7. CONCLUSION AND LONG-TERM VISION
8. APPENDICES
    a. Basic statistical information about the program
        1) Chart 1A: Full-time Faculty
        2) Chart 1B: Full-Time Faculty
        3) Chart 2A: Part-Time Faculty
        4) Chart 2B: Part-Time Faculty
        5) Chart 3: Profile of Graduating Seniors
        6) Chart 4: Departmental Outcomes
    b. Annual updates re. assessment of SLOs

C. Notable Findings

Some of the more notable findings to be gleaned from this program review report are the following:

1) The English Department faculty is fully staffed for now, with eight full-time tenure-track

seen a gratifyingly high rate of post-baccalaureate work among our 2004-2009 graduates, with 38 out of 74 respondents in a recent survey reporting that they have either completed or entered graduate programs. Our graduates go on not only into the fields of literary study but also into editing, law, medicine, dentistry, the life sciences, education, communications, art

can give authoritative guidance to our students. We also try to adapt to the developmental phases of students as they mature,

IV.A.3 Integrating the Major Discipline,

ENG-195, Senior Seminar

ENG-0197 Comprehensive Examination

IV.B.1 Serving Society and Enacting Justice

ENG-134, Ethnicity and Race in American Literature

ENG-136, Jewish-American Literature

ENG-191SS, Reading in the Community

ENG-196 (EngSem), Communicating Cross-Culturally;

GE program was created earlier this decade we had to choose whether to press to be included among the

Speirs and McEntyre had been teaching less than full loads in their final years here;

and Classical Mythology and his growth into the field of journalism;

Part-time Faculty [see Appendix, Chart 2A, Part-Time Faculty]

time professors during the past six years were white. Our lack of ethnic diversity in staffing has not for lack of effort over the years.

diversity was welcomed and encouraged, though not essential to the position. We succeeded in that search by hiring Prof. Jamie Friedman, who began in Fall 2010. Friedman was the winner of a Diversity Scholarship at Cornell University, having been the first in her family to have graduated from college and having succeeded academically against a background of economic need. Though ethnic identity was not a leading

handled the flux by having the department secretary re-assign advisees temporarily when the adv

over the latest three-year span. The low number of graduating seniors (33) is roughly 2/3 of the high

ÄÉÒÅÃÔÉÏ Î Ó ÏÆ ÏÕÒ ÔÁÖÔÅÒÁÇÅõ Í ÁÊÏÒÓ8 3É Î ÃÅ ÔÈÅ Í ÁÊÏÒÉÔÙ ÏÆ ÏÕÒ Í ÁÊÏÒÓ ÆÁÌÌ ×ÉÔÈÉ Î ÔÈÉÓ ÌÁÔÔÅÒ ÃÁÔÅÇory, we would

requirements of the major, remains to be worked out. Such a decision might well have hiring implications at the tenure-

TABLE 4A: Three Goals and Nine Outcomes*

Goals

5) Meet as a department to read and evaluate five essays posted on the server from classes

where the average summary rating was a high B- (8.43 on a 12-point grading scale), rater 2

demonstrate familiarity with literary history, able to compare and contrast the work of writers from different periods, and comprehend the content and continuities that shape the literary tradition.ō). Second, criteria #1, #2, and #4 on the rating sheet are each identified with anywhere

Benchmarks for assessment. Pre- and post-tests in ENG-046 and -047 are intentionally designed to test a broader array of contextual information than any one student is expected to know at the beginning of a semester or to learn in the course of it. Our expectation in 2006 was that in the co

historical, cultural or biographical contexts of 17th or 18th Century literature, but we differed from one another in our sense of how to underóôÁÎÄ ôÈÅ õ)õ ÉÎ Á ÌÙÒÉÃ ÐÏÅ Í 8 4ÈÕÓ our students may have absorbed differing critical approaches from differing faculty; theiò ÔÅÒÒÏÒÓõ ÍÉÇÈô Î Ïô ÈÁÖÅ ÒÅÆÌÅÃôÅÄ simply their failure to learn. This discovery provided a helpful context in which to place our óôÕÄÅÎôÓî ÏôÈÅò×ÉÓÅ ÄÉÓÁÐÐÏÉÎôÉÇ results regarding terminology.ty

lowering

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the second expectation, that at least 5% of the class would score at the 85^{th5}

Sometimes w

ôÏ óÕÂóôÉôÕôÅ ÆÏò ôÈÅ #ÏÌÌÅÇÅïó óôòÕÃôÕÒÂÄ ÉÎÑÕÉôÙ ÂÕô ôÏ ÄòÁ× ÏÕô òÅóÐÏ ÎóÅó Í ÏòÅ ÄÉôÅÃôÌÙ ÁÌÉÇÎÅÄ

She rates herself low as in-ÃÏ Í É Î Ç Ï Î ôÈÅ Ô#ÒÉÔÉÃÁÌ-InterdisciplÉ Î ÁÒÙ 4ÈÉ Î ËÉ Î Çõ ¥€7Ÿ Ï ℮ ÂÕÔ credits herself with quite a striking shift on this scale by the time she graduated [7/10]. 3ÈÅ ×ÒÉÔÅÓ¿ Ô#ÈÁÐÅÌÓ‘ 23 ÃÌÁÓÓÅÓ‘ ÒÅÔÒÅÁÔÓ‘ Á Î Ä ÇÅ Î ÅÒÁÌ Ã Ï ÌÌÅÇÅ ÒÅÌÁÔÉ Ï Î ÓÈÉÐÓ ÁÌÌ É Î ÃÒÅÁÓÅÄ Í Ù ÏÖÅÒÁÌÌ #ÈÒÉÔÔÉÁ Î ÐÒÁÃÔÉÃÅÓ Á Î Ä Ë Î Ï ×ÌÄÇÅõ Á Î Ä Ô¥)℮ ÃÁ Í Å É Î Õ Î ÁÂÌÅ Ô Ï ÄÅÆÉ Î Å Í Ù Ï × Î

11. $ÉÄ ÙÏÕ ÅÖÅÒ × ÏÒË ÁÔ 7 ÒÉÔÅÒÓî # ÏÒÎÅÒç)Æ ÓÏℎ ÈÏ× ÄÉÄ ÔÈÁÔ ÅØÐÅÒÉÅÎÃÅ ÐÒÅÐÁÒÅ ÙÏÕ Æ ÏÒ future opportunities in writing, teaching, etc.?
12. Did you participate in England Semester? If so, how did that experience impact you?
13. What advice would you giver to a first-ÙÅÁÒ ÓÔÕÄÅÎÔ ÁÔ 7 ÅÉÔÎ Í ÏÎ ×ÈÏ ÔÙÉÎÇ ÔÏ decide whether not to major in English?
14.

entire list of English majors from 2003-2010 in the Alumni Office data banks. The survey was designed by the Chair; rater 4 walked it through with Gr

U of Wisconsin	658	731	4.5
Notre Dame	680	763	5.3
Stanford	590	780	4.8
Duke	600+	600+	4.5

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educationa

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6.

ÏÆ ÒÅÓÅÁÔÃÈ ÁÎÄ ÔÏ ÔÅÁÃÈ ÁÎÄ ÅÖÁÌÕÁÔÅ ÓÔÕÄÅÎÔ ÌÅÁÒÎÉÎÇ ÉÎ ×ÁÙÓ ÔÈÁÔ ÐÌÁÃÅ Á ÈÉÇÈ ÐÒÉÏÒÉÔÙ ÏÎ ÌÉÆÅÌÏÎÇ research. We do not currently monitor the way mid-level elective courses in the major involve library research skills. In our bibliographic essay evaluation exercise described above, we do monitor and evaluate the way students in the Shakespeare class handle research tools available to them through the library.

Library staff

Our library liaison, Diane Zilio

ÏÒÇÁÎÉÚÁÔÉÏ Î ÓÕÃÈ ÁÓ Á Ô&ÒÉÅÎÄÓ ÏÆ ÔÈÅ ,ÉÂÒÁÒÙõ ÇÒÏÕÐĥ ÙÅÔ ÔÏ ÂÅ ÃÒÅÁÔÅÄ× ÉÌÌ ×Å ÂÅ ÁÂÌÅ ÔÏ ÆÕÎ Ä ÓÕÃÈ initiatives.

The Office of Life Planning

Ë ÃÏ ÎÄÕÃÔÅÄ ÆÏÕÒ ÎÁÔÉÏÎÁÌ ÓÅÁÒÃÈÅÓ ÒÅÓÕÌÔÉÇÎ ÔÈÅ ÈÉÒing of three versatile and highly capable tenure-

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competing with them for our time, energy, and passion. Besides continuing to assess SLOs 2-9 in British survey and Shakespeare, we need to devise ways of assessing learning outcomes in our two GE courses, ENG-002 and ENG-006.

Digestion of data will require an initial concentration of activity in the current school year, followed by periodic, ongoing digestion of data as it emerges from our assessment activities. The initial challenge will be to examine two bodies of information: 1) the responses to the two alumni surveys and senior exit interviews completed in the Spring and Summer 2010, and 2) this six-year program review report. More than in the past, we need to respond to reviews and assessments by ÁÎÓ×ÅÒÉÎÇ ÔÈÅ ÑÕÅÓÔÉÏÎ Ô 7 ÈÁÔ ÔÈÅÒÅÆÏÒÅ shall we *do*ęō

The outside review is long overdue. The last outside review, done by Dr. Susan VanZanten Gallagher, took place nearly 20 years ago.