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 subsections of the English graduate program are all fairly small and decentralized. In the past five years, the focus of the department has been on assessment at the undergraduate level. At the graduate level, the main development has been in defining countable things which could be used to assess the program's success across all subsections, while retaining each subsection's autonomy with regard to the larger program. (Our MFA program, for example, is handled by creative writing faculty, whose expertise within their subdiscipline is greater than other faculty in the department.) One approach, which we may yet turn to, would be to farm out assessment responsibilities to each individual program.

Current focus, however, has been on developing a list of items which the graduate program as a whole could track and count to help us determine how successful we are being. These items include graduate student presentations at professional conferences, awards, publications, and especially, our graduate student performance on the job market. Unfortunately, no system existed by which the department could gather and track this information, and in many cases (especially job placement), only our successful students have any incentive to report back to us. Information gathered socially (about a graduate of the MA program now working as a grocery store manager, for example) proved difficult to collect and analyze. Our graduate program has made efforts over the past five years to develop a social media presence in the hopes of gathering data through that means, but thus far we've not met with much success.

It is likely that we will have to settle for assessment measures which end up collecting data on 40% or fewer of our graduates.

Alternate or additional assessment measures which have been suggested proved extremely time-consuming to administer. For example, the department could independently assess student performance on seminar papers, theses and dissertations. As with our undergraduate assessment, the best solution seems to be asking our faculty, who are already performing such assessment, to provide the graduate program with a little additional information about the level of performance they are seeing from papers and dissertations.

Any of these changes will require a substantial cultural shift as well. Even within Weave, our separate graduate programs are not seen or treated as a unit, despite similarities in what they seek to do, and most of the graduate program was redesigned to focus on a seminar approach without anything in place to confirm that this approach is working. Our hope at present is that assessment measures and strategies developed at the undergraduate level will "scale up" and work at the graduate level as well; the most effective and efficient approach may involve developing a Qualtrics survey for our graduate faculty to fill out at the end of each semester.

Objectively, the largest programmatic change at the graduate level right now has been the recognition that we need to find better ways to measure and register student success beyond the direct teacher-pupil assessment level: that the programs each need a sense at the macro-level of their performance. Those measures within the discipline which have been well-established aren't especially accurate when response rates are so low.

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: Comprehensive mastery of one sub-discipline of English studies
Ph.D. students will demonstrate comprehensive mastery of one sub-discipline of English studies

Connected Documents
Additional Details-Literature Ph.D.
Curriculum Maps I-Literature Ph.D.
Curriculum Maps I-Literature Ph.D.

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
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
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 1: comprehensive written exam
comprehensive written exam
Source of Evidence: Writing exam to assure certain proficiency level
Target:
All students must pass the exam to proceed in the program.

M 2: faculty evaluation of seminar papers
faculty evaluation of seminar papers
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
No specific numeric target exists.

M 3: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project
Target:
All students must successfully pass the defense to earn the degree.

SLO 2: Demonstrate writing, interpretive, and analytical skills
Ph.D. students will demonstrate the writing, interpretive, and analytical skills required of a publishing scholar

Connected Documents
Additional Details-Literature Ph.D.
Curriculum Maps II-Literature Ph.D.
Curriculum Maps I-Literature Ph.D.

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
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.
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Related Measures
M 3: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project
Target:
Student dissertation writing must meet our standards for a student to earn the degree.

M 4: presentation and/or publication
presentation and/or publication of student work
Source of Evidence: Presentation, either individual or group
Target:
No specific numeric target exists.

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...

M 5: seminar papers
seminar papers
Source of Evidence: Writing exam to assure certain proficiency level
Target:
No specific numeric target exists.

M 6: Reporting rate
At least 50% reporting rate.
Source of Evidence: Academic direct measure of learning - other
Target:
Get at least 50% of our students to report publications and presentations formally.
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 3: Gain theoretical and practical expertise
Ph.D. students will gain theoretical and practical expertise in the teaching of literature

Connected Documents
Additional Details-Literature Ph.D.
Curriculum Maps II-Literature Ph.D.
Curriculum Maps I-Literature Ph.D.

Relevant Associations:

Standard Associations
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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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1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

Related Measures

M 7: completion of pedagogy course(s)
completion of pedagogy course(s)
Source of Evidence: Academic direct measure of learning - other
Target:
All students must complete the appropriate courses before teaching.

M 8: faculty observation of teaching
faculty observation of teaching
Source of Evidence: Performance (recital, exhibit, science project)
Target:
Observe student teaching and provide feedback to the students.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

More data collection
Established in Cycle: 2011-2012
Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure o...

M 9: undergraduate student course evaluation results
undergraduate student course evaluation results
Source of Evidence: Performance (recital, exhibit, science project)
Target:
No specific numeric target exists.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Assess evaluations
Established in Cycle: 2011-2012
As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.

SLO 4: Achieve a level of professionalization
students will achieve a level of professionalization sufficient for employment in higher education

Connected Documents
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.

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

Related Measures

**M 3: oral defense of dissertation**

oral defense of dissertation

Source of Evidence: Senior thesis or culminating major project

**Target:**

Students must demonstrate professionalization in their discipline during the defense.

**M 10: student employment placement rates**

student employment placement rates

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

**Target:**

No specific numeric target exists. Ideally, we would like 100% of our graduates who seek employment to find it.

*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...

**M 11: presentation/publication**

presentation and/or publication of student work

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No specific numeric target exists.

*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...

**M 12: Track students**

Track at least 50% of students.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**

Track at least 50% of students.

*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...

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
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: Benchmarking of learning outcomes against peers

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: Performance (recital, exhibit, science project)

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 #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: Government standards

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

Source of Evidence: Government standards

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

**Assess evaluations**
As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
Measure: undergraduate student course evaluation results | Outcome/Objective: Gain theoretical and practical expertise

**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: presentation and/or publication | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills
Measure: presentation/publication | Outcome/Objective: Achieve a level of professionalization
Measure: Reporting rate | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills
Measure: student employment placement rates | Outcome/Objective: Achieve a level of professionalization
Measure: Track students | Outcome/Objective: Achieve a level of professionalization

**More data collection**
Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure once the Introductory Literature program has been retooled.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
Measure: faculty observation of teaching | Outcome/Objective: Gain theoretical and practical expertise
Mission / Purpose

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

SLO 1: Comprehensive mastery of one sub-discipline of English studies
Ph.D. students will demonstrate comprehensive mastery of one sub-discipline of English studies

Connected Documents
Additional Details-Literature Ph.D.
Curriculum Maps II-Literature Ph.D.
Curriculum Maps III-Literature Ph.D.

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
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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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: comprehensive written exam
comprehensive written exam
Source of Evidence: Writing exam to assure certain proficiency level

Target:
All students must pass the exam to proceed in the program.
Finding (2012-2013) - Target: Met
All students passed. The new system seems to be working well, with good cooperation from faculty as part of the MA Exam Committee.

M 2: faculty evaluation of seminar papers
faculty evaluation of seminar papers
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No specific numeric target exists.
Finding (2012-2013) - Target: Met
All students completing work were judged to have met or exceeded expectations.

M 3: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project

Target:
All students must successfully pass the defense to earn the degree.
Finding (2012-2013) - Target: Met
All students who defended their dissertations passed.

SLO 2: Demonstrate writing, interpretive, and analytical skills
Ph.D. students will demonstrate the writing, interpretive, and analytical skills required of a publishing scholar

Connected Documents
Additional Details-Literature Ph.D.
Curriculum Maps II-Literature Ph.D.
Curriculum Maps III-Literature Ph.D.
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Strategic Plan Associations

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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: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project

Target:
Student dissertation writing must meet our standards for a student to earn the degree.

Finding (2012-2013) - Target: Met
All dissertations defended in 2012-13 met or exceeded our standards for writing, interpretation and analysis.

M 4: presentation and/or publication
presentation and/or publication of student work
Source of Evidence: Presentation, either individual or group

Target:
No specific numeric target exists.

Finding (2012-2013) - Target: Not Met
At present, the department does not formally collect information on presentations or publications, and self-reporting remains an uncertain means of gathering good data. While the program should concentrate first upon gathering information about how our graduates perform after they leave us, we also need to do more to gather and make public the good news about the scholarly work our PhDs are doing and the recognition it receives.

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...

M 5: seminar papers
seminar papers
Source of Evidence: Writing exam to assure certain proficiency level

Target:
No specific numeric target exists.

Finding (2012-2013) - Target: Met
All students completing papers performed at or above expected skill levels.

M 6: Reporting rate
At least 50% reporting rate.
Source of Evidence: Academic direct measure of learning - other

Target:
Get at least 50% of our students to report publications and presentations formally.

Finding (2012-2013) - Target: Not Met
Our comments from 2011-2012 still apply.

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 3: Gain theoretical and practical expertise
Ph.D. students will gain theoretical and practical expertise in the teaching of literature

Connected Documents

Additional Details-Literature Ph.D.
Curriculum Maps I-Literature Ph.D.
Curriculum Maps II-Literature Ph.D.
**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

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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.

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

**Related Measures**

**M 7:** completion of pedagogy course(s)

completion of pedagogy course(s)

Source of Evidence: Academic direct measure of learning - others

**Target:**

All students must complete the appropriate courses before teaching.

Finding (2012-2013) - Target: Met

All students who needed to complete these courses in 2012-13 did so.

**M 8:** faculty observation of teaching

faculty observation of teaching

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

**Target:**

Observe student teaching and provide feedback to the students.

Finding (2012-2013) - Target: Partially Met

The comments from 2011-2012 still apply. We could do more observation of teaching by faculty if we had more faculty.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**More data collection**

Established in Cycle: 2011-2012

Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure o...

**M 9:** undergraduate student course evaluation results

undergraduate student course evaluation results

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

**Target:**

No specific numeric target exists.

Finding (2012-2013) - Target: Met

GTAs in the First Year Writing program are routinely evaluated and the program analyzes these evaluations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Assess evaluations**

Established in Cycle: 2011-2012

As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.

**SLO 4:** Achieve a level of professionalization

students will achieve a level of professionalization sufficient for employment in higher education

**Connected Documents**

- Additional Details-Literature Ph.D.
- Curriculum Maps II-Literature Ph.D.
- Curriculum Maps I-Literature Ph.D.

**Relevant Associations:**

**Standard Associations**

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1.1 Promote and enhance areas of academic, scholarship, and research excellence.

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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 3: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project

Target:
Students must demonstrate professionalization in their discipline during the defense.

Finding (2012-2013) - Target: Met
All students who defended were found to have demonstrated the appropriate level of professionalization in their respective disciplines.

M 10: student employment placement rates
student employment placement rates
Source of Evidence: Job placement data, esp. for career/tech areas

Target:
No specific numeric target exists. Ideally, we would like 100% of our graduates who seek employment to find it.

Finding (2012-2013) - Target: Partially Met
The comments from 2011-2013 still apply. I hear from the Association of Departments of English of the MLA that it is notoriously difficult to track M.A. graduates.

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...

M 11: presentation/publication
presentation and/or publication of student work
Source of Evidence: Academic indirect indicator of learning - other

Target:
No specific numeric target exists.

Finding (2012-2013) - Target: Not Reported This Cycle
At present, the department does not formally collect information on presentations or publications, and self-reporting remains an uncertain means of gathering good data. While the program should concentrate first upon gathering information about how our graduates perform after they leave us, we also need to do more to gather and make public the good news about the scholarly work our PhDs are doing and the recognition it receives. In addition, the department may wish to consider participation in professional organizations as an additional sign of professionalization. Naturally, we would still need to find out about such participation from our students.

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...

M 12: Track students
Track at least 50% of students.
Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Track at least 50% of students.

Finding (2012-2013) - Target: Partially Met
Comments from 2011-2012 still apply.

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...

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: Benchmarking of learning outcomes against peers

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: Performance (recital, exhibit, science project)

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: Government standards

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

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

Assess evaluations
As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: undergraduate student course evaluation results | Outcome/Objective: Gain theoretical and practical expertise

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: presentation and/or publication | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills
Measure: presentation/publication | Outcome/Objective: Achieve a level of professionalization
Measure: Reporting rate | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills
Measure: student employment placement rates | Outcome/Objective: Achieve a level of professionalization
Measure: Track students | Outcome/Objective: Achieve a level of professionalization

More data collection
Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure once the Introductory Literature program has been retooled.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: faculty observation of teaching | Outcome/Objective: Gain theoretical and practical expertise
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: Comprehensive mastery of one sub-discipline of English studies
Ph.D. students will demonstrate comprehensive mastery of one sub-discipline of English studies

Connected Documents
- Additional Details-Literature Ph.D.
- Curriculum Maps I-Literature Ph.D.
- Curriculum Maps II-Literature Ph.D.

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
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
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 1: comprehensive written exam

comprehensive written exam

Source of Evidence: Writing exam to assure certain proficiency level

Target:
All students must pass the exam to proceed in the program.

Finding (2011-2012) - Target: Met
All students who took the exam passed. In addition, the department spent considerable time this past year redesigning the exam to render it more rigorous and bring it in closer line with our peer institutions.

M 2: faculty evaluation of seminar papers

faculty evaluation of seminar papers

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

Target:
No specific numeric target exists.

Finding (2011-2012) - Target: Met
All students completing work were judged to have met or exceeded expectations.

M 3: oral defense of dissertation

oral defense of dissertation

Source of Evidence: Senior thesis or culminating major project

Target:
All students must successfully pass the defense to earn the degree.

Finding (2011-2012) - Target: Met
All students who defended their dissertations passed.

SLO 2: Demonstrate writing, interpretive, and analytical skills
Ph.D. students will demonstrate the writing, interpretive, and analytical skills required of a publishing scholar

Connected Documents
- Additional Details-Literature Ph.D.
- Curriculum Maps I-Literature Ph.D.
- Curriculum Maps II-Literature Ph.D.
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
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 3: oral defense of dissertation
oral defense of dissertation
Source of Evidence: Senior thesis or culminating major project

Target:
Student dissertation writing must meet our standards for a student to earn the degree.

Finding (2011-2012) - Target: Met
All dissertations defended in 2011-12 met or exceeded our standards for writing, interpretation and analysis.

M 4: presentation and/or publication
presentation and/or publication of student work
Source of Evidence: Presentation, either individual or group

Target:
No specific numeric target exists.

Finding (2011-2012) - Target: Partially Met
At least 10 presentations or publications happened in 2011-12. At present, the department does not formally collect information on presentations or publications, and self-reporting remains an uncertain means of gathering good data. While the program should concentrate first upon gathering information about how our graduates perform after they leave us, we also need to do more to gather and make public the good news about the scholarly work our PhDs are doing and the recognition it receives.

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...

M 5: seminar papers
seminar papers
Source of Evidence: Writing exam to assure certain proficiency level

Target:
No specific numeric target exists.

Finding (2011-2012) - Target: Met
All students completing papers performed at or above expected skill levels.

M 6: Reporting rate
At least 50% reporting rate.

Source of Evidence: Academic direct measure of learning - other

Target:
Get at least 50% of our students to report publications and presentations formally.

Finding (2011-2012) - Target: Not Met
As with our other graduate tracking efforts, we are still in the process of developing tracking mechanisms and creating an atmosphere which will encourage our students to self-report. Ideally, we would like students who were not published and who did not present to report that information, as we cannot distinguish between students who presented but neglected to inform us and students who did not present.

In theory, the most reliable way to collect this information would be for the department to offer partial or full funding to all students who present work at conferences. Students would have no reason not to accept these funds, and doing so would inform us about their conference activities. In practice, the department would need sufficient funds to support such a program, and most likely would need to provide the same support to its faculty.

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 3: Gain theoretical and practical expertise**
Ph.D. students will gain theoretical and practical expertise in the teaching of literature

**Connected Documents**
- Additional Details-Literature Ph.D.
- Curriculum Maps II-Literature Ph.D.
- Curriculum Maps I-Literature Ph.D.

**Relevant Associations:**

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

**General Education/Core Curriculum Associations**
- Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/ literary period
- 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.
  - 3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

**Related Measures**

**M 7: completion of pedagogy course(s)**
completion of pedagogy course(s)
Source of Evidence: Academic direct measure of learning - other
Target:
- All students must complete the appropriate courses before teaching.
  - **Finding (2011-2012) - Target: Met**
  - All students who need to complete these courses in 2011-12 did so.

**M 8: faculty observation of teaching**
faculty observation of teaching
Source of Evidence: Performance (recital, exhibit, science project)
Target:
- Observe student teaching and provide feedback to the students.
  - **Finding (2011-2012) - Target: Partially Met**
  - Student teaching is observed as part of the training process. In addition, some students are observed in the classroom subsequent to their training. The department does not presently formally collect details of these observations. It may be worthwhile to make an effort to obtain copies of recommendation letters addressing student teaching. Development of an Introductory Literature program comparable to the First Year Writing program will allow GTAs teaching literature courses more opportunities to be observed formally.

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

- **More data collection**
  - **Established in Cycle: 2011-2012**
  - Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure o...

**M 9: undergraduate student course evaluation results**
undergraduate student course evaluation results
Source of Evidence: Performance (recital, exhibit, science project)
Target:
- No specific numeric target exists.
  - **Finding (2011-2012) - Target: Partially Met**
  - GTAs in the First Year Writing program are routinely evaluated and the program analyzes these evaluations. The department does not presently analyze GTA evaluations in other programs.

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

- **Assess evaluations**
  - **Established in Cycle: 2011-2012**
  - As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.

**SLO 4: Achieve a level of professionalization**
students will achieve a level of professionalization sufficient for employment in higher education

**Connected Documents**
- Additional Details-Literature Ph.D.
- Curriculum Maps II-Literature Ph.D.
- Curriculum Maps I-Literature Ph.D.
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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 3: oral defense of dissertation
oral defense of dissertation

Source of Evidence: Senior thesis or culminating major project

Target:
Students must demonstrate professionalization in their discipline during the defense.

Finding (2011-2012) - Target: Met
All students who defended were found to have demonstrated the appropriate level of professionalization in their respective disciplines.

M 10: student employment placement rates
student employment placement rates

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

Target:
No specific numeric target exists. Ideally, we would like 100% of our graduates who seek employment to find it.

Finding (2011-2012) - Target: Not Reported This Cycle
Relying upon self-reporting means that we receive very incomplete information about the employment of our PhD graduates. In particular, we expect to hear about those who find employment when they do so, but those we do not hear from may or may not be employed. It is also unclear whether non-academic employment is reported as frequently as academic employment. The graduate program is working on ways to gather better information from our graduates.

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...

M 11: presentation/publication
presentation and/or publication of student work

Source of Evidence: Academic indirect indicator of learning - other

Target:
No specific numeric target exists.

Finding (2011-2012) - Target: Not Reported This Cycle
At least 10 presentations or publications happened in 2011-12. At present, the department does not formally collect information on presentations or publications, and self-reporting remains an uncertain means of gathering good data. While the program should concentrate first upon gathering information about how our graduates perform after they leave us, we also need to do more to gather and make public the good news about the scholarly work our PhDs are doing and the recognition it receives.

In addition, the department may wish to consider participation in professional organizations as an additional sign of professionalization. Naturally, we would still need to find out about such participation from our students.

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...

M 12: Track students
Track at least 50% of students.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Track at least 50% of students.

Finding (2011-2012) - Target: Not Met
As with all other tracking goals, we have yet to complete development of tracking mechanisms, much less put them into practice. Gathering better information on our students and graduates must be a top priority for the graduate program in the coming years.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcn 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: Benchmarking of learning outcomes against peers

**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.

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  Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
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- **M 21:** DELETE
  Number of students served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
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- **M 22:** DELETE
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**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
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At least 10 internal or external grants submitted per year  
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M 25: DELETE  
Open dialogue with at least two other assessment agencies to develop a broader benchmark for success.  
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OthOcm 10: DELETE  
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Source of Evidence: Government standards

M 30: DELETE  
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Source of Evidence: Government standards

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

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

Assess evaluations
As other teaching programs are revamped, put a structure into place to assess student evaluations, if practical.

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

Relationships (Measure | Outcome/Objective):  
Measure: undergraduate student course evaluation results | Outcome/Objective: Gain theoretical and practical expertise

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: presentation and/or publication | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills  
Measure: presentation/publication | Outcome/Objective: Achieve a level of professionalization  
Measure: Reporting rate | Outcome/Objective: Demonstrate writing, interpretive, and analytical skills  
Measure: student employment placement rates | Outcome/Objective: Achieve a level of professionalization  
Measure: Track students | Outcome/Objective: Achieve a level of professionalization
**More data collection**

Try to collect more information from faculty who informally visit GTA classrooms; consider a more formal observation structure once the Introductory Literature program has been retooled.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** faculty observation of teaching | **Outcome/Objective:** Gain theoretical and practical expertise
Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “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>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of sub-discipline</td>
<td>Writing</td>
<td>Teaching</td>
<td>Professionalization</td>
<td></td>
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<tr>
<td>Course 1 600-level courses</td>
<td>Master</td>
<td>Master</td>
<td></td>
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<tr>
<td>Course 2 637</td>
<td></td>
<td>Master</td>
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<td>Introduce</td>
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<td>Course 3</td>
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<tr>
<td>Required Experience 533/534</td>
<td></td>
<td></td>
<td>Introduce</td>
<td>Introduce</td>
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<tr>
<td>Prelim exams</td>
<td>Master</td>
<td>Master</td>
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<tr>
<td>Required Task dissertation</td>
<td>Master</td>
<td>Master</td>
<td></td>
<td>Reinforce</td>
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<td>Common Assignment</td>
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<td>Activity 1 teaching</td>
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<td>Reimforce</td>
<td>Reinforce</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).

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<tr>
<td>600-level courses</td>
<td>Measure 1.2, Fall and Spring</td>
<td>Measure 2.3, Fall and Spring</td>
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<td>Course 2</td>
<td>Measure 1.2, Fall and Spring</td>
<td>Measure 2.3, Fall and Spring</td>
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<td>Course 3</td>
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<tr>
<td>Required Experience</td>
<td>Measure 3.2, Fall and Spring</td>
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<td>533/534</td>
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<td>Required Task dissertation</td>
<td>Measure 1.3, Fall and Spring</td>
<td>Measure 2.1, Fall and Spring</td>
<td>Measure 4.3, Fall and Spring</td>
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Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan

Many of the department’s improvement initiatives do not neatly fit into this form. Most particularly, the department has initiated an assessment and reorganization of the introductory literature program, aimed at duplicating the success of our First Year Writing program and strengthening both instruction and assessment at the introductory and foundational level. This redevelopment will also involve the institution of a pilot content knowledge assessment in these courses which can also be used to assess teaching. We are also taking steps to encourage voluntary reporting from our graduate students and graduates, who often go silent upon leaving school. And we are active in the beginning stages of a broader movement in the discipline to establish national standards and benchmarks for the study of English, a monumental task we expect will take many years to complete.