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.

See summary/analysis under PhD program.

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 Maps II-Literature M.A.
Curriculum Maps I-Literature M.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
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: Student performance on seminar papers
Student performance on seminar papers, assessing knowledge of major literary works

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

Target:
No numeric target exists.

M 2: Seminar papers assess ability to distinguish between major literary periods and genres
Student performance on seminar papers, assessing ability to distinguish between major literary periods and genres

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

Target:
No recognized disciplinary target exists.

M 3: Completion of pilot MA DKAS
Completion of pilot MA DKAS.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Complete a pilot version of the Disciplinary Knowledge Assessment Survey for the MA program.

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

Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.A.

Relevant Associations:
Standard Associations
\textbf{SACS 3.3.1}

3.3.1.1 Educational programs, to include student learning outcomes

\textbf{General Education/Core Curriculum Associations}

\begin{itemize}
  \item 11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills
\end{itemize}

\textbf{Strategic Plan Associations}

University of Alabama

\begin{itemize}
  \item 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  \item 1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
\end{itemize}

\textbf{Related Measures}

\textbf{M 4: Student performance on seminar papers and other writing tasks}

Student performance on seminar papers and other assigned writing tasks

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

\textbf{Target:}

No disciplinary target exists.

\textbf{M 5: Successful completion of the thesis}

For those selecting MA-Thesis Option, successful completion of the thesis

Source of Evidence: Senior thesis or culminating major project

\textbf{Target:}

Ideally, all students taking the exam will be able to pass.

\textbf{SLO 3: Demonstrate professionalization}

Students will demonstrate a level of professionalization sufficient for further graduate study and employment

\textbf{Connected Documents}

Curriculum Maps II-Literature MA
Curriculum Maps I-Literature MA

\textbf{Relevant Associations:}

\textbf{Standard Associations}

\begin{itemize}
  \item \textbf{SACS 3.3.1}
  \item 3.3.1.1 Educational programs, to include student learning outcomes
\end{itemize}

\textbf{General Education/Core Curriculum Associations}

\begin{itemize}
  \item 7 Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/periodical
  \item 11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills
\end{itemize}

\textbf{Strategic Plan Associations}

University of Alabama

\begin{itemize}
  \item 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  \item 1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
\end{itemize}

\textbf{Related Measures}

\textbf{M 6: \# of admissions to PhD programs}

\# of admissions to PhD programs

Source of Evidence: Graduate/professional school acceptance rate

\textbf{Target:}

No clear desirable target exists. Student application to PhD programs need not directly relate to the success of the MA program; graduates may instead teach high school English, for example.

\textbf{M 7: percent of graduates employed}

Percent of graduates employed within 1 year

Source of Evidence: Job placement data, esp. for career/technical areas

\textbf{Target:}

In the current job market, it is difficult to determine what percentage of employment represents success. We would obviously prefer a number as close to 100% as the desires of our graduates allow.

\textbf{M 8: Faculty observations of teaching}

Faculty observations of teaching

Source of Evidence: Academic indirect indicator of learning - other

\textbf{Target:}

All MAs who will teach should be observed as a part of their training process.

\textbf{M 9: Response rate to formal tracking system}

At least 50% response rate to formal tracking system

Source of Evidence: Alumni survey or tracking of alumni achievements

\textbf{Target:}

At least 50% response rate to formal tracking system.

\textbf{Related Action Plans (by Established cycle, then alpha):}

For full information, see the Details of Action Plans section of this report.
Develop ways to track our graduates
Established in Cycle: 2011-2012
The new Facebook page, coupled with the department’s new website, may offer the graduate program new tools to track students af...

SLO 4: Demonstrate expertise in teaching
students will demonstrate theoretical and practical expertise in teaching

Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.A.

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

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.
  3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

Related Measures

M 10: Completion of pedagogy courses
Successful completion of pedagogy course(s)
Source of Evidence: Academic direct measure of learning - other
Target: Completion of the courses is required of all teachers.

M 11: Construction of course syllabi
Construction of course syllabi prior to teaching
Source of Evidence: Academic direct measure of learning - other
Target: All students must construct an adequate course syllabus as part of their training.

M 12: Course evaluation results
Undergraduate student course evaluation results
Source of Evidence: Student course evaluations on learning gains made
Target: Monitor GTA evaluation results; assist those in need.

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

Introductory Literature program development
Established in Cycle: 2011-2012
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar ...

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

OthOtm 5: (N/A)Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 13: (N/A)8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 14: (N/A)8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 6: (N/A)Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 15: (N/A)Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 16: (N/A)Number of graduates over three year period
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 17: (N/A)ACHE Viability standards
ACHE Viability standards.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 7: (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 18: (N/A) Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 19: (N/A) Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

OthOtm 8: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center. Department Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Draw upon their successful models as we redesign our other introductory courses.

Related Measures

M 20: 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 21: DELETE
Number of students 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

M 22: DELETE
Completion of preliminary redesign of the introductory literature program along lines similar to First Year Writing.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 9: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors. Department Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Work with other assessment agencies over the next year to develop a better grounding for a revised research benchmark.

Related Measures

M 23: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 24: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

M 25: DELETE
Open dialogue with at least two other assessment agencies to develop a broader benchmark for success.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 10: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state. Department Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). Provide a more rigorous structure for tracking event participation continuously across the entire year.

Related Measures

M 26: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 27: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

M 28: DELETE
Percentage of participation in event tracking.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 11: DELETE
The department will maintain a transparent and accountable system of government. Department Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Anecdotal assessment of the review process (Instructor Review and tenure-track retention) ought to be formalized.

Related Measures
M 29: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook. This information will be made available through the Share drive.

Source of Evidence: Government standards

M 30: 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: Academic indirect indicator of learning - other

M 31: DELETE
Departmental discussion of review process assessment should be completed; any changes will proceed as the department decides.

Source of Evidence: Academic indirect indicator of learning - other

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

Develop ways to track our graduates
The new Facebook page, coupled with the department’s new website, may offer the graduate program new tools to track students after they graduate. Facebook, in particular, can provide information about graduate location and employment, so long as they report it there.

That said, the department needs to undertake a determined and persistent approach to gathering information on its graduates. In addition to coordinating efforts with the Graduate School and, perhaps, with the Alumni Association, the department should send a regular e-mail to its graduates, when possible, in an attempt to gather information about how they are doing. Providing an incentive for less successful graduates to respond will remain a challenge for the foreseeable future.

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

Relationships (Measure | Outcome/Objective):
Measure: Response rate to formal tracking system | Outcome/Objective: Demonstrate professionalization

Introductory Literature program development
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar to those in First Year Writing, including examination of GTA evaluations.

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

Relationships (Measure | Outcome/Objective):
Measure: Course evaluation results | Outcome/Objective: Demonstrate expertise in teaching
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 Maps II-Literature M.A.
Curriculum Maps I-Literature M.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
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: Student performance on seminar papers
Student performance on seminar papers, assessing knowledge of major literary works

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

Target:
No numeric target exists.

Finding (2012-2013) - Target: Met
Same finding as last year.

M 2: Seminar papers assess ability to distinguish between major literary periods and genres
Student performance on seminar papers, assessing ability to distinguish between major literary periods and genres

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

Target:
No recognized disciplinary target exists.

Finding (2012-2013) - Target: Met
97% of assignments were assessed at a good performance level or better. Even in the absence of disciplinary standards, we believe this performance level to constitute success.

M 3: Completion of pilot MA DKAS
Completion of pilot MA DKAS.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Complete a pilot version of the Disciplinary Knowledge Assessment Survey for the MA program.

Finding (2012-2013) - Target: Partially Met
Our new M.A. exam allows us to evaluate disciplinary knowledge.

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

Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.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

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 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 4: Student performance on seminar papers and other writing tasks

Student performance on seminar papers and other assigned writing tasks

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

Target:

No disciplinary target exists.

Finding (2012-2013) - Target: Met

97% of assignments were assessed at a good performance level or better. Even in the absence of disciplinary standards, we believe this performance level to constitute success.

M 5: Successful completion of the thesis

For those selecting MA-Thesis Option, successful completion of the thesis

Source of Evidence: Senior thesis or culminating major project

Target:

Ideally, all students taking the exam will be able to pass.

Finding (2012-2013) - Target: Met

All students taking the exam passed.

SLO 3: Demonstrate professionalization

Students will demonstrate a level of professionalization sufficient for further graduate study and employment

Connected Documents

Curriculum Maps II: Literature M.A.
Curriculum Maps I: Literature M.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

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 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 6: # of admissions to PhD programs

# of admissions to PhD programs

Source of Evidence: Graduate/professional school acceptance rate

Target:

No clear desirable target exists. Student application to PhD programs need not directly relate to the success of the MA program; graduates may instead teach high school English, for example.

Finding (2012-2013) - Target: Not Reported This Cycle

Findings from 2011-2012 still apply.

M 7: percent of graduates employed

Percent of graduates employed within 1 year

Source of Evidence: Job placement data, esp. for career/tech areas

Target:

In the current job market, it is difficult to determine what percentage of employment represents success. We would obviously prefer a number as close to 100% as the desires of our graduates allow.

Finding (2012-2013) - Target: Not Reported This Cycle

Comments from 2011-2012 still apply.

M 8: Faculty observations of teaching

Faculty observations of teaching

Source of Evidence: Academic indirect indicator of learning - other

Target:

All MA's who will teach should be observed as a part of their training process.

Finding (2012-2013) - Target: Met
All students were observed. Any found to need guidance were provided with it by the faculty.

**M 9: Response rate to formal tracking system**
At least 50% response rate to formal tracking system
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
At least 50% response rate to formal tracking system.

**Finding (2012-2013) - Target: Not Met**
We are currently trying very hard to track our graduates as part of the report for the 8th-year Program Review in 2013-2014. Often this involves a networking effort, because professors may know, or fellow students, when we don’t hear directly from the graduate. We have also established an email list of our graduates for our new Newsletter; we hope that this will encourage them to let us know what they are doing.

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

**Develop ways to track our graduates**
**Established in Cycle: 2011-2012**
The new Facebook page, coupled with the department’s new website, may offer the graduate program new tools to track students aft...

**SLO 4: Demonstrate expertise in teaching**
Students will demonstrate theoretical and practical expertise in teaching

**Connected Documents**
Curriculum Maps II-Literature MA.
Curriculum Maps I-Literature MA.

**Relevant Associations:**

**Standard Associations**

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

**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.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

**Related Measures**

**M 10: Completion of pedagogy courses**
Successful completion of pedagogy course(s)
Source of Evidence: Academic direct measure of learning - other

**Target:**
Completion of the courses is required of all teachers.

**Finding (2012-2013) - Target: Met**
All students completed the courses. We see no reason to change this requirement.

**M 11: Construction of course syllabi**
Construction of course syllabi prior to teaching
Source of Evidence: Academic direct measure of learning - other

**Target:**
All students must construct an adequate course syllabus as part of their training.

**Finding (2012-2013) - Target: Met**
All students completed adequate or better course syllabi. We see no reason to change this requirement. The First-year Writing Program provides model syllabi and significant guidance in syllabus creation. The new OSM system is also very helpful.

**M 12: Course evaluation results**
Undergraduate student course evaluation results
Source of Evidence: Student course evaluations on learning gains made

**Target:**
Monitor GTA evaluation results; assist those in need.

**Finding (2012-2013) - Target: Met**
Similar findings to 2011-2012.

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

**Introductory Literature program development**
**Established in Cycle: 2011-2012**
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar ...

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

**OthOtm 5: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.
Related Measures

M 13: (N/A) 8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 14: (N/A) 8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: (N/A) Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 15: (N/A) Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 16: (N/A) Number of graduates over three year period
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 17: (N/A) ACHE Viability standards
ACHE Viability standards.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 7: (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 18: (N/A) Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 19: (N/A) Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

OthOtcn 8: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center. Department Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Draw upon their successful models as we redesign our other introductory courses.

Related Measures

M 20: 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 21: DELETE
Number of students 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

M 22: DELETE
Completion of preliminary redesign of the introductory literature program along lines similar to First Year Writing.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 9: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors. Department Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Work with other assessment agencies over the next year to develop a better grounding for a revised research benchmark.

Related Measures

M 23: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 24: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

M 25: DELETE
Open dialogue with at least two other assessment agencies to develop a broader benchmark for success.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 10: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state. Department Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). Provide a more rigorous structure for tracking event participation continuously across the entire year.

Related Measures

M 26: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 27: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

M 28: DELETE
Percentage of participation in event tracking.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 11: DELETE
The department will maintain a transparent and accountable system of government. Department Outcome #n Improvement Action(s) to be advanced (copied from 2010-11 report). Anecdotal assessment of the review process (Instructor Review and tenure-track retention) ought to be formalized.

Related Measures

M 29: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook. This information will be made available through the Share drive.
Source of Evidence: Government standards

M 30: 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: Academic indirect indicator of learning - other

M 31: DELETE
Departmental discussion of review process assessment should be completed; any changes will proceed as the department decides.
Source of Evidence: Academic indirect indicator of learning - other

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

Develop ways to track our graduates
The new Facebook page, coupled with the department's new website, may offer the graduate program new tools to track students after they graduate. Facebook, in particular, can provide information about graduate location and employment, so long as they report it there.

That said, the department needs to undertake a determined and persistent approach to gathering information on its graduates. In addition to coordinating efforts with the Graduate School and, perhaps, with the Alumni Association, the department should send a regular e-mail to its graduates, when possible, in an attempt to gather information about how they are doing. Providing an incentive for less successful graduates to respond will remain a challenge for the foreseeable future.

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

Relationships (Measure | Outcome/Objective):
Measure: Response rate to formal tracking system | Outcome/Objective: Demonstrate professionalization

Introductory Literature program development
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar to those in First Year Writing, including examination of GTA evaluations.

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

Relationships (Measure | Outcome/Objective):
Measure: Course evaluation results | Outcome/Objective: Demonstrate expertise in teaching
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
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Curriculum Maps I-Literature M.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
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: Student performance on seminar papers
Student performance on seminar papers, assessing knowledge of major literary works

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

Target:
No numeric target exists.

Finding (2011-2012) - Target: Met
97% of assignments were assessed at a good performance level or better. Even in the absence of disciplinary standards, we believe this performance level to constitute success.

M 2: Seminar papers assess ability to distinguish between major literary periods and genres
Student performance on seminar papers, assessing ability to distinguish between major literary periods and genres

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

Target:
No recognized disciplinary target exists.

Finding (2011-2012) - Target: Met
97% of assignments were assessed at a good performance level or better. Even in the absence of disciplinary standards, we believe this performance level to constitute success.

M 3: Completion of pilot MA DKAS
Completion of pilot MA DKAS.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Complete a pilot version of the Disciplinary Knowledge Assessment Survey for the MA program.

Finding (2011-2012) - Target: Not Met
An initial attempt to follow up on the original concept—to develop a series of questions to evaluate MA knowledge of literary texts, terms and periods—did not proceed past the planning stage. At the MA level, individual student knowledge and expertise can vary widely based upon specialization and field of interest, making a general knowledge instrument less useful. With only 27 students in the program this year, a general instrument to test knowledge seems unlikely to produce results more useful than those of direct and indirect faculty assessment.

Our MA students may now take an MA examination, so we do have this new mechanism in place to ensure our graduates have the level of knowledge we would expect of them. Tracking students once they graduate is clearly a much higher priority than having an additional tool to establish their knowledge.

SLO 2: Demonstrate writing skills
Students will demonstrate writing skills appropriate to the discipline.
Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.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
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 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 4: Student performance on seminar papers and other writing tasks
Student performance on seminar papers and other assigned writing tasks
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
No disciplinary target exists.
Finding (2011-2012) - Target: Met
97% of assignments were assessed at a good performance level or better. Even in the absence of disciplinary standards, we believe this performance level to constitute success.

M 5: Successful completion of the thesis
For those selecting MA-Thesis Option, successful completion of the thesis
Source of Evidence: Senior thesis or culminating major project
Target:
Ideally, all students taking the exam will be able to pass.
Finding (2011-2012) - Target: Met
All students taking the exam passed.

SLO 3: Demonstrate professionalization
students will demonstrate a level of professionalization sufficient for further graduate study and employment

Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.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
1. 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 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 6: # of admissions to PhD programs
# of admissions to PhD programs
Source of Evidence: Graduate/professional school acceptance rate
Target:
No clear desirable target exists. Student application to PhD programs need not directly relate to the success of the MA program; graduates may instead teach high school English, for example.
Finding (2011-2012) - Target: Not Reported This Cycle
While we have no clear target, we also have no formal mechanism to track student acceptance to PhD programs, beyond student self-reporting. The department needs to track this information as part of a larger attempt to determine what happens to our graduates after they receive their degrees. See the action plan under 9 below.

M 7: percent of graduates employed
percent of graduates employed within 1 year
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
In the current job market, it is difficult to determine what percentage of employment represents success. We would obviously prefer a number as close to 100% as the desires of our graduates allow.

Finding (2011-2012) - Target: Not Reported This Cycle.
We do not have sufficient data to report a result. (See the action plan under item 9 below.)

M 8: Faculty observations of teaching
faculty observations of teaching
Source of Evidence: Academic indirect indicator of learning - other
Target:
All MA’s who will teach should be observed as a part of their training process.
Finding (2011-2012) - Target: Met
All students were observed and found to be performing adequately or better.

M 9: Response rate to formal tracking system
At least 50% response rate to formal tracking system
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
At least 50% response rate to formal tracking system.
Finding (2011-2012) - Target: Not Met
In retrospect, expecting to move from no tracking system whatsoever to a formal system with a 50% response rate represented a wildly optimistic objective. The graduate program is still wrestling with the task of developing such a tracking system to begin with, and simply convincing our graduates that we genuinely want them to report on how things go for them after they leave will likely take multiple years to accomplish.

Anecdotal information ranges from students who are finding jobs as high school teachers or going on to graduate programs, to students who are unemployed and unable to secure jobs either in or outside the discipline. That said, a student who, for example, can’t get a job working as a supermarket manager because the English MA renders her “overqualified” despite past work experience probably will not be as highly motivated to report on how she’s doing as a student who gets a job.

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

Develop ways to track our graduates
Established in Cycle: 2011-2012
The new Facebook page, coupled with the department’s new website, may offer the graduate program new tools to track students aft...

SLO 4: Demonstrate expertise in teaching
students will demonstrate theoretical and practical expertise in teaching

Connected Documents
Curriculum Maps II-Literature M.A.
Curriculum Maps I-Literature M.A.

Relevant Associations:

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

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.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

Related Measures

M 10: Completion of pedagogy courses
Successful completion of pedagogy course(s)
Source of Evidence: Academic direct measure of learning - other
Target:
Completion of the courses is required of all teachers.
Finding (2011-2012) - Target: Met
All students completed the courses. We see no reason to change this requirement.

M 11: Construction of course syllabi
Construction of course syllabi prior to teaching
Source of Evidence: Academic direct measure of learning - other
Target:
All students must construct an adequate course syllabus as part of their training.
Finding (2011-2012) - Target: Met
All students completed adequate or better course syllabi. We see no reason to change this requirement.

M 12: Course evaluation results
Undergraduate student course evaluation results
Source of Evidence: Student course evaluations on learning gains made
Target:
Monitor GTA evaluation results; assist those in need.

Finding (2011-2012) - Target: Partially Met
The First Year Writing program has staff dedicated to assessing GTA performance who monitor GTA evaluation results. No distinct administrative entity exists to coordinate the 200-level literature program; this program does not presently assess or monitor GTA evaluations, beyond addressing specific student complaints. The First Year Writing program reports that the mean for instructor performance on their evaluations ranged from 3.48 to 3.78 across the courses offered. See the attached document for details. We believe that this level of analysis is useful and that these results meet our expectations.

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

Introductory Literature program development
Established in Cycle: 2011-2012
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar ...

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

OthOtcm 5: (N/A) Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures
- M 13: (N/A) 8-year program review strengths
  8-year program review strengths
  Source of Evidence: Academic indirect indicator of learning - other
- M 14: (N/A) 8-year program improvement recommendations
  8-year program improvement recommendations.
  Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 6: (N/A) Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures
- M 15: (N/A) Number of applications and percentage of admissions over three year period
  Number of applications and percentage of admissions over three year period.
  Source of Evidence: Academic indirect indicator of learning - other
- M 16: (N/A) Number of graduates over three year period
  Number of graduates over three year period.
  Source of Evidence: Academic indirect indicator of learning - other
- M 17: (N/A) ACHE Viability standards
  ACHE Viability standards.
  Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: (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 18: (N/A) Results from alumni surveys
  Results from alumni surveys
  Source of Evidence: Alumni survey or tracking of alumni achievements
- M 19: (N/A) Employment data
  Employment data
  Source of Evidence: Job placement data, esp. for career/tech areas

OthOtcm 8: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center. Department Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Draw upon their successful models as we redesign our other introductory courses.

Related Measures
- M 20: 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 21: DELETE
  Number of students 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
M 22: DELETE
Completion of preliminary redesign of the introductory literature program along lines similar to First Year Writing.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 9: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors. Department Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Work with other assessment agencies over the next year to develop a better grounding for a revised research benchmark.

Related Measures

M 23: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 24: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

M 25: DELETE
Open dialogue with at least two other assessment agencies to develop a broader benchmark for success.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 10: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state. Department Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). Provide a more rigorous structure for tracking event participation continuously across the entire year.

Related Measures

M 26: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 27: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

M 28: DELETE
Percentage of participation in event tracking.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 11: DELETE
The department will maintain a transparent and accountable system of government. Department Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Anecdotal assessment of the review process (Instructor Review and tenure-track retention) ought to be formalized.

Related Measures

M 29: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook. This information will be made available through the Share drive.
Source of Evidence: Government standards

M 30: 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: Academic indirect indicator of learning - other

M 31: DELETE
Departmental discussion of review process assessment should be completed; any changes will proceed as the department decides.
Source of Evidence: Academic indirect indicator of learning - other

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

Develop ways to track our graduates
The new Facebook page, coupled with the department’s new website, may offer the graduate program new tools to track students after they graduate. Facebook, in particular, can provide information about graduate location and employment, so long as they report it there.

That said, the department needs to undertake a determined and persistent approach to gathering information on its graduates. In addition to coordinating efforts with the Graduate School and, perhaps, with the Alumni Association, the department should send a regular e-mail to its graduates, when possible, in an attempt to gather information about how they are doing. Providing an incentive for less successful graduates to respond will remain a challenge for the foreseeable future.

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

Relationships (Measure | Outcome/Objective):
**Measure**: Response rate to formal tracking system | **Outcome/Objective**: Demonstrate professionalization

**Introductory Literature program development**
Over the next few years, the department will develop an Introductory Literature program administration to perform tasks similar to those in First Year Writing, including examination of GTA evaluations.

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

**Relationships (Measure | Outcome/Objective)**:
- **Measure**: Course evaluation results | **Outcome/Objective**: Demonstrate expertise in teaching
Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first addressed; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered. Note that you do not need to obtain a measure from every course in which an outcome is addressed (see Map #2)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>知识 of literary history</th>
<th>Student Learning Outcome 2: Writing skills</th>
<th>Student Learning Outcome 3: Professionalization</th>
<th>Student Learning Outcome 4: Teaching</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
<td>Reinforce</td>
<td>Introduce</td>
</tr>
<tr>
<td>Course 2</td>
<td>535/536/635</td>
<td>Master</td>
<td>Master</td>
<td>Reinforce</td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>537</td>
<td>Master</td>
<td>Master</td>
<td>Reinforce</td>
<td></td>
</tr>
<tr>
<td>Required Experience</td>
<td>533/534</td>
<td>Master</td>
<td>Reinforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Experience teaching</td>
<td></td>
<td></td>
<td></td>
<td>Reinforce</td>
<td></td>
</tr>
<tr>
<td>Required Task</td>
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<td></td>
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<td></td>
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<tr>
<td>Common Assignment</td>
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<tr>
<td>Activity 1</td>
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<td>Activity 2</td>
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<td>Activity 4</td>
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</tbody>
</table>
Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2 ½ year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1: knowledge of literary history</th>
<th>Student Learning Outcome 2: writing skills</th>
<th>Student Learning Outcome 3: professionalization</th>
<th>Student Learning Outcome 4: teaching</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Measure 1.1 and 1.2, Fall and Spring</td>
<td>Measure 2.1, Fall and Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td>Measure 1.1 and 1.2, Fall and Spring</td>
<td>Measure 2.1, Fall and Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>Measure 1.1 and 1.2, Fall and Spring</td>
<td>Measure 2.1, Fall and Spring</td>
<td>Measure 3.3, Fall and Spring</td>
<td>Measure 4.2, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Required Experience</td>
<td>Measure 2.1, Fall and Spring</td>
<td>Measure 3.3, Fall and Spring</td>
<td>Measure 4.2, Fall and Spring</td>
<td>Measure 4.3, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Common Experience</td>
<td>Measure 3.3, Fall and Spring</td>
<td>Measure 3.3, Fall and Spring</td>
<td></td>
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<tr>
<td>Required Task</td>
<td>Measure 3.3, Fall and Spring</td>
<td>Measure 3.3, Fall and Spring</td>
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</tbody>
</table>

Activity 1
Activity 2
Activity 3
Activity 4
Student Opinion Survey Summary – spring 2012

You might use this summary to help gauge where your FWP Student Opinion Survey results fall in the spectrum of the total program results. To further self-assess your fall teaching, you might also consider completing the attached matrix.

1. How much did you gain from your 100-level course? (N = 2,725 responses; FWP Mean = 3.24)
   (1) Not much = 1.7%
   (2) Some = 10.7%
   (3) A good bit = 49.5%
   (4) Gained much valuable information = 38.1%

2. How would you rate professor performance? (N = 2,719; FWP Mean = 3.49)
   (1) Poor = 0.7%
   (2) = 6.7%
   (3) = 35.7%
   (4) Outstanding = 56.9%

3. Instructor accessibility (N = 2,724; FWP Mean = 3.70)
   (1) Not accessible at all = 0.6%
   (2) = 3.2%
   (3) = 21.1%
   (4) Very accessible = 71.1%
   (5) Not Applicable = 4.0%

Response Means for Questions 1-3 by Course:
EN 101: 1. 3.24  2. 3.56  3. 3.67
EN 102: 1. 3.22  2. 3.46  3. 3.70
EN 103: 1. 3.45  2. 3.78  3. 3.87

Actual Grade Distributions (from OIRA):

EN 101 (541 students; 58 withdrew – 11%)
A = 148 (27%)  includes A + and A -, etc.
B = 133 (25%)  
C = 92 (17%)  52% of all students in 101 made A or B
NC = 87 (16%)  69% pass; 16% NC; 11% W; 4% other

EN 102 (3,155 students; 140 withdrew – 4%)
A = 1,087 (35%)
B = 1,246 (40%)  75% A or B
C = 421 (13%)
NC = 247 (8%)

EN 103 (Honors Comp; 127 students; 1 withdrew – .1%)
A = 76 (60%)
B = 32 (25%)  85% A or B
C = 5 (.4%)
NC = 17 (13%)  85.5% pass; 13% NC; .1% W

Response Rate for spring 2012:
OIRA reports 3,827 students in FWP courses in spring 2012; 2,771 total responses to FWP survey, or 72%
Instructor Strengths (2,771)

- Explains well = 71.6%
- Writing instruction = 57.7%
- Relates well to students = 69.5%
- Available outside class = 65.3%
- Fun/Enjoyable = 65.4%
- Understanding / flexible / caring = 68.4%
- Helpful = 71.4%
- Encourages student participation = 65.1%
- Knows material / intelligent = 69.9%
- Enthusiastic / passionate = 53.4%
- Personable / friendly / nice = 75%
- Gives good feedback on papers = 70.2%
- Approachable / easy to talk to = 73.6%
- Well-prepared / organized = 60.3%
- Clear expectations = 55.4%
- Interesting / engaging = 51.5%

Areas of Personal Writing Improvement (2,771) – Note that these answers include 101, 102, and 103 students and are not divided out by individual course.

- Thesis Statements = 54.2%
- Writing a variety of essay types or genres = 54.5%
- Introductions = 38.3%
- Prewriting = 31.4%
- Revising = 43.95%
- Organization / Structure = 54.9%
- Content / Development = 45.3%
- Description / Using more detail = 30.7%
- Transitions = 42.4%
- Conclusions = 32.6%
- Word choice / Vocabulary = 35.9%
- Sentence structure = 36.8%
- Grammar / syntax / usage / mechanics = 30.7%
- Documentation / citation / using MLA / formatting = 46.7%
- Quoting / Paraphrasing / Summarizing = 47.1%

What areas do you still feel unsure about? (2,771)

- Thesis Statements = 13.1%
- Writing a variety of essay types or genres = 10.2%
- Introductions = 10.8%
- Prewriting = 16.9%
- Revising = 15.7%
- Organization / Structure = 10.2%
- Content / Development = 13.1%
- Description / Using more detail = 10.4%
- Transitions = 18.1%
- Conclusions = 20.1%
- Word choice / Vocabulary = 16.1%
- Sentence structure = 13.9%
- Grammar / syntax / usage / mechanics = 20.2%
- Documentation / citation / using MLA / formatting = 17.3%
- Quoting / Paraphrasing / Summarizing = 14.0%