

Department of English
Accountability Report for AY 2006-2007 and Annual Plan for 2007-2008
June 2007

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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.** An objective test prepared by teachers of ENGL 202, 215, 218, and 219 comprised part of the final exam in each section of those courses in Spring 2007. A passing score was defined as one in which seventy percent (70%) of the answers were correct. The following results were recorded:

Course	Total Students	No. Passing	Percent Passing
202	131	76	58
215	112	87	78
218	38	32	84
219	19	12	63
Total	300	207	69

2. **Standardized Essay for ENGL 202, 204, 215, 218 and 219.** Each student completing ENGL 202, 204, 215, 218, or 219 in Spring 2007 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 273 student essays were evaluated, and these were analyzed for correlation to the students' grades in ENGL 202, 204, 215, 218, and 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. Ninety percent (90%) of the 273 students taking the test made passing scores.

Course	Total Students	No. Passing	Percent Passing
202	114	98	86
204	9	8	89
215	102	93	91
218	32	30	94
219	16	16	100
Total	273	245	90

- 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	2.68
5	2.43
4	2.22
3	2.09
2	1.40

3. Analysis of Results

- a) **Common Segment of Final Examination:** Sixty-nine percent (69%) of students completing ENGL 202, 215, 218, and 219 made a passing score of seventy percent (70%) or better on a set of common questions on the final exam designed to measure knowledge of the subject matter of English 202, 215, 218, and 219. This is a marked improvement over the results achieved during the last previous administration of the common segment in Spring 2003, when sixty-one (61%) of students completing the common segment made a passing score of seventy percent (70%) or better; and it clearly exceeds the assessment goal of a majority of the students achieving a passing score. It is notable, however, that the percentage of students achieving a passing score was very uneven among the four courses. These results suggest that (1) the students' mastery of objective facts about the texts being read is satisfactory, and (2) there needs to be greater coordination among the instructors for the four courses in regard to the level of difficulty of the questions in the common segments.
- b) **Standardized Essay:** Of the 273 students taking the ETS Criterion essay exam (second-year college level), 245, or ninety percent (90%), made a passing score of four (4) or better. For the third consecutive year, the result exceeded the Departmental goal of seventy percent (70%) scoring four or better—a notable 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 four 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 shows a remarkably precise correlation 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 very good.

B. The English Major

1. **Research Paper.** Within the last month of Spring 2007, 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 read by two English Department faculty members 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 thirteen (13). The following results were recorded:

Skill	Number Passing	Percent Passing
A	11	85
B	11	85
C	10	77
D	12	92
E	11	85
F	10	77
G	13	100

2. **Educational Testing Service Literature in English Major Field Test.** Only six (6) of the sixteen (16) graduating English majors who took the Educational Testing Service Literature in English Major Field Test achieved scores above the national mean score of 154.4. This falls short of the standard that a majority of graduating English majors should be able to demonstrate a comprehensive knowledge of British and American literature by achieving a score on the Literature in English Major Field Test at least equal to the national mean score for English majors taking the same test. The overall mean score for the thirteen students was 152. The following table shows the results for Citadel English majors as compared to the national means for total scores and for specific assessment indicators.

Assessment Indicator	National Mean	Citadel Mean
Total	154.4	152
Brit Lit pre-1660	50.0	48
Brit Lit 1660-1900	44.5	45
Am Lit to 1900	57.5	60
Brit & Am Lit 1901-1945	50.6	55

Lit in English since 1945	62.0	54
Literary History	43.0	46
Identification	47.5	47
Literary Theory	47.3	38

The mean scores for Citadel English majors showed a mostly uniform relation to national means for all eight assessment indicators, slightly exceeding the national mean in four indicators and lagging slightly behind the national mean in two others. The two assessment indicators that departed significantly from the national mean were

- a. "Literature in English since 1945," where The Citadel's mean of 54 was substantially lower than the national mean of 62.0.
- b. "Literary Theory," where The Citadel's mean of 38 was substantially lower than the national mean of 47.3.

3. **Citadel Experience Survey.** The following pertinent results were obtained from the 2007 *Citadel Experience Survey*:

- a) In regard to the category, "Your Major program of study," eleven (11), or one hundred percent (100%) of the eleven (11) 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," eleven (11), or one hundred percent (100%) of the eleven (11) 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?", seven (7), or seventy percent (70%) of the ten (10) English majors responding, indicated that they would.

4. **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 2006-2007 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	15	16	94
Instructors' knowledge of the subject matter	16	16	100
Instructors' availability	14	16	88
Instructors' enthusiasm for teaching	14	16	88
Instructors' degree of preparation	15	16	94
Instructors' personal helpfulness after hours	13	15	92

5. **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.** The scores of only thirty-seven percent (37%) of the graduating English majors exceeded the national mean, well below the goal of fifty percent (50%); however, the overall mean score for the sixteen students was very close to the national mean, suggesting that, with proper attention, the goal is achievable. The low mean scores in the “Literary Theory” and “Literature in English since 1945” categories seem to warrant particular attention.
- 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.** As a part of the requirements for the M.A. degree in the Citadel/College of Charleston Joint Master of Arts Program, each student must, after completing at least twenty-seven (27) of the program's required thirty-six (36) hours, pass a required Comprehensive Examination with a score of at least seventy percent (70%). The Comprehensive Examination is based on a list of nine texts established by the two Graduate Directors. The list contains three texts each from Early British, Later British, and American literature. It changes every academic year and is published shortly after the Spring Comps. (This year's list, as well as a fuller description of the Comprehensive Exam, is available at <http://www.cofc.edu/~english/graduate/exam.html>)

Five (5) Citadel-enrolled students took their Comps in AY 2006-07, one in the fall, and four in the spring. Each of them passed. The Comprehensive Examination includes an essay component that counts sixty-seven percent (67%) of the total grade for the examination. This essay component for each student taking the Comprehensive Examination was evaluated by members of the Joint Program Committee, which includes English faculty from both institutions, for proficiency in composition and for depth and maturity of thought. Five (5), or one hundred percent (100%) of The Citadel's candidates, passed the essay component of the comprehensive exam. In fact, the only Citadel-enrolled student of the six M.A. candidates to take comps in the Fall term scored the highest mark of the group.

2. **Short Answer Component.** The Comprehensive Examination also includes an objective section consisting of twelve paragraph-length essay prompts drawn from the texts on the reading list. Each student was required to respond to any ten of these. The short answer section, like the essay section, was graded by members of the Joint Program Committee. A score of at least seventy percent (70%) was considered passing. Four (4) of the five (5) Citadel students, or eighty percent (80%) of those taking the examination, passed the short answer portion, thus demonstrating content mastery in English and American Literature. This satisfies the criterion that 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 short-answer portion of the required Comprehensive Examination.

3. **Exit Questionnaire.** Upon graduating, Citadel-enrolled M.A. students are asked to complete a questionnaire about their experience. Three individuals completed their degrees in this year, and each of them responded to the questionnaire. The following is a tabulation of those responding positively to the indicated items on the Departmental Exit Questionnaire:

- a. Do you believe that you have acquired a good knowledge of British and American literature? 3 (100%)
- b. Do you believe that your ability to read and interpret primary texts has improved? 2 (67%)
- c. Do you believe that your ability to find, synthesize, and evaluate secondary sources and incorporate them into a research paper has improved? 3 (100%)
- d. Do you believe that the quality of your writing has improved? 3 (100%)
- e. Please comment on the overall quality of teaching in the M.A. program. 2 (67%)
- f. Please comment on the overall intellectual and academic rigor of the program. 3 (100%)
- g. Please comment on the overall quality of advising in the M.A. program. 3 (100%)

This satisfies the criterion that a majority of students graduating from the M.A. program should respond positively to the above questions/queries on the Departmental Exit Questionnaire.

4. **Analysis of Results.**

- a. Student satisfaction with the M.A degree program in English, as reflected in the Departmental Exit Questionnaire, is excellent.
- b. Mastery of the skills measured in the essay portion of the Comprehensive Examination was strong.
- c. Knowledge of material studied in the program, as reflected in the short answer portion of the Comprehensive Examination, was also strong.

The biggest deficiency in the process is the small size of the sample.

D. Scholarly and Professional Activity

Fourteen (14) of the seventeen (17) tenured or tenure-track faculty members—seventy-six percent (82%) of the total who reported within the English Department on their calendar year 2006 scholarship—listed at least one item in the following categories:

- 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

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

Activity	No. Reporting Activity in Category
Authoring or editing a scholarly book	2
Authoring a scholarly article	7

Editing a scholarly journal	1
Presenting a scholarly paper	10
Serving as officer of organization	4
Authoring a commissioned article	8
Serving as a manuscript reader	4

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

Six (6) of the seventeen (17) tenured or tenure-track faculty members reporting in the English Department—thirty-five percent (35%) of the total—reported engaging in community service activities in 2006.

V. Major Issues and Actions

A. Staffing

1. Dr. Michael Livingston (Ph.D., University of Rochester, 2006), following the previous academic year's national search, joined the English Department faculty at the beginning of Fall 2006. His area of specialization is Medieval Literature.
2. Dr. Thomas Horan (Ph.D., University of North Carolina, Chapel Hill, 2006), following the previous academic year's national search, joined the English Department faculty at the beginning of Fall 2006. His area of specialization is Twentieth-Century Literature.
3. Dr. Michael Niemczyk (Ph.D., CUNY, 2005), following the previous academic year's national search, joined the English Department faculty at the beginning of Fall 2006. His area of specialization is Composition Pedagogy.
4. Christopher Parsons served as visiting instructor in 2006-2007. He was assigned the service task of assisting in the supervision of adjunct instruction in core courses.
5. Barbara Anderson, Roy Freedman, Brent Hepburn, and David Aiken served as full-time temporary instructors during Fall 2006.
6. Dennis Rhoad, a Charleston attorney, taught ENGL 412 (Rhetoric of Law) in Fall 2006 and assisted in the activities of the Mock Trial Team.
7. Sally Rhoad, a Charleston attorney, joined the English Department faculty as an adjunct during 2006-2007 and taught ENGL 411 (Legal Writing) in Spring 2007.
8. Christine Wharton and Brent Hepburn taught Philosophy courses as adjunct professors in the English Department in 2006-2007.
9. Professors Licia Calloway and Frances Frame were granted tenure and promoted to associate professor at the beginning of Fall 2006.
10. A fifth-year probationary review was performed for Professor Sean Heuston. Continuation was approved.
11. Third-year probationary reviews were performed for Professors Jennifer Bernstein and Jason Solinger. Continuation was approved for both candidates.
12. Professor Thomas Thompson was reviewed for promotion to full professor. The promotion was not approved.
13. Professor Peter Mailloux took a one-year leave of absence for 2006-2007 in order to pursue research projects.
14. Professor Philip Leon retired at the end of academic year 2006-2007.

15. In Spring 2007 all permanent faculty and all temporary faculty were evaluated, in writing, by the Department Head.

B. Major Awards and Recognitions

1. English Department secretary Libby Walker was nominated for The Citadel's Employee of the Year Award.

C. Significant Statistics

1. Number of Undergraduate English Majors (Spring 2007): 59
2. Undergraduate Degrees Awarded (Academic Year 2006–2007): 16
3. Graduate Degrees Awarded (Academic Year 2006–2007): 3
4. Internships: 4

D. Assessment

1. The core courses sequence (Freshman composition courses and Sophomore surveys of literature) was assessed during Spring 2007 using a computer-graded essay (ETS Criterion) and a common objective segment of the final examinations.
2. The English Major was assessed during Spring 2007 using analysis of research papers by graduating seniors, the ETS "Major Field Achievement Test, Literature in English," the *Citadel Experience Survey*, and the Departmental Exit Questionnaire.

E. Mentoring. Mentors were assigned for all untenured faculty and for adjuncts teaching core courses. Prof. Michael Niemczyk and visiting instructor Christopher Parsons served as the mentors for the adjunct faculty and reported to the department head on their work. Mentoring included visiting classes of those being mentored, having them visit the mentors' classes, and reviewing markings on sample graded papers. In Spring 2007, in order to achieve more uniform standards for adjunct teaching, Prof. Niemczyk and Prof. Tom Thompson developed a common syllabus and a plan for standardized texts to be used by adjunct faculty teaching ENGL 101.

F. Curriculum Changes

1. The new Philosophy Minor was put into place at the beginning of Fall 2006. By the end of Spring 2007, there were six (6) students enrolled in the minor.
2. The English Major curriculum was adjusted to move the basic physical fitness RPED courses to the Freshman year, as requested by the Provost.
3. Professors Jason Solinger, Jennifer Bernstein, and Sean Heuston began developing proposals for additional courses in American Literature and for an American Studies Minor.

G. Internships

Professor Jennifer Bernstein began developing a new internship program to provide a more structured approach to the provision of internships for English majors and others interested in work experience in jobs related to English.

H. Communications and Multimedia

1. Fourteen (14) of the seventeen (17) English Department faculty members made frequent use of multimedia presentations in support of class lectures and student presentations.

2. Three (3) English Department faculty members used the WebCT site for courses.
3. Four (4) English Department faculty members taught composition courses in computer labs, and three (3) 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 2006-2007.
5. Eight (8) English Department faculty members were among The Citadel's users of the "Turnitin" program.

VI. Major Goals for 2007-2008

A. Staffing

1. Perform national searches for faculty members to fill the vacancies created by the retirements of Professor Philip Leon, who retired at the end of academic year 2006-2007, and Professor Robert White, who will retire at the end of Fall 2007.
2. 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.
3. Hire a new English Department secretary to replace Libby Walker, who will retire on July 31, 2007.
4. Hire additional adjunct faculty to cover the additional course sections required for the anticipated increase in students in 2007-2008.
5. Perform a tenure and promotion review for sixth-year faculty member Sean Heuston,
6. Perform probationary reappointment reviews for fourth-year faculty members Jennifer Bernstein and Jason Solinger and second-year faculty members Michael Niemczyk, Michael Livingston, and Thomas Horan.
7. Perform a post-tenure review for Margaret Lally.
8. Maintain an adequate pool of part-time and full-time temporary instructors to teach course sections not covered by tenured and tenure-track faculty.
9. 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 2007 using the ETS Criterion standardized essay test (second-year college level).
2. Prepare and submit an assessment report for the basic writing skills component of the core courses.
3. 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 three 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, 2005-2006, and 2006-2007 success represented only a random variation in results.
4. Begin to consider the proposal to divide ENGL 215 (Masterpieces of American Literature) into two courses (pre-1865 and post-1865), with either of the two providing core course credit.
5. Continue the initiatives being developed 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, Spring 2006, and Spring 2007, 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 2008.
3. Assess mastery of English and American Literature by graduating English majors using the ETS Major Field Test, Literature in English in Spring 2008.
4. Prepare and submit an assessment report for the English Major.
5. Begin considering proposals to increase the number of offerings in 20th- and 21st-century literature.
6. Consider actions to remedy the identified deficiencies in graduating students' mastery in the "Literary Theory" and "Literature in English since 1945" categories
7. Increase activity and participation in the English Club.
8. Continue to encourage and promote internships by English majors and to develop the organized internship program begun by Prof. Bernstein in 2006-2007.
9. 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, continue to 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.
2. Consider the establishment of an American Studies Minor.
3. Consider the establishment of an Independent Study course in Philosophy, in order especially to serve the needs of students enrolled in the new Philosophy Minor.

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. 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 the past three years 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.

Appendix A -- Core Curriculum Skills -- English

"Each course, or sequence of courses, which addresses a core curriculum requirement incorporates, where appropriate, the following skills: written communication, critical thinking, logical reasoning, and resource and reference usage." For each area, please check one response and explain briefly.

Written Communication--

Yes How?

All core English courses are writing courses that require submission of essays, give written responses to those essays, and count the essay grades as a major portion of the course grades.

No Why not?

Critical Thinking--

Yes How?

All core English courses include detailed analysis of texts by the professors and require student responses to the texts in class discussion and student essays.

No Why not?

Logical Reasoning--

Yes How?

Logical reasoning is a principal skill which must be mastered for the successful composition of essays.

No Why not?

Resource and Reference Usage--

Yes How?

At least one major research paper is required for each student in the Freshman year of the core sequence, and research skills are a part of course content.

No Why not?