence: Student course evaluations on learning gains made

M 28: (N/A) Results from exit survey for graduating majors and minors
Results from exit survey for graduating majors and minors
Source of Evidence: Student satisfaction survey at end of the program

M 29: (N/A) Results from informal faculty advising or discussion with students regarding future plans
Results from informal faculty advising or discussion with students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 9: DELETE
The department will maintain a transparent and accountable system of government.

Related Measures

M 11: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 12: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

OthOtcn 10: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

Related Measures

M 13: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 14: DELETE
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 11: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 15: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 16: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 12: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures
**M 17: DELETE**
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

**M 18: DELETE**
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Tracking student activities**

A more formal procedure to register and promote the wide variety of ways in which our majors participate within the discipline would assist the assessment process, help the students themselves to document formally activities which reflect well upon them, and augment material already available through the department website and newsletter. We already register some exciting events, like the recent founding of a new literary journal by Sigma Tau Delta, but for the most part these represent collective accomplishments. As the department works to track graduate student achievement in the discipline, it should also consider ways in which these tracking mechanisms can be adapted to apply to our undergraduates as well.

**Established in Cycle**: 2011-2012  
**Implementation Status**: Planned  
**Priority**: Low

**Relationships (Measure | Outcome/Objective):**

- **Measure**: Involvement in discipline-specific activities  
- **Outcome/Objective**: Demonstrate ability to participate in discourse community
Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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Connected Documents
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Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
5 History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
7. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period

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1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 1: Exam Performance
student performance on exams
Source of Evidence: Standardized test of subject matter knowledge

Target:
No fixed numeric target.

Finding (2012-2013) - Target: Partially Met
We continue to administer exams as usual, but we have not systematized what is meant by "recognize major literary works."

M 2: Improve performance on annual Disciplinary Knowledge survey
progressive improvement in student performance on the annual Disciplinary Knowledge survey

Source of Evidence: Performance (recital, exhibit, science project)

Target:
No specific numeric goal.

Finding (2012-2013) - Target: Partially Met
2012-2013: We have continued to administer the Disciplinary Knowledge Survey to our majors, but I am informed that our Testing Services are now unable, for some reason that I don't quite understand, to collect the data from the surveys. We don't have the time or person power to handle this ourselves in the department, so we will continue to administer the surveys and trust that at some time in the future the University will be able to process the results for us.

SLO 2: Demonstrate writing skills
Students will demonstrate writing skills appropriate to the discipline.

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Standard Associations
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11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

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University of Alabama
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1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 3: Performance on writing tasks
student performance on a variety of assigned writing tasks
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: No specific numeric requirement.

Finding (2012-2013) - Target: Partially Met
We have a number (33) of undergraduate scholarships and prizes that involve selection of excellent student writing from among our majors. Our Sigma Tau Delta chapter had the largest number of papers (academic and creative) accepted for the national conference of any chapter in the US. As with several other outcomes, no disciplinary standard exists to assess student writing. We will maintain high expectations for our majors’ writing while considering ways to register the characteristic range, flexibility and independence within guidelines intrinsic to the study of English.

M 4: Evaluation of Portfolio
evaluation of final portfolio as part of capstone course requirements
Source of Evidence: Portfolio, showing skill development or best work

Target: Our current evaluation structure concentrates upon assessing the skills of our best majors to confirm that our major operates at a high level of expectations and standards.

Finding (2012-2013) - Target: Met
The number of honors theses written by our majors increased from 10 last year to 12 this year.

SLO 3: Demonstrate critical thinking skills and imaginative strategies
Students will demonstrate critical thinking skills and imaginative strategies in their written work and presentations

Connected Documents
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Relevant Associations:

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3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 5: Evaluation of written work and presentations
rubric-based evaluation of student written work and presentations
Source of Evidence: Presentation, either individual or group

Target: No specific numeric target exists.

Finding (2012-2013) - Target: Met
There was a similar performance to last year in terms of our majors' performance at adequate or better levels in their written work and presentations. In the absence of disciplinary standards, we believe this number to meet or exceed reasonable expectation. Documentation of critical thinking and imaginative strategies is difficult at best; the department should consider innovative approaches to assess our best students, in addition to the current data gathered from courses at the 200, 300 and 400 levels.
M 6: Recognition of work
recognition of work through awards, publication, participation in conferences
Source of Evidence: Academic direct measure of learning - other
Target:
No recognized benchmark for recognition of student work exists in our discipline.
Finding (2012-2013) - Target: Met
A large number of our majors (33) won awards, prizes, and scholarships. Eighteen presented their work at the annual Sigma Tau Delta English honorary society conference (an increase over last year). We had 26 students in the English Honors Program, and 12 wrote honors theses. Our Sigma Tau Delta chapter published their third issue of the journal that they founded, DewPoint. In the absence of a disciplinary benchmark, we believe these numbers reflect well upon our majors, and will continue to encourage our students to submit work for awards, attend and present at conferences, and pursue Honors in English.

SLO 4: Understanding of language relationships
Students will participate in a variety of learning experiences to advance their understanding of how language relates to art and to culture.

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Relevant Associations:
Standard Associations
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1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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Related Measures

M 7: Participation in internships and service learning projects
at least 20 students participating in internships and/or service learning projects; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
Target:
20 students or more.
Finding (2012-2013) - Target: Met
We piloted a new internship in collaboration with the Literacy Council of West Alabama, READ Alabama, Literacy is the Edge (LITE), and the Adult Education Program at Shelton State Community College. The internship is entitled, "LIteracies Old and New."

M 8: Participation in various programs
at least 50 students engaged in international programs, departmental honors, and programs such as BUI and New College; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
Target:
At least 50 students.
Finding (2012-2013) - Target: Met
Twenty-six students participated in the English Honors Program. At least 40 were members of Sigma Tau Delta. Students participated in both the Alabama at Oxford Program during the summer and also our new Alabama in Ireland program.

SLO 5: Demonstrate ability to participate in discourse community
Students will engage in the English studies discourse community to demonstrate their ability to assess and participate in a discourse community.

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3.4 Increase involvement of undergraduate students in research and scholarly activities.

Related Measures

M 9: Satisfactory completion of an introductory course
satisfactory completion of an introductory course in literary theory, linguistics, advanced composition, or creative writing as assessed by course embedded items on final exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: No specific numeric target exists.

Finding (2012-2013) - Target: Partially Met
90% of students satisfactorily completed an introductory course in the discipline. All students who complete the major must successfully complete one of these courses.

M 10: Involvement in discipline-specific activities
at least 50 students involved in discipline-specific activities; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
Target: At least 50 students.

Finding (2012-2013) - Target: Met
Student participation is extremely difficult to formally track, as anything from poetry writing outside of class to blog posting to public performance might qualify. Student participation in our English honor society (Sigma Tau Delta) tends to track student involvement fairly well, however. Well over 50 students are members of Sigma Tau Delta. Factoring in student participation in internships and other creative activities, the department considerably exceeds the target of 50 students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Tracking student activities
Established in Cycle: 2011-2012
A more formal procedure to register and promote the wide variety of ways in which our majors participate within the discipline w...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: (N/A)Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 19: (N/A)8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A)8-year program improvement recommendations
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 7: (N/A)Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 21: (N/A)Undergraduate semester credit hour production for the last three fall semesters
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 22: (N/A)Number of undergraduate courses and sections offered for the last three fall semesters
Number of undergraduate courses and sections offered for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 23: (N/A)Number of students in the undergraduate major for the last three fall semesters
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 24: (N/A)Number of degrees awarded in the undergraduate major for last three years
Number of degrees awarded in the undergraduate major for last three years
Source of Evidence: Academic indirect indicator of learning - other
M 25: (N/A) ACHE Viability standards
ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 8: (N/A) Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 26: (N/A) Results from University-wide Graduating Senior Survey for senior department majors
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Student satisfaction survey at end of the program

M 27: (N/A) Results from most recent NSSE for department senior majors
Results from most recent NSSE for department senior majors
Source of Evidence: Student course evaluations on learning gains made

M 28: (N/A) Results from exit survey for graduating majors and minors
Results from exit survey for graduating majors and minors
Source of Evidence: Student satisfaction survey at end of the program

M 29: (N/A) Results from informal faculty advising or discussion with students regarding future plans
Results from informal faculty advising or discussion with students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 9: DELETE
The department will maintain a transparent and accountable system of government.

Related Measures

M 11: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 12: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

OthOtcn 10: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

Related Measures

M 13: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 14: DELETE
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 11: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 15: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 16: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 12: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures

M 17: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 18: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other
Tracking student activities

A more formal procedure to register and promote the wide variety of ways in which our majors participate within the discipline would assist the assessment process, help the students themselves to document formally activities which reflect well upon them, and augment material already available through the department website and newsletter. We already register some exciting events, like the recent founding of a new literary journal by Sigma Tau Delta, but for the most part these represent collective accomplishments. As the department works to track graduate student achievement in the discipline, it should also consider ways in which these tracking mechanisms can be adapted to apply to our undergraduates as well.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Involvement in discipline-specific activities | Outcome/Objective: Demonstrate ability to participate in discourse community
Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Recognize major literary works
Students will recognize major literary works and authors, and distinguish between major literary periods and genres.

Connected Documents
Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
5 History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
7 Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 1: Exam Performance
student performance on exams
Source of Evidence: Standardized test of subject matter knowledge

Target:
No fixed numeric target.

Finding (2011-2012) - Target: Met
80% of students in literature classes performed at or above an adequate level on exams. 60% of students performed at a good or excellent level. The department will strive to maintain standards while improving student performance where possible. In the absence of a single disciplinary standard for success, we see virtue in continuing with a variety of expectations varying from course to course designed to meet individual needs. In place of imposing one standard, the department should consider finding ways to track these variations on a general theme in order to establish the efficacy of that theme.

M 2: Improve performance on annual Disciplinary Knowledge survey
progressive improvement in student performance on the annual Disciplinary Knowledge survey
Source of Evidence: Performance (recital, exhibit, science project)

Target:
No specific numeric goal.

Finding (2011-2012) - Target: Met
Advanced majors taking the survey reported greater familiarity with selected literary works than newer majors. For a few individual texts, juniors reported more familiarity than seniors or sophomores reported more familiarity than juniors or seniors, but these cases reflect texts and courses which are not taught every semester and do not indicate a programmatic issue.

SLO 2: Demonstrate writing skills
Students will demonstrate writing skills appropriate to the discipline.

Connected Documents
Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
General Education/Core Curriculum Associations

3  Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling
7  Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations

University of Alabama
1.1 Promotes and enhance areas of academic, scholarship, and research excellence
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 3: Performance on writing tasks
student performance on a variety of assigned writing tasks
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No specific numeric requirement.

Finding (2011-2012) - Target: Met
76% of majors performed at good or excellent levels on writing assignments. As with several other outcomes, no disciplinary standard exists to assess student writing. We will maintain high expectations for our majors’ writing while considering ways to register the characteristic range, flexibility and independence within guidelines intrinsic to the study of English.

M 4: Evaluation of Portfolio
evaluation of final portfolio as part of capstone course requirements
Source of Evidence: Portfolio, showing skill development or best work

Target:
Our current evaluation structure concentrates upon assessing the skills of our best majors to confirm that our major operates at a high level of expectations and standards.

Finding (2011-2012) - Target: Met
10 students wrote an honors thesis; of these students, 8 were assessed at an exceptional level of performance. We believe these results to be a reasonable indicator of success. Our honors program was developed with careful consideration of assessment measures and techniques at peer institutions.

SLO 3: Demonstrate critical thinking skills and imaginative strategies
Students will demonstrate critical thinking skills and imaginative strategies in their written work and presentations

Connected Documents
Curriculum Map I-English B.A.
Curriculum Map II-English B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations

3  Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling
6  Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
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11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations

University of Alabama
1.1 Promotes and enhance areas of academic, scholarship, and research excellence
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 5: Evaluation of written work and presentations
rubric-based evaluation of student written work and presentations
Source of Evidence: Presentation, either individual or group

Target:
No specific numeric target exists.

Finding (2011-2012) - Target: Met
88% of majors performed at adequate or better levels in their written work and presentations. In the absence of disciplinary standards, we believe this number to meet or exceed reasonable expectation. Documentation of critical thinking and imaginative strategies is difficult at best; the department should consider innovative
approaches to assess our best students, in addition to the current data gathered from courses at the 200, 300 and 400 levels.

**M 6: Recognition of work**
recognition of work through awards, publication, participation in conferences

Source of Evidence: Academic direct measure of learning - other

**Target:**
No recognized benchmark for recognition of student work exists in our discipline.

**Finding (2011-2012) - Target: Met**
32 out of a total of 474 majors won awards, prizes and scholarships. 12 presented their work at the annual Sigma Tau Delta English honorary society conference. 12 students graduate with Honors in English. In the absence of a disciplinary benchmark, we believe these numbers reflect well upon our majors, and will continue to encourage our students to submit work for awards, attend and present at conferences, and pursue Honors in English.

**SLO 4: Understanding of language relationships**
Students will participate in a variety of learning experiences to advance their understanding of how language relates to art and to culture.

**Connected Documents**
- Curriculum Map I-English B.A.
- Curriculum Map II-English B.A.

**Relevant Associations:**

**Standard Associations**
- SACS 3.3.1
  3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**
- 6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
- 7 Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period

**Strategic Plan Associations**
- University of Alabama
  1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

**Related Measures**

**M 7: Participation in internships and service learning projects**
at least 20 students participating in internships and/or service learning projects; students summarize their learning experiences

Source of Evidence: Academic direct measure of learning - other

**Target:**
20 students or more.

**Finding (2011-2012) - Target: Met**
At least 40 students participated in internships over the course of the year.

**M 8: Participation in various programs**
at least 50 students engaged in international programs, departmental honors, and programs such as BUI and New College; students summarize their learning experiences

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 50 students.

**Finding (2011-2012) - Target: Met**
23 students participated in the Blount Undergraduate Initiative. 12 graduated with honors. The International program has not yet compiled and transmitted its numbers to us for the 11-12 school year. Based on previous years, we believe our target has been met.

**SLO 5: Demonstrate ability to participate in discourse community**
Students will engage in the English studies discourse community to demonstrate their ability to assess and participate in a discourse community.

**Connected Documents**
- Curriculum Map I-English B.A.
- Curriculum Map II-English B.A.

**Relevant Associations:**

**Standard Associations**
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**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.2 Expand the development of living/learning communities.
3.4 Increase involvement of undergraduate students in research and scholarly activities.

**Related Measures**

M 9: Satisfactory completion of an introductory course
satisfactory completion of an introductory course in literary theory, linguistics, advanced composition, or creative writing as assessed by course embedded items on final exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
**Target:**
No specific numeric target exists.

**Finding (2011-2012) - Target: Met**
85% of students satisfactorily completed an introductory course in the discipline. All students who complete the major must successfully complete one of these courses.

M 10: Involvement in discipline-specific activities
at least 50 students involved in discipline-specific activities; students summarize their learning experiences
Source of Evidence: Academic direct measure of learning - other
**Target:**
At least 50 students.

**Finding (2011-2012) - Target: Met**
Student participation is extremely difficult to formally track, as anything from poetry writing outside of class to blog posting to public performance might qualify. Student participation in our English honor society (Sigma Tau Delta) tends to track student involvement fairly well, however. In 2010-11, 47 students were inducted into the society; in 2011-12, 65 were inducted. Factoring in student participation in internships and other creative activities, the department considerably exceeds the target of 50 students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Tracking student activities**
*Established in Cycle: 2011-2012*
A more formal procedure to register and promote the wide variety of ways in which our majors participate within the discipline w...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

M 19: (N/A)8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A)8-year program improvement recommendations
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 7: (N/A)Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

M 21: (N/A)Undergraduate semester credit hour production for the last three fall semesters
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 22: (N/A)Number of undergraduate courses and sections offered for the last three fall semesters
Number of undergraduate courses and sections offered for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 23: (N/A)Number of students in the undergraduate major for the last three fall semesters
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 24: (N/A)Number of degrees awarded in the undergraduate major for last three years
Number of degrees awarded in the undergraduate major for last three years
Source of Evidence: Academic Indirect indicator of learning - other

M 25: (N/A)ACHE Viability standards
ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 8: (N/A) Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 26: (N/A) Results from University-wide Graduating Senior Survey for senior department majors
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Student satisfaction survey at end of the program

M 27: (N/A) Results from most recent NSSE for department senior majors
Results from most recent NSSE for department senior majors
Source of Evidence: Student course evaluations on learning gains made

M 28: (N/A) Results from exit survey for graduating majors and minors
Results from exit survey for graduating majors and minors
Source of Evidence: Student satisfaction survey at end of the program

M 29: (N/A) Results from informal faculty advising or discussion with students regarding future plans
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At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other
## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### Tracking student activities

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Involvement in discipline-specific activities  
- **Outcome/Objective:** Demonstrate ability to participate in discourse community
## Curriculum Map I (Student Learning Outcomes)

<table>
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<tr>
<th>Course 1</th>
<th>Course 2</th>
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<td>course-embedded items on midterm and final fall and spring</td>
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<td>rubric to assess student writing fall and spring</td>
<td>faculty report on student enrichment activities spring</td>
<td>course embedded items on final exam spring</td>
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**Required Task**

| W course | rubric to assess student writing fall and spring | evaluation of student portfolio fall |
| Common Activity | | |