

Department of English
Accountability Report for AY 2005-2006 and Annual Plan for 2006-2007
June 2006

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I. Mission Statement

The primary mission of the English Department is to teach three groups of Citadel students to write clearly and effectively and to read, appreciate, and respond thoughtfully to literature. These groups are undergraduates fulfilling the requirements of the college's core curriculum; undergraduate English majors; and graduate students working toward the M.A. or the M.A.T. degree. At the same time, the department is called upon to contribute to the discipline of humanities and letters through scholarly and professional activity, and to the state and local community through participation in appropriate activity related to the humanities.

II. Expected Results

A. *Instruction in Core Courses (Freshman Composition Courses and Sophomore Surveys of Literature)*

Mission Statement. *The mission of the English Department's core courses (Freshman composition courses and Sophomore surveys of literature) is to teach students (1) use of clear, standard written English, (2) critical thinking skills for analyzing and responding to texts, (3) ability to articulate and develop a thesis throughout a multiparagraph essay, (4) use and proper documentation of quotations and paraphrased material in support of a thesis, (5) proper use of the basic skills of research to discover and report other thinkers' ideas, and (6) mature thinking about complex topics in literature.*

1. Seventy percent (70%) of students completing ENGL 202, 204, 215, 218, and 219 should achieve a score of four (4) or above on an essay using a sophomore-level topic on the ETS Criterion standardized essay examination to be administered during the last five weeks of the courses, thus demonstrating proficiency in
 - a) use of clear, standard written English,
 - b) critical thinking skills for analyzing and responding to texts, and
 - c) ability to articulate and develop a thesis throughout a multiparagraph essay.
2. A majority of students completing ENGL 202, 204, 215, 218, and 219 should achieve a passing score of seventy percent (70%) on a set of common questions on the final exam which are designed to measure knowledge of the subject matter of those courses

B. *Instruction in the English Major Curriculum*

Mission Statement. *The mission of the English Major curriculum is to (1) acquaint students with major trends and authors in English and American literature and, to a lesser extent, in other literatures; (2) develop in the students understanding of a variety of methods of literary analysis and proficiency in using those methods; (3) develop in the students critical thinking skills appropriate not only to analysis of literature but also to the variety of professions for which the English Major can prepare them; (4) develop in the students maturity of thought, proficiency in written and oral expression including use of standard English, and ability to organize and develop multiparagraph essays; (5) teach the students research skills and proper use and documentation of material from primary and secondary sources.*

1. A majority of graduating English majors should be able to demonstrate adequacy in the following areas in a research paper written during their senior year:
 - a) Use of standard English
 - b) Clarity and precision of expression
 - c) Organization and development
 - d) Literary analysis
 - e) Adherence to standard research format
 - f) Maturity of thought
 - g) Knowledge of the subject matter of the research paper
2. A majority of graduating English majors should be able to demonstrate a comprehensive knowledge of British and American literature by achieving a score on a standardized objective test (the Educational Testing Service Literature in English Major Field Test) at least equal to the national mean score for English majors taking the same test.
3. A majority of graduating English majors should indicate satisfaction in responding to the following items on the Citadel Experience Survey:
 - a) "Your Major program of study" (Item 1)
 - b) "Instruction in your Major program" (Item 2)
 - c) The question, "If you had it to do over again, would you choose the same major?" (Item 21)
4. A majority of graduating English majors should respond positively to questions asked on the departmental exit questionnaire regarding the quality of instruction in the department in terms of . . .
 - a) The degree of challenge of the program
 - b) Instructors' knowledge of the subject matter
 - c) Instructors' availability
 - d) Instructors' enthusiasm for teaching
 - e) Instructors' degree of preparation
 - f) Instructors' personal helpfulness after hours

C. Instruction in Graduate Courses

Mission Statement. *The mission of the Master of Arts program in English is to (1) assure that students have a broad acquaintance with major trends and authors in English and American literature and, to a lesser extent, in other literatures; (2) develop and reinforce understanding of a variety of methods of literary analysis and proficiency in using those methods; (3) provide opportunities for in-depth explorations of language and literature of a sort appropriate to master's-level study; (4) assure that students possess and demonstrate mature thinking, proficiency in written and oral expression including use of standard English, and ability to organize and develop multiparagraph essays; (5) equip the students with the skills and confidence necessary to make them independent researchers in their own right, no longer principally dependent on teachers for guidance.*

1. A majority of candidates for the M.A. degree in the Citadel/University of Charleston Joint Master of Arts in English program should, after completing at least twenty-seven (27) of the program's required thirty-six (36) hours, be able to

demonstrate adequacy in the following areas in the essay portion of the required Comprehensive Examination:

- a) Use of standard English
 - b) Clarity and precision of expression
 - c) Organization and development
 - d) Literary analysis
 - e) Maturity of thought
 - f) Knowledge of the subject matter of the essay
2. A majority of candidates for the M.A. degree should, after completing at least twenty-seven (27) of the program's required thirty-six (36) hours, achieve a score of at least seventy percent (70%) on the objective portion of the required Comprehensive Examination.
 3. In the semester in which they graduate, a majority of M.A. students should respond positively to the following questions/queries on the Departmental Exit Questionnaire:
 - a) Do you believe that you have acquired a good knowledge of British and American literature?
 - b) Do you believe that your ability to read and interpret primary texts has improved?
 - c) Do you believe that your ability to find, synthesize, and evaluate secondary sources and incorporate them into a research paper has improved?
 - d) Do you believe that the quality of your writing has improved?
 - e) Please comment on the overall quality of teaching in the M.A. program.
 - f) Please comment on the overall intellectual and academic rigor of the program.
 - g) Please comment on the overall quality of advising in the M.A. program.

The Citadel's Education Department administers and assesses the M.A.T. program.

D. Scholarly and Professional Activity

All members of the English Department faculty are expected to be involved continually in scholarly and professional activity. Each year at least one-third of the department's faculty should demonstrate scholarly productivity through one or more of the following:

1. Authoring or editing a scholarly book
2. Authoring a scholarly article
3. Editing a scholarly journal
4. Presenting a scholarly paper at a professional conference
5. Serving as officer of a professional organization
6. Authoring a book review or other commissioned article
7. Serving as a manuscript reader for an academic press or a scholarly journal

E. Community Service

Members of the English Department faculty respond each year to requests from the community for such activities as judging writing and speaking contests, writing book reviews, and presenting programs to library and civic groups. The department has been able to honor all such requests in the past, and its goal is to continue this policy.

III. Assessment Tools

A. Core Courses (*Freshman Composition Courses and Sophomore Surveys of Literature*)

1. Common segment of final examination in English 202, 204, 215, 218, and 219
2. Computer analysis of essays submitted at end of English 202, 204, 215, 218, and 219

B. English Major

1. Analysis of research papers collected during senior year.
2. Educational Testing Service Literature in English Major Field Test
3. Departmental exit questionnaire
4. *Citadel Experience Survey*

C. Graduate Courses

1. Performance on Comprehensive Examination
2. Departmental exit questionnaire

D. Scholarly and Professional Activity

Percentage of Departmental faculty undertaking reportable scholarly activity within the designated categories.

E. Community Service

Positive answer to the question, "Did the department faculty respond to every request for community service?"—including such activities as judging writing and speaking contests, writing book reviews, and presenting programs to library and civic groups.

IV. Assessment Results

A. Core Courses (*Freshman Composition Courses and Sophomore Surveys of Literature*)

1. **Common Segment of Final Examination.** This assessment activity was not scheduled to be performed in 2005-2006.
2. **Standardized Essay for ENGL 202, 204, 215, 218 and 219.** Each student completing ENGL 202, 204, 215, 218, or 219 in Spring 2006 was required to write an essay on a topic provided by the Criterion program of the Educational Testing Service. The essays were holistically graded by computer by ETS. A total of 244 student essays were evaluated, and these were analyzed for correlation to the students' grades in ENGL 202, 204, 215, 218, 219. The following results were obtained:
 - a) **Test Scores:** On a holistic grading scale of 1-6, a passing grade was defined as a score of four (4) or better. Eighty-five percent (85%) of the 244 students taking the test made passing scores.

Course	Total Students	No. Passing	Percent Passing
202	114	94	82
204	17	17	100

215	51	40	78
218	39	35	90
219	23	22	96
Total	244	208	85

- b) **Grade Correlations:** The final course grade for each student who wrote the Criterion essay was compared to his/her grade on the essay. Using the GPA standard of 4.0 for an A, 3.0 for a B, 2.0 for a C, 1.0 for a D, and 0.0 for an F, the following correlations were obtained:

<u>Essay Score</u>	<u>Average Course Grade</u>
6	2.57
5	2.43
4	2.23
3	2.58
2	2.13
0-1	2.50

3. *Analysis of Results*

Of the 244 students taking the ETS Criterion essay exam (second-year college level), 208, or eighty-five percent (85%), made a passing score of four (4) or better. For second time in a row, the result exceeded the Departmental goal of seventy percent (70%) scoring four or better—a marked improvement over the previous two years, in which only about 60 percent of the students scored four or better. This improvement apparently reflects the increased degree of supervision and mentoring of adjunct faculty by permanent English Department faculty during the past three years (when most of these students would have been taking Freshman English courses) and the effectiveness of the research component added to ENGL 101 in 2003-2004. In regard to the reliability of the ETS Criterion test results, the chart above indicates that the distribution of test grades showed a sound correlation (noting that only two students were in the 0-1 category and these may have been the result of some sort of test-taking aberration) to the grades the students made in their respective courses. Therefore, the test appears to be functioning reliably as an assessment tool, and it can also be concluded that grading consistency among English Department faculty is good.

B. *The English Major*

1. **Research Paper.** Within the last month of Spring 2006, the English Department collected sample research papers from graduating English majors. These were evaluated for proficiency in the following skills:

- a) Use of standard English
- b) Clarity and precision of expression
- c) Organization and development
- d) Literary analysis
- e) Adherence to standard research format
- f) Maturity of thought
- g) Knowledge of the subject matter of the research paper

Each paper was given to two English Department faculty members, with name and section identification removed, and was rated as passing (P) or not passing (NP) in each of the seven categories. Where the two readers disagreed, a third reader was used to establish the final rating. The total number of student papers evaluated was ten (10). The following results were recorded:

Skill	Number Passing	Percent Passing
a	9	90
b	8	80
c	10	100
d	9	90
e	7	70
f	9	90
G	9	90

Educational Testing Service Literature in English Major Field Test. The graduating English majors were required to take the Educational Testing Service "Literature in English Major Field Test" in March 2006. The test sheets were then submitted to the Educational Testing Service for scoring, and the results were promised for April 17. However, the Educational Testing Service did not meet that deadline and, in fact, still has not returned the test results. The response to inquiries about this failure to meet the promised deadline was that ETS had not yet been able to establish the scoring guidelines for the current test but would return the test results when that was accomplished. Assuming that this will eventually happen, the test results for Spring 2006 will be reported in the 2006-2007 Annual Report along with the Spring 2007 results.

2. **Citadel Experience Survey.** The following pertinent results were obtained from the 2006 *Citadel Experience Survey*:
 - a) In regard to the category, "Your Major program of study" (Item 1), six (6), or one hundred percent (100%) of the six (6) English majors responding, indicated that they were either satisfied or very satisfied. This exceeds the criterion that a majority of graduating English majors should indicate satisfaction with their major program of study.
 - b) In regard to the category, "Instruction in your Major program" (Item 2), six (6), or one hundred percent (100%) of the six (6) English majors responding, indicated that they were either satisfied or very satisfied. This exceeds the criterion that a majority of graduating English majors should indicate satisfaction with instruction in their major program of study.
 - c) In regard to the question, "If you had it to do over again, would you choose the same major?" (Item 21), five (5), or eighty-three percent (83%) of the six (6) English majors responding, indicated that they would.

3. **Departmental Exit Questionnaire.** The following is a tabulation of the number and percentage of students responding affirmatively (defined as either a "4" or a "5" on a 1-5 scale) to the indicated items on the Departmental exit questionnaire for graduating seniors. The result for 2005-2006 easily exceeds the goal that a majority of graduating English majors should respond positively to questions asked on the Departmental exit questionnaire regarding the quality of instruction in the English Department.

Item	Affirmative	Total	Percentage
Degree of challenge of the program	8	10	80
Instructors' knowledge of the subject matter	10	10	100
Instructors' availability	8	10	80
Instructors' enthusiasm for teaching	9	10	90
Instructors' degree of preparation	8	10	80
Instructors' personal helpfulness after hours	7	10	70

4. **Analysis of Results.**

- a) **Research Paper.** The results of analysis of the research papers submitted by graduating English majors during their final term at The Citadel far exceeded the criterion that a majority of graduating English majors should be able to demonstrate adequacy in each of the seven areas in a research paper written during their senior year.
- b) **Educational Testing Service Literature in English Major Field Achievement Test.** Unfortunately, no conclusions can be drawn in this area due to the failure of the Educational Testing Service to grade the exams.
- c) **Questionnaire Results.** The results of both the Citadel Experience Survey and the Departmental Exit Questionnaire show that student satisfaction with the English Major is excellent.

C. **Graduate Courses**

- 1. **Essay Component.** Since 2005-2006 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.
- 2. **Objective Component.** Since 2005-2006 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.
- 3. **Exit Questionnaire.** Since 2005-2006 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.

D. **Scholarly and Professional Activity**

Thirteen (13) of the seventeen (17) tenured or tenure-track faculty members—seventy-six percent (76%) of the total who reported within the English Department on their year 2005 scholarship—listed at least one item in the following categories:

- a) Authoring or editing a scholarly book
- b) Authoring a scholarly article
- c) Editing a scholarly journal
- d) Presenting a scholarly paper at a professional conference
- e) Serving as officer of a professional organization
- f) Authoring a book review or other commissioned article
- g) Serving as a manuscript reader for an academic press or a scholarly journal

The following is a more detailed chart, using the categories listed above, of scholarly activity in 2005-2006 reported by English Department faculty:

Activity	No. Reporting Activity in Category
Authoring or editing a scholarly book	4
Authoring a scholarly article	8
Editing a scholarly journal	1
Presenting a scholarly paper	9
Serving as officer of organization	4
Authoring a commissioned article	7
Serving as a manuscript reader	5

These results easily exceed the criterion that at least one-third (33%) of the department's faculty should demonstrate scholarly productivity through one or more of the indicated categories.

E. Community Service

Seven (7) of the seventeen (17) tenured or tenure-track faculty members in the English Department—forty-one percent (41%) of the total—reported engaging in community service activities in 2005-2006.

V. Major Issues and Actions

A. Staffing

1. Michael Livingston (Ph.D. anticipated, University of Rochester, 2006) was hired as the result of a national search. His area of specialization is Medieval Literature.
2. Thomas Horan (Ph.D. anticipated, University of North Carolina, Chapel Hill, 2006) was hired as the result of a national search. His area of specialization is 20th-Century British Literature.
3. Michael Niemczyk (Ph.D., CUNY, 2005), was hired as the result of a national search. His areas of specialization are Prosody and Composition Pedagogy.
4. Michael Niemczyk served as visiting instructor in 2005-2006. He was assigned the service task of supervising adjunct instruction in core courses.
5. Barbara Anderson, Roy Freedman, and David Aiken served as full-time temporary instructors during Fall 2005.
6. Dennis Rhoad, a Charleston attorney, joined the English Department faculty as an adjunct during 2005-2006 to teach pre-law courses, ENGL 412 (Rhetoric of Law) in Fall 2005 and ENGL 411 (Legal Writing) in Spring 2006.
7. John Roxon, a Charleston attorney, in Spring 2006 taught a special topics course on images of the lawyer in literature and film.
8. Tenure and promotion reviews were performed for Professors Licia Calloway and Frances Frame. Both candidates were approved for tenure and for promotion to associate professor.
9. A fourth-year probationary review was performed for Professor Sean Heuston. Continuation was approved.
10. Second-year probationary reviews were performed for Professors Jennifer Bernstein and Jason Solinger. Continuation was approved for both candidates.
11. Post-tenure reviews were performed for Professors James Hutchisson and Jack Rhodes. The reviews resulted in findings of "satisfactory" for both candidates.
12. Professor Peter Mailloux was granted a one-year leave of absence for 2006-2007 in order to pursue research projects.
13. In Spring 2006 all permanent faculty and all temporary faculty were evaluated, in writing, by the Department Head.

B. Major Awards and Recognitions

1. Prof. David Allen was The Citadel's 2006 candidate for South Carolina Professor of the Year and was honored by the State as one of five finalists for that award
2. Jim Hutchisson was selected as recipient of a Krause Award in Fall 2005 for his contributions to the undergraduate experience at The Citadel.

C. Significant Statistics

1. Number of Undergraduate English Majors (Spring 2006): 57
2. Undergraduate Degrees Awarded (Academic Year 2005–2006): 12
3. Graduate Degrees Awarded (Academic Year 2005–2006): 3
4. Internships: 4

D. Assessment

1. The core courses sequence (Freshman composition courses and Sophomore surveys of literature) was assessed during Spring 2006 using a computer-graded essay (ETS Criterion).
2. The English Major was assessed during Spring 2006 using analysis of research papers by graduating seniors and the ETS "Major Field Achievement Test, Literature in English" was given, but the results have not yet been received from ETS.

E. Mentoring. Mentors were assigned for all untenured faculty and for adjuncts teaching core courses. Mentoring included visiting classes of those being mentored, having them visit the mentors' classes, and reviewing markings on sample graded papers. In addition, visiting instructor Michael Niemczyk was given the responsibility of coordinating instruction in core courses by adjuncts.

F. Curriculum Changes

1. The English Department secured approval from the Curriculum Committee and Academic Board for the establishment of a Philosophy Minor. The new minor will be in place for 2006-2007.
2. The English Department secured approval from the Curriculum Committee and Academic Board for division of ENGL 349 (African American Literature) into two courses—ENGL 338 (African American Literature to 1940) and ENGL 339 (African American Literature 1940-Present),—providing the framework for a more in-depth survey of the topic. The change will be in place for 2006-2007.
3. Professors Jason Solinger and Sean Heuston put into place a study abroad program for Summer 2006 in which students from The Citadel take ENGL 202 (taught by Prof. Heuston) and another course (an elective) in London for Citadel credit.

G. Communications and Multimedia

1. Thirteen (13) of the seventeen (17) English Department faculty members made frequent use of multimedia presentations in support of class lectures and student presentations.
2. Four (4) English Department faculty members used the WebCT site for courses.
3. Four (4) English Department faculty members taught composition courses in computer labs, and four (4) others used computer labs for final exams or other special occasions in courses that did not meet principally in the labs.

4. Prof. Leonard continued to serve as institutional administrator for The Citadel's subscription to the "Turnitin" Internet anti-plagiarism program for 2005–2006.
5. Eight (8) English Department faculty members were among The Citadel's users of the "Turnitin" program.

VI. Major Goals for 2006-2007

A. Staffing

1. Perform a national search for a faculty member to fill a new line in Philosophy created by the Provost.
2. Make plans for searches in 2007-2008 to replace Professor Philip Leon, who will retire at the end of Spring 2007, and Professor Robert White, who will retire at the end of Fall 2007.
3. Begin making plans to appoint a new department head to replace Professor James Leonard, whose second term as department head will expire at the end of the 2007-2008 academic year.
4. Perform probationary reappointment reviews for fifth-year faculty member Sean Heuston, third-year faculty members Jennifer Bernstein and Jason Solinger, and first-year faculty members Michael Niemczyk, Michael Livingston, and Thomas Horan.
5. No English Department faculty members are scheduled for post-tenure review in 2006-2007.
6. Maintain an adequate pool of part-time and full-time temporary instructors to teach course sections not covered by tenured and tenure-track faculty.
7. In any hiring opportunity for either permanent or temporary employees, make every reasonable effort to recruit candidates from underrepresented groups.

B. Core Courses (*Freshman Composition Courses and Sophomore Surveys of Literature*)

1. Assess basic writing skills for students completing the core sequence (in ENGL 202, 204, 215, 218, and 219) in Spring 2006 using the ETS Criterion standardized essay test (second-year college level).
2. Assess mastery of the subject matter of sophomore literature surveys, using, for each of the five courses, a set of common questions on the final exam.
3. Prepare and submit an assessment report for both the basic writing skills component and the mastery of subject matter component of the core courses.
4. Continue to consider the implications of having reached the assessment goal (seventy percent of students completing ENGL 202, 204, 215, 218, and 219 achieving a score of four or above on an essay using a sophomore-level topic on the ETS Criterion standardized essay examination administered during the last five weeks of the courses) in each of the past two years, after failing to reach the goal in the two previous administrations, to determine whether the increased mentoring and supervision of adjunct faculty plus emphasis on research paper preparation have indeed cured the previously identified problem, or the 2004-2005 and 2005-2006 success was only a random variation in results.
5. Continue discussions among English Department faculty intended to arrive at greater standardization and clearer guidance for temporary faculty in the teaching of core courses.

C. English Major

1. Continue to develop the new version of ENGL 402-403, successfully taught as a required course for the first times in Spring 2005 and Spring 2006, as the required capstone course for all senior English majors.
2. Assess mastery of writing and research skills for graduating seniors using essays drawn from the senior seminar in Spring 2007.
3. Assess mastery of English and American Literature by graduating English majors using the ETS Major Field Test, Literature in English.
4. Prepare and submit an assessment report for the English Major.
5. Increase activity and participation in the English Club.
6. Continue to encourage and promote internships by English majors. Establish a formally organized internship program, with a director who should have release time in order to adequately manage the program.
7. Pursue the possibility of more formally established career tracks within the major, including pre-law

D. Other Curricular Matters

1. Both within the English Major and in 200-level courses for non-majors, investigate possibilities for expanding offerings in non-literature or quasi-literature areas such as journalism, media communications, women's studies, African-American studies, and philosophy. Utilize the ENGL 208 and ENGL 375 special topics courses for testing such courses.

E. Master of Arts Program

1. Pursue recruiting efforts to increase the number of students in the Master of Arts in English program.
2. Work with the University of Charleston to more fully integrate assessment activities of the two institutions within the Joint Master of Arts Program.
3. Continue to gather data for assessment of the Master of Arts program using both the objective and essay components of the comprehensive examination required of graduating students, as well as an exit questionnaire.
4. Perform a three-year assessment of the Master of Arts Program using data gathered in 2004-2005, 2005-2006, and 2006-2007.
5. Continue the trend toward working more closely with the Education Department in student advising and curriculum management for the Master of Arts in Teaching program.

F. Communications and Multimedia

1. Continue to encourage and support English Department faculty to make effective use of technological aids—including use of multimedia presentations, WebCT, computer labs, and Turnitin.com—for instructional purposes.
2. Explore additional multimedia uses for equipment purchased by the English Department in 2004-2005 and 2005-2006 for development of multimedia materials and for use of multimedia techniques in classrooms not permanently or completely equipped for multimedia presentation.
3. Find ways to more effectively use the Department's web site to highlight student accomplishments and to improve communications with English majors and other current and prospective students.
4. Develop new courses specifically exploiting the newly available technologies.
5. Expand use of the English Department's WebCT bulletin board site.