I. Relationship of the Academic Unit to the College and University Mission

1. The Mission of the College of Liberal Arts

As part of Louisiana Tech University, the College of Liberal Arts is committed to the Louisiana Tech University’s dedication “to quality in teaching, in research and creative activity, and in public service.” First and foremost, the College of Liberal Arts seeks to support the mission of Louisiana Tech in maintaining “a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment . . . a faculty that will through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology…”

2. Mission of the Department of English

The Department of English, as part of Louisiana Tech and the College of Liberal Arts, is committed to Louisiana Tech University’s dedication “to quality in teaching, in research and creative activity, and in public service.” First and foremost, the Department seeks to support the College’s and Louisiana Tech University’s mission in maintaining “a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment . . . and a faculty that will through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology…”

Specifically, through their studies, students in the Department of English become acquainted with many areas of intellectual interest and acquire a thorough knowledge of English literature and language. The English program prepares students for business and professional careers as well as provides the basis for a richer and better life. To bring about these ends, the Department of English serves its own majors, as well as the College and the University community, in the following ways:

- It offers courses in written communication and literature that are part of the General Education Requirements (GER) for the University.

- It provides traditional courses in British and American literature, as well as technical, creative, and advanced writing courses for students desiring major or minor fields of study in English, and for non-traditional students who may or may not seek a degree in English.

- It assists in the preparation of prospective teachers who desire to major in English.
• It provides graduate training leading toward the Master’s degree in English.

II. Relationship to Other Programs

1. Links Between English and Other Programs within the Department, College, and University

The English department supplies GER courses to every department in every College in the University. English 100/101 (See Section VI for an explanation of English 100), 102, and 201 or 202 are required courses in every curriculum. (More detail is provided under Section III.) The Department offers the B.A. and M.A. in English. These programs do not share requirements although English M.A. students are allowed to take 400-level courses.

Interdisciplinary activity occurs between the English Department and the Honors Program. Honors courses, some of which are taught by English faculty, fulfill history and English GER requirements. English 103: Foundations of Ancient Civilization, English 104: Foundations of Medieval and Renaissance Civilization, English 203: Foundations of Modern Civilization, and English 204: Foundations of American Civilization fulfill English GER’s. These courses interface literature, rhetoric, history, and philosophy.

2. Relationship Between English and Other Units Regarding Minors and Teacher Training

Minors in English consist of twenty-one semester hours of English courses. The curriculum must include English 100/101, 102, 201, 202, 415 and six additional semester hours of 300/400 courses. All courses applied to the minor must achieve a grade of C or higher. Minors in technical writing consist of 21 semester hours and include English 100/101, 102 or 202, 303 and nine additional semester hours of 300/400 courses listed in the technical writing concentration. All courses applied to the minor must receive a grade of C or higher. The pre-law concentration exists under the Political Science B.A. in Liberal Arts. As one option, it permits a minor in English including English 303, 332/336/460, and 415.


3. English Courses Taken by Students from Other Disciplines
All students at Louisiana Tech share English GER requirements with the English B.A. All students must take English 100/101, English 102, and English 201 or 202. These classes are valuable to students in all disciplines because each of them teaches or enhances the craft of written communication. Each of these courses promotes reading at a level that influences critical thinking and abstract thinking. Because of limited enrollment and the possibility of classroom discussion, each of them promotes and develops effective oral communication. Each of them requires proficiency in reading comprehension. Because of the breadth and nature of the international readings from the far past to the present, these classes also promote cultural diversity. Writing and reading based on such diversity help promote independent learning and help shape a personal value system and a tolerance for that of others. (The way in which these GER classes fulfill the requirements for the Assessment of General Education Requirement Courses is also addressed in Appendix A on GER courses at the end of this document.

III. Student Demographics

1. Quality of Academic Preparation for the Bachelor of Arts in English

Incoming freshmen for the academic year 2003-04 had an average ACT of 28.14, more than 5 points higher than the College as a whole. More impressively, the average score for incoming English majors in the Reading section of the ACT was 32.33 and for English 31.14. As might be expected, ACT scores for incoming freshmen English majors were lower in the Science and Math sections, 24 and 25.29 respectively, but still higher in these subjects than the average for the College of Liberal Arts. Overall, the quality of academic preparation for the Bachelor of Arts in English is strong.

2. Student Demand for the Program

Student demand for the program can be measured by comparing five-year enrollment and graduation figures (see Section III.4) and three-year figures listing total number of course offerings, number of section offerings, number of students who receive credit, and student credit hours production numbers. These figures are for undergraduate ENGL listings at the 300 and 400 level only and do not include GER courses, 500-level English, ESL, or foreign language offerings.

1999-2000 Fall to Spring Quarters
- Total number of courses offered 29
- Total number of sections offered 78
- Total number of students receiving credit 1294
- Total number of student credit hours 3882

2000-2001 Fall-Spring Quarters
### Total number of courses offered

- **2001-2002 Fall-Spring Quarters**: 26
- **2002-3 Fall Quarter-Spring Quarters**: 28
- **2003 Fall Quarter**: 12

### Total number of sections offered

- **2001-2002 Fall-Spring Quarters**: 71
- **2002-3 Fall Quarter-Spring Quarters**: 74

### Total number of students receiving credit

- **2001-2002 Fall-Spring Quarters**: 1536
- **2002-3 Fall Quarter-Spring Quarters**: 1457
- **2003 Fall Quarter**: 428

### Total number of student credit hours

- **2001-2002 Fall-Spring Quarters**: 4608
- **2002-3 Fall Quarter-Spring Quarters**: 4371
- **2003 Fall Quarter**: 1284

### 3. Dissemination of Student Demographics to Faculty for Curriculum Planning

Student dossiers, or advising files, are available for faculty review in the English Department main office. Files track information concerning earned credit hours, grades for individual courses, declared minors, transcripts and transfer credit from other universities, honors, awards, and work experience. The Office of Institutional Research also sends quarterly Student Credit Hour Production Reports to the School of Literature and Language. The full literature faculty meets in the Spring Quarter every other year to plan the curriculum and course schedule. At these meetings, student needs and curriculum requirements are discussed, as are any changes to the major. Furthermore, a Curriculum Committee convened during 2002 to review current course offerings in the catalog, make any necessary revisions to existing course descriptions, and suggest potential new courses to better serve students. Tenured and tenure-track faculty are experienced with teaching at all university levels, often from freshman composition to graduate seminars, enabling them to recognize needs and see ways courses complement one another, helping them plan both the individual and the departmental curriculum.

### 4. Five-Year Enrollment and Graduation Figures

The following are the number of undergraduate English majors enrolled in the program and the number of English majors who graduated during the previous five years. Louisiana Tech’s Office of Institutional Research gathers and reports enrollment figures for the fall quarter of each academic year. The number of enrolled students who declare the English minor, fulfill its...
requirements, and subsequently graduate is not reported to any governing board or agency and therefore not documented by the Office of Institutional Research. English major enrollment has ranged from 57 to 73 with an annual average of 65. Graduation rates have ranged from 16 to 21 with an annual average of 18.

Quarter/Year

<table>
<thead>
<tr>
<th>Quarter/Year</th>
<th>Number of Enrolled English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/1998</td>
<td>57</td>
</tr>
<tr>
<td>Fall/1999</td>
<td>57</td>
</tr>
<tr>
<td>Fall/2000</td>
<td>73</td>
</tr>
<tr>
<td>Fall/2001</td>
<td>67</td>
</tr>
<tr>
<td>Fall/2002</td>
<td>71</td>
</tr>
</tbody>
</table>

Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of B. A.’s in English Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997-Summer 1998</td>
<td>18</td>
</tr>
<tr>
<td>Fall 1998-Summer 1999</td>
<td>21</td>
</tr>
<tr>
<td>Fall 1999-Summer 2000</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2000-Summer 2001</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2001-Summer 2002</td>
<td>17</td>
</tr>
</tbody>
</table>

IV. Program Goals and Curriculum

1. Goals, Expectations, and Learning Outcomes of the Program

The goals, expectations, and desired learning outcomes of the English program are excellent oral and written communication skills, excellent analytical skills, and “acquaintance with the narratives and imagery that for centuries have helped shape our culture and language” (English Bachelor of Arts: Louisiana Tech University). The English Department offers a traditional program well-grounded in the British and American literary tradition.

2. Communication of Goals to Faculty and Students

The above goals are communicated to faculty via yearly meetings of the full faculty wherein faculty are presented with major and program requirements, Department goals, and specific course requirements for many courses. Faculty are involved in the development of these outcomes by participation in program development, course development, and textbook committee meetings held throughout the school year. Sample syllabi emphasizing these goals are also available to faculty. Faculty members meet individually at least three times per year with students during advising, during which time each student’s progress toward the major’s goals is evaluated. Faculty members also meet with majors yearly to discuss the goals of the major, the job market, and graduate school opportunities.
3. Structural Reflection of Program Goals

The B.A. in English reflects the program goals of excellent oral and written communication skills, excellent analytical skills, and “acquaintance with the narratives and imagery that for centuries have helped shape our culture and language” (English Bachelor of Arts: Louisiana Tech University) through its structure. Specifically, the core courses that all majors must take begin developing program goals at a basic skill level. All majors must take or receive credit for English 100 or 101 (Freshman Composition 1) and English 102 (Freshman Composition 2). English 101 introduces critical thinking skills and communication skills through practice in organizing, developing, and writing essays. English 101 also introduces research skills. English 102 also emphasizes critical thinking skills and communication skills, as students use literature to write essays, including a longer 8 page researched essay on a literary topic.

In addition, many majors also require 201, 202 or 303 (see Section II.2). The sophomore literature surveys develop critical thinking and communication skills as students read and discuss major works of literature in either British or American literature. These courses also require a research essay on a literary topic. English 201 and 202 are prerequisites for advanced study in British literature and American literature, respectively. The overview of British literature that 201 provides is necessary for students to begin more concentrated study in junior and senior level British literature courses. The overview of American literature that 202 provides is necessary for students to begin more concentrated study in junior and senior level American literature courses.

The technical writing course, 303, develops critical thinking skills and communication skills as students develop and design technical writing. This course develops research skills with its technical report component, and this course develops technological skills as students are acquainted with the technology to create technical writing.

After completing GER requirements in English, (101,102, 201 and 202), majors must complete 18 hours of 400-level English courses. Because each of the 400-level courses contains a more demanding reading load and requires a researched essay on a literary topic, it is necessary that students progress from 101 though the sophomore-level literary surveys to prepare them for the demands of 400-level English courses. In the major, students select either 303 (Introduction to Technical Writing) or 336 (Advanced Composition); either 438 (Sixteenth Century English Literature [excluding Shakespeare]), 439, (Seventeenth Century English Literature [excluding Milton]) or 440 (Eighteenth Century English Literature); either 410 (Eighteenth Century British Novel), 411 (Nineteenth Century British Novel), 412 (Twentieth Century British Novel), 413 (Romantic Period), 414 (Victorian Period), or 455 (Modern British Literature); either 401 (The American Mind), 409 (American Fiction of the Nineteenth Century, 416 (American Literature: Beginnings to 1865), 417 (American Literature: 1865 to Present), 424 (Southern Literature), 429 (American Fiction of the Twentieth Century), or 430 (African American Literature); either English 403 (Chaucer) or 404 (Milton); and English 415 (Shakespeare).

The structure of the program grounds students in the traditions in British and American literature and provides students with an overview of literary history. It also offers the opportunity for creative courses. In the last few years, the 475 offerings featuring courses developed by professors to showcase their specializations have included Civil War literature, frontier literature, gothic literature, and Native American literature, among others.
To concentrate in technical writing, students must take “101, 102, 201 or 202, 303, 459 or 463, 460, 461 or 468, 462, 464 or 469, 465, and an approved technical specialization area of 21 hours for a minimum total of 123 semester hours” (2002-2003 Bulletin 114).

Various options exist within the Honors Program. For example, students in the Honors Program may take:

- Honors 103: Foundations of Ancient Civilization in place of 101 or 102.
- Honors 104: Foundations of Medieval and Renaissance Civilization in place of 101, 102 or 201.
- Honors 203: Foundations of Modern Civilization in place of 102 or 201.

The degree to which students share learning experiences in their major fields varies from course to course.

In the 400-level literature courses, students may share learning experiences in their major fields through group work. Students gather in groups and answer various questions related to the topic under discussion. Examples of topics may include aspects of freedom of speech or themes in Maya Angelou’s short story “Sister Monroe” or depictions of race in Joseph Conrad’s Heart of Darkness. Students also share learning experiences in their major fields through peer review when students consider the content, style, theme, grammar, usage, punctuation, and other aspects of each other’s papers.

In the technical writing courses, students may share their learning experiences in their major fields through group work. This is especially true in assignments such as the résumé and cover letter analysis and in the writing of group reports. Some technical writing courses use a group proposal competition wherein students compete with other classroom groups to write the winning proposal. In such assignments, students come to know each others’ strengths and weaknesses. In such an environment, knowledge of fellow students’ learning experiences in their major fields allows students to allocate duties to each group member.

In English 201, 202 and the 400-level English literature courses, students are often asked to collaborate and perform group work to answer questions regarding the reading or concepts under discussion each class period.

Writing skills are addressed in all courses in the English curriculum. The composition courses stress basic writing skills. In English 101, 102, and 303, writing skills are essential to passing the class. The writing process and a heavy focus on the planning stages (including analyzing audience and purpose, organization, persuasion strategies, and research) are key elements of the course. In addition, revision and editing are also strongly emphasized. English 101, 102, and 303 also develop students’ writing skills by giving students practice in writing. In 101 and 102, students typically write five essays per quarter in addition to many smaller writing assignments and exercises. In 303, students generate from 5 to 10 projects per quarter. English 336, an Advanced Composition course, builds on skills learned in 101 and 102. Students write expository or persuasive writing that can be applied to professional situations. In English 201, 202, and 400-
level English literature course, students are expected to be proficient writers when they arrive in the course. Such courses generally demand short research papers (201 and 202) and longer research papers (400-level literature courses). Many 200-level courses and above also require outlines and theses of proposed papers, annotated bibliographies, and research essay proposals. Combined with a heavier reading load, 400-level courses may also demand combinations of shorter and longer papers throughout the quarter.

Technological skills are addressed in many courses in the English curriculum. Composition courses and technical writing courses may be taught in the composition and technical writing computer labs where students will gain at least a basic knowledge of technology, especially word processing skills. Almost all students at Louisiana Tech must know how to use the Internet to access course materials in English courses from Blackboard and the World Wide Web. In all courses, syllabi, handouts, and other course materials are often posted by professors on the Internet. Reserve materials in the library are now located on the Blackboard platform. In 400-level courses, students often must rely heavily on technology to perform research, as the library’s research systems are now computerized. Many of the library’s formerly paper holdings are now electronic, and students must search electronic databases to obtain scholarly journal articles for their research essays. Students in many classes are asked to be proficient in email. Some courses also require students to use the Blackboard platform to email papers to peers for analysis before class presentations. Some courses require students to use the Word Comment function in Microsoft Word to perform peer editing. This function also requires knowledge of email and attachments. Some courses make use of Blackboard’s discussion boards wherein students are asked to post answers to questions on the discussion board before class, and student responses are then addressed by the class as a whole during class. Students may also be required to hold “chats” or “discussions” on the chat board or discussion board functions in Blackboard as a part of their class participation grade. The chat function also allows students to make use of an electronic white board. Students assigned to groups who have trouble meeting in real time may make use of these tools for “virtual” group meetings on Blackboard. In many courses, instructors make PowerPoint presentations available to students either through Blackboard or on the World Wide Web. There are several multimedia classrooms that faculty may teach in, in addition to three computer labs, exposing students to multimedia instruction regularly (see Section IX.1). For Online courses offered by the Department, students are required to know how to use email and attachment functions, how to find URLs, and how to download information including hypertext lectures, PowerPoint lectures, Real Slideshow lectures, and video lectures.

The undergraduate program currently has no capstone course; however, English majors do take the MFAT, which measures factual knowledge in the field of English. English majors in the Honors Program may also pursue a Senior Honors Scholar distinction, which includes a Senior Thesis in their major.

V. Documentation

1. Monitoring and Assessing the Quality of the Program

Refer to Section IV for a description of program goals and curriculum. Processes available for monitoring and assessing the quality of the program relative to overall goals and learning outcomes are both external and internal. Students assess their perceptions of program quality by
evaluating individual courses during fall, winter, and spring quarters. This course and section data is compiled and compared to the overall performance of the Department, College, and University. Instructors receive copies of their previous student evaluations during the subsequent quarter, allowing them to recognize areas for improved instruction. As of Winter Quarter 2002-03, the current Departmental average for all ten categories is 3.54. The College average is 3.57. The University average is 3.53.

Several processes are available to faculty for program monitoring and assessment. Faculty may review the graduation and enrollment figures of English majors for the previous five years by referring to the Program Review or consulting the Office of Institutional Research. These figures are provided in Section III.4. Student credit hour production rates and the fact that lower-level English courses almost always fill to capacity and upper-level courses at least “make” are additional tools faculty may use each quarter to monitor the demand for the program, especially the level of interest generated by specific courses and their individual sections.

Other internal monitoring and assessment processes include the quarterly submission of Faculty Activity Surveys and the Annual Evaluations conducted by the unit head. Both the survey and the evaluation are required of all faculty. In addition, faculty are required to submit or keep on file copies of current course syllabi in the Department’s office. These syllabi provide a collaborative resource for designing courses and the opportunity for faculty to monitor the structure or reading and writing assignments required in individual course sections. Other monitoring and assessment tools include graduate faculty meetings, where various aspects of the undergraduate and graduate programs are discussed.

2. Evidence that Goals are Being Met

Examples of the extent to which the goals of the curriculum and program are being met are described throughout the narrative report. The most fundamental evidence is simply that despite difficult course content and high grading standards, motivated students who pass through the program receive quality instruction from faculty, which enables students to receive credit for a course with a grade commensurate to their writing and study skills (refer to Sections III.2 and III.4 for completion rates). This result is true for both English majors, students working toward a concentration in technical writing, and those fulfilling GER. Courses require a combination of written examinations, response papers, research papers, group assignments, reading quizzes, or journals and writing portfolios. Faculty keep these documents in their offices at least one quarter beyond the quarter they were submitted.

Graduating senior English majors take an exit exam, complete the Graduating Student Survey (Assessment of Bachelor’s Degree at Louisiana Tech University), participate in an exit interview, and submit an essay of their choice for final evaluation. The exit exam is the MFAT, or Major Field Achievement Test. For the 2002 through 2003 school year, 55% of senior-level students scored at or near the national mean of the MFAT subject exam. The overall mean score for the Department on the MFAT subject exam is 151.7. The national average is 151.3. The Department’s goal listed in “Means of Program Assessment and Criteria for Success” has been that at least 50% of students should score at or near the national mean on the MFAT and that the overall mean would be at or near the national mean.
For the 2001 school year, 86% of English majors who took the Graduating Student Survey rated the quality of instruction as very good, and 71% of English majors rated the preparation they received as very good. For the 2002 school year, 86% of English majors rated the quality of instruction as very good, and 71% rated the preparation they received as very good. For the 2003 school year, 81% of the English majors rated the quality of instruction as very good, and 71% rated the preparation they received as very good. The Department’s goal has been 70% in both categories.

For the exit interview, students meet individually with the unit head, who asks them about their experience as an English major at Louisiana Tech, what problems they had, and how well they were served by the Department. For the final essay evaluation, students select an essay they have written during their program of study for submission to the University of Louisiana at Monroe, which evaluates and returns the work. For the 2002 through 2003 school year, 83% of graduates received an overall grade of “satisfactory” based on the criteria of content, critical knowledge, interpretive skills, evidence of scholarship, and research techniques. In that same year, 70.8% received an overall grade of “satisfactory” based on the criteria of adequate writing skills such as organization, development, mechanics, grammar and style. The Department’s goal has been 70% in each category. In turn, Louisiana Tech’s English Department evaluates and returns essay written by ULM’s majors.

Oral defenses, comprehensive examinations, and theses are less relevant to undergraduate majors than they are to students pursuing the M.A. in English within the Graduate Program. For this information and for evidence such as the number of majors who subsequently enter the Graduate Program, refer to the Graduate Program Review.

Typical undergraduate majors do not write a thesis, but English majors who also take Honors curriculum are given that opportunity. In Spring 2002, the Honors Program established a committee for an English major who chose to pursue the Honors thesis option. Honors theses are kept in the Honors conference room for review by parents, prospective students, and Honors students considering the thesis option. The opportunity for exceptional students to write a thesis under the guidance of several Honors faculty members offers valuable training for the longer and more intensive work expected during graduate studies.

Additional evidence of the extent to which goals are being met include awards for student writing and presentation venues for faculty research. For students, an English Award is presented during the annual Liberal Arts Luncheon. Honors essays submitted for a contest are awarded first, second, and third place prizes. The University-wide annual Student Research Symposium reserves panels for both the Honors Program and the College of Liberal Arts. For faculty, the annual Liberal Arts Research Symposium offers a campus location for sharing findings and testing ideas before an audience. Several English faculty have presented their work during past meetings.

3. Critical Analysis of Curriculum: Strengths, Weaknesses, Opportunities
Overall the English major is strong, emphasizing a knowledge of major authors and works in British and American literature. As the documentation above suggests, the English majors produce a substantial amount of quality writing and research.

Nonetheless, the faculty have recognized weaknesses in the curriculum, particularly in the area of literary theory. Faculty also recommended the English curriculum should increase its credit hour requirements in American literature and British literature after the Renaissance and include a capstone course.

In 2002, a Curriculum Committee convened to review English offerings. Among its other findings, the committee produced a report recommending that English major curriculum requirements be expanded to include a required course in literary theory and a senior seminar capstone. Furthermore, the Committee recommended 3 additional hours of American literature at the 400-level and an increase of three hours in a genre course. The hours would be taken from the currently high number of elective hours in the major, though the overall number of hours required for the B. A. in English decreased by 1 hour. The rationale for this recommendation stems from the current overlap of GER courses and English major curriculum. Refer to the Curriculum Committee report for more information.

VI. Prior Assessment and Development of the Program

1. Past Use of Assessment Results to Improve Program Areas

Assessment results have been used in the recent past to improve the goals of the Louisiana Tech English program, its learning outcomes, its curriculum, its faculty, and its resources. There has not been, however, an internal assessment as such of the English Department. The main instruments of assessment have been the 1994 SACS study and the ongoing NCATE (National Council for Accreditation of Teacher Education) Assessment that evaluates the English program as one of the many components of teacher education in the College of Education. Particularly relevant is the B.S. in English Education. In order to compile data that will facilitate SACS accreditation, annual assessment reports are twice annually filed with the Coordinator of Institutional Effectiveness and Strategic Planning. One report accumulates criteria for evaluation; the other records what changes evaluation realizes for the benefit of the program.

From the past assessment for SACS, the English Department has integrated a research essay in 201 and 202 in order to strengthen writings skills. More specifically, the SACS assessment has helped the English program rethink its curriculum and coordinate more fully its own requirements with those of the English Education major. Of particular concern was the need for more required upper-level American literature courses for our English major, which has been addressed through the addition of 3-credit hours as proposed by the Curriculum Committee. The Department chair has also worked to coordinate course offerings that satisfy both the English Education and English major.

2. Implications of Findings
As a result of the findings from these assessments, particularly as the result of the 1994 SACS assessment, the Dean of Liberal Arts Office now administers the Assessment of Bachelor’s Degree Program at Louisiana Tech to all graduating seniors as they register for graduation. The English Department now administers the MFAT (Major Field Achievement Test) to evaluate the content knowledge of graduating seniors and requires an essay that is submitted to outside readers from the ULM faculty. The Department head also conducts an informal exit interview with each of the graduating seniors to discern their opinions and concerns about their B.A. study in the Department.

The Dean’s office survey considers such categories as advising, teaching, curriculum, and professional preparation and life skills. One of the goals assessed and reported to the Assessment Officer in the 2000-2001 Report from the Assessment of Bachelor’s Degree Program survey is that “all students completing the baccalaureate program in English will compare very favorably in their knowledge of literature with those students completing a similar program nationally.” A high rate of satisfaction with this statement was reported by 93 per cent of the students in the 2000-2001 Report and continued by 86 percent of the students surveyed in the 2001-2002 Report. Eighty-six percent of the majors surveyed rated the quality of instruction as Very Good; 71 percent of the majors rated the preparation as Very Good. In addition, this survey assesses the B.A. candidates’ plans for future education, both professional school and graduate school, for employment preferences and opportunities, and for professional exams that students have taken or intend to take.

In the 2000-2001 Report to the Assessment Officer, the MFAT indicated that the B.A. students were lacking in their grasp of American literature. The 2001-2002 Report indicates that Louisiana Tech B.A. students exceed the national mean in American literature. The 2001-2002 Report now records that B.A. students are slightly lacking in British literature from 1660-1925.

The essay goal has been assessed currently by outside readers from ULM and will be assessed internally by the proposed one hour capstone course. (See the following paragraph.) The 2001-2002 Report indicated that seniors should meet a 70 percent goal in such writing areas as critical thinking, interpretation, and documentation. When student papers were submitted to outside readers, and only 63 percent of students met these goals, upper division faculty made plans to address these needs and give students guidance in the lacking criteria. The Report also indicated that 70 per cent of the B.A. candidates would show evidence of adequate writing skills. 79 per cent of the students met this goal. The Department is well satisfied and will continue to emphasize these skills.

As a result of NCATE accreditation, a process that occurs every ten years in the College of Education, the B.S. in English Education interfaces with the English Department. The evaluating process that compiles data for this accreditation is ongoing. As a result of the last accreditation, the English B.A. now has added a course in African American literature and has assigned an existing faculty member with the requisite skills to teach it; in addition, the Department now offers an advanced course in world literature more frequently than it once did to meet the needs of cultural diversity so important to the goals of NCATE. In addition to NCATE, the English Department cooperates, in all ways possible, with the College of Education to fulfill its various mandates from the Louisiana State Department of Education.
3. Use of Information and Forthcoming Changes

The information that the English Department collects and analyzes in this document will be used to alter course requirements and course content, add new courses, subtract ones that are no longer useful, and add special topics courses.

The changes brought by findings from the MFAT has resulted in course content adjustments. Additional faculty were hired with specialties in American literature and course offering, especially in 19th century American Literature have expanded. With our more recent findings, the Department is now in the process of hiring a faculty member to fill this need. All of these faculty hires were made possible by retirements and replacements of existing faculty lines in the budget.

The informal exit interview conducted by the Department head has indicated a need for more advice to English majors about employment possibilities with an English B.A., about graduate school, and about the GRE. This informal exit interview, the results of the Dean’s Office Assessment of Bachelor’s Degree Program, the results of the MFAT, and the results of the externally evaluated essay have led to a Departmental reconsideration of the curriculum. A Departmental committee has redesigned the B.A. curriculum that has been sent for final approval to the Dean’s office. In this document, course requirements have been readjusted. Three hours of literary theory have replaced computer literacy in the sophomore year of the B.A. curriculum, and a one hour capstone course has been added. This capstone class plans to address writing skills and the employment and graduate school concerns that the informal exit interview of the Department head has revealed. Choices to fulfill course requirements in the junior year have been more sharply specified: a requirement that once included English 401, 409, 416, 417, 424, 429, or 430 now includes 413, 313, 455, or 456. Likewise, a requirement which once included 410, 411, 412, 413, 414, or 455 now includes 401, 416 or 481. Formerly, in the senior year of the curriculum, six hours of directed electives were chosen from two of three areas; the proposed curriculum in these areas are now limited to two, rather than three areas. Cross-culturalism and language and communication remain areas of choice. Eliminated are the courses in the area of technology.

Section II above outlines how such a process has currently worked in redesigning the curriculum, adding faculty and developing course content in American and British literature. A capstone course will be helpful in internally evaluating student writing and in meeting student concerns. Elementary technology courses have been dropped as students come into the program with these skills already in hand.

4. Evaluation of Skills and Knowledge Added by GER Courses

(See Section II.3)

VII. Faculty

1. Major Subdivisions in the Program
The major subdivisions in the program are composition, American literature, British literature, technical writing, and folklore. The sole faculty member in folklore is Susan Roach. Dr. Roach is full time and received her Ph.D. in English from the University of Texas. The remaining faculty in each subdivision are:

**Composition**
- Colin Clarke, full time, Ph.D. George Washington University, English.
- Kerry Davis, full time, M.A. Louisiana Tech University, English.
- Kay Ellender, full time, M.A. Louisiana Tech University, English.
- Susan Eller, full time, M.A. Southern Illinois University at Carbondale, English.
- Candice Endicott, full time, M.A. University of Louisiana-Lafayette, English.
- Pat Garrett, full time, Ph.D. North Texas State, Education.
- Julia Hardie, full time, M.A. Penn State University, English.
- Stephanie Hibbard, part time, M.A. Louisiana Tech University, English.
- Andrew Higgins, full time, Ph.D. University of Massachusetts, English.
- Karen Jacobs, full time, Ph.D. Auburn, English.
- Michelle Jimmerson, full time, M.A. Louisiana Tech University, English.
- Celia Lewis, full time, Ph.D. Baylor, English.
- Karen Lewis, full time, M.A. University of Illinois, English.
- Bruce Magee, full time, Ph.D. Louisiana State University, English.
- Darren Matthews, full time, M.A. Louisiana Tech University, English.
- Jennifer Owen, full time, M.A. Louisiana Tech University, English.
- Stephen Payne, full time, M.A. Louisiana Tech University, English.
- Tamara Powell, full time, Ph.D. Bowling Green State University, English.
- Dorothy Robbins, full time, Ph.D. University of Nebraska—Lincoln, English.
- Gaye Ross, full time, M.A. Louisiana Tech University, English.
- Robert Rudnicki, full time, Ph.D. Texas A&M, English.
- Adam Ryland, full time, M.A. University of Louisiana—Monroe, English.
- Veronica Schuder, full time, M.A. University of Ohio, English.
- Sim Shattuck, full time, Ph.D. University of Southern Mississippi, English.
- Daniel Shockley, full time, M.A. Louisiana Tech University, English.
- Genaro Smith, full time, M.A., M.F.A. McNeese State University, English.
- Mary Eleanor Temple, full time, M.A. Louisiana Tech University, English.
- Judy Tubb, full time, M.A. University of Louisiana Monroe, English.
- Stephen Walden, full time, M.A. University of New Orleans, English.

**American Literature**
- Colin Clarke (see above).
- Pat Garrett (see above).
- Julia Hardie (see above).
- Andrew Higgins (see above).
- Michelle Jimmerson (see above).
- Karen Lewis (see above).
2. Measures to Ensure Quality Instruction

Faculty are involved in various activities such as participating on committees, attending subject area conferences, attending teaching conferences and workshops, writing grant proposals, and attending other faculty development activities to ensure that they are “providing quality instruction for all classes assigned” (Faculty and Staff Handbook).
Currently, faculty activities include participation as English Department Liaison on Advising, on textbook committees, Admissions Override Committee, Undergraduate Student Retention Committee, Board of Regents Professional Development Program on Assessment and Writing, the University Senate, University Senate Executive Committee, Undergraduate Curriculum Committee, Sigma Tau Delta, Behavioral Standards Committee, Departmental Standards Committee for the BA, Departmental Standards Committee for the M.A., 099 Committee, Coordinator of Developmental Composition, Placement Essay Evaluation, SPEAK Administration and Evaluation, Academic Integrity Committee, University Seminar Oversight Committee for Restructuring of Teaching Methodology/Apparatuses, the Committee to Revise Faculty Evaluation Procedures, Student Organizations Committee, Promotion and Tenure Committee, Honors Program, Sponsor and Coach of LA College Bowl Team, Debate Team, The Louisiana Folklife Commission executive committee member, Louisiana Folklife Festival Board of Directors ex-officio member, various hiring committees, Committee to Revise the M.A. degree, and Committee to Revise the BA degree.

Subject area conferences attended and participated in by faculty in the past year include the Liberal Arts Symposium at Tech, Modern Language Association national conference, Popular Culture Conference in New Orleans, Twentieth Century Literature conference, American Folklore Society conference, Southern Association for the History of Medicine and Science, RELIC Seminar, Delta Seminar, Sylvia Plath Conference, Council for Programs in Technical and Scientific Communication (CPTSC) annual conference, Words and Music Conference, SCMLA, and T.H.E. Conference. Faculty were also involved in various aspects of national conferences serving as a member of the blind review committee for ANS/MLA conference proposals, running an LEH funded Summer Institute for Teachers, reading work at a literary festival, organizing panels at the SCMLA, and performing poetry, drama and music at local open mic events.

Teaching conferences and workshops attended by faculty this year include International Reading Association, Louisiana Association of College Composition, Conference of Louisiana Colleges and Universities, Workshop on Job Application Materials for the Society of Women Engineers, “Building Community in the Electronic Classroom” at a Brown Bag Luncheon/Center for Faculty Excellence, “A History of Technical Writing” at a Brown Bag Luncheon/Center for Faculty Excellence, “Alternatives to Multiple Choice Assessment” at a Brown Bag Luncheon/Center for Faculty Excellence, “Videoconferencing 101” at a Brown Bag Luncheon/Center for Faculty Excellence, and “Assessment in the Online Classroom” at a Brown Bag Luncheon/Center for Faculty Excellence. Faculty also participate by coordinating the writing competition of the Louisiana Association of College Composition, serving as a board member of the Louisiana Association of College Composition and editing the newsletter Active Voice, serving on the editorial board of the International Journal of Sports Vision, and serving as the associate editor of the Journal of College Writing.

Faculty write numerous grant proposals throughout the year, securing much needed programs and equipment for the Department and community. These grants include Board of Regents Writing Assessment Grant Participant, Summer Research Grant, LEH Grant for LEH Summer Institute for Teachers Grant Proposal, Summer Instructional Innovation Grant, LEH Grant to edit memoirs, “Preparing Students for the 21st Century: Using Multimedia Technology to Enhance Writing Instruction at Louisiana Tech University” grant submitted to the Student Technology
Board, the Louisiana Tech Graduate School, the College of Liberal Arts, the CEnIT and the Louisiana Board of Regents.

VIII. Faculty-Student Contact

1. Activities Promoting Faculty-Student Interaction

Faculty support of and interaction with students is perhaps one of the most traditional conventions of higher education, but one that does not always lend itself to measurement. Yet faculty-student interaction cannot be overlooked when evaluating the quality of the unit. Faculty qualifications, strength of curriculum, course objectives and methods, technical support, and relationships to other programs are important aspects of any unit, but what students remember as often as a particular assignment or course is the degree to which faculty support students outside the classroom in the capacity of advisors, mentors, and sponsors. Faculty members advise students each quarter. Many other faculty function as mentors for students who want to direct their studies toward a particular area. All faculty, however, hold two office hours each day. During these hours, faculty are available for both scheduled conferences and unscheduled discussions with students who have questions about assignments, need to relay a problem relevant to the instructor’s class or their campus life, or want to continue discussing material introduced during a particular meeting. The advising and mentoring that occur during faculty office hours is an aspect of teaching and, although less formal and structured than the instruction students participate in during scheduled classes, no less formative in their preparation for the degree. Faculty meeting with students during office hours, advising them regarding their curriculum, and writing letters of recommendation all enhance the quality of the students’ experiences in the program.

Some students also choose to join Sigma Tau Delta, the English Honor Society, which provides them with opportunities to explore their common interests, compete for scholarships and awards, and publish their original creative and critical writing in Sigma Tau Delta’s annual publication, *The Triangle*. Applicants are not required to be English majors, but they must have completed at least 12 hours of university English with a 3.0 or above GPA, and they must maintain an overall GPA of 3.0 or above. The national website, www.english.org, provides information concerning our local chapter, Rho Gamma, and links to its site: www.garts.latech.edu/sigma_tau_delta. Refer to this local site for more information. Students are also given the opportunity to interact with faculty through informal gatherings, both on and off campus. Each quarter, the faculty sponsor schedules a meeting to give members and potential applicants information concerning the honor society. An annual initiation is held each spring, usually in April. The most recent initiation in 2002 was an informal gathering at the home of the faculty sponsor.

Exceptionally gifted students are invited to join the University Honors Program, which supports students and promotes interaction with faculty as well. The Honors Program attracts students from all colleges and many plans of study, including English, and offers students in fields such as engineering the opportunity to study liberal arts subjects such as literature as well as socialize with peers they otherwise may not have met while fulfilling their coursework. The Honors Program promotes faculty-student interaction through field trips and social events as well. The website, www.latech.edu/tech/academics/honors, describes these functions, informing prospective members that past “Honors students have enjoyed a Butoh dance by Butoh Master
Hikaru Otsubo of Japan, a Roman Convivium led by The Togaman, Wade Heaton, and a visit to
the Majesty of Spain exhibit in Jackson, MS, among other things.” Events not tied to any
particular Honors course or section include annual faculty-student social gatherings. In the fall of
2002, the Honors Program director held an event at his home to promote this interaction, and a
year’s end event is currently scheduled at the home of an Honors faculty member.

2. Advisor Training and Advising Procedures

Faculty advisor training occurs in a number of ways. New faculty members are required to attend
information and policy sessions upon their employment. These sessions take place each fall. One
of the sessions specifically addresses advising guidelines. The University also supplies an
Advising Handbook for faculty members. The Office of Enrollment Management updated this
Handbook in March 2002. The book contains extensive sections on effectiveness, confidentiality,
admission standards, placement, credit examinations, and record sources.

The College of Liberal Arts Advising Guidelines were updated for 2002-2003 and distributed to
faculty as well. This document contains the following sections on advising policies and
procedures: General Education Requirements, course loads, overloads, drop dates, University
seminar, developmental requirements, transfer equivalencies, prerequisites, enrolling, receiving
credit, declaring a minor, independent studies, registration, University excuses, recording student
accomplishments, and graduation procedures.

Further, in the fall of 2002, the Director of General Studies led a training workshop on academic
advising for English faculty, and the Director of Enrollment Management created the
Undergraduate Student Retention Committee. The committee meets frequently with a Noel-
Levitz educational consultant. One of the committee’s major concerns is faculty advisor training.
Two English representatives serve on the committee.

Faculty advising within the unit occurs from Monday of week nine through the last day of the
quarter. The process is described in detail in both the Liberal Arts Advising Guidelines document
and the following Advising Handbook addenda: “Advising Instructions,” “Advising Form
Instructions,” and “How To . . .” (Using BOSS and updating registration access codes). English
faculty advise according to the following series of directions:

1. Schedule appointments with students.

2. Gather advising forms, curriculum sheets, advisee dossiers, and the University
   Bulletin.

3. Review procedures for using BOSS (Web for Faculty) or SCT’s (Mainframe) screen
   121 and 7R3 if you are not the student’s advisor. Use F2 Help for selecting correct
code.

4. Advise the student, review and update curriculum requirements to progress toward
degree, verify course prerequisites, obtain special permission signatures, and
determine at least four alternate course choices if primary choices are closed.
5. Remind students to view their “holds” online and clear them before they try to register.

6. Record the student’s primary and alternate course choices on the advising form. Both the student and advisor sign and date the form. Each receives a copy. The advisor’s copy is placed in the advisee’s dossier.

7. Update the student’s Web Registration Access Code. Do not update the code before the student has been advised.

8. Remind students of their registration period and that they must “confirm” their schedule and pay their fees by the last day of classes or their new classes will be purged.

Other forms of advising, counseling, and mentoring occur within the program as well, including English 100 tutorial meetings and general education advising. Promoting faculty-student contacts through each of these means serves to undermine what students might otherwise perceive as intimidating bureaucratic strata, in turn making them more comfortable and confident in their pursuit of a degree and development into mature students.

IX. Facilities and Support

1. Facilities and Equipment Available to the Program

The English Department mainly uses classrooms on the second floor of George T. Madison (GTM) Hall, although classes are also scheduled on other floors of GTM and in other buildings around campus. On the second floor of GTM, the English Department has three computer classrooms: rooms 209, 211A and 211B. The Department of English teaches English (ENGL) 303, Technical Writing in GTM 209 (technical writing lab), and it uses GTM 211A and 211B for composition courses (ENGL 100, 101, and 102) and developmental writing (ENGL 099).

The department of English also uses three “smart” classrooms for ENGL 463: Technical Presentations and other literature and language courses. These smart classrooms (GTM 215, 224, and 229) are equipped with Dell Dimension desktop computers, LCD projectors, and projection screens as well as audio/visual equipment. The Department of English also conducts classes in GTM 123 and GTM 123A, which are also smart classrooms. GTM 123 has a 23 inch plasma screen with Matisse overlay. It includes a podium with 1 touch operation. The podium also houses a VCR, a Dell Optiplex GX400, a DVD-CD ROM and an ELMO. GTM 123 and 123A are also available for a number of other College of Liberal Arts courses.

GTM 209, “Technical Writing Lab,” contains
- 26 Dell OptiPlex GX1 Computers (Pentium III, Win 98 factory installed). This includes instructor computer + 25 student computers.
- 26 Dell 17” Monitors, Model #M770.
- 1 InFocus LCD Projector, Model #LP755.
- 1 Compaq Armada laptop computer, Model #500C.
1 Hewlett Packard ScanJet ADF flatbed scanner.
1 Hewlett Packard LaserJet 4050N.

The GTM 211A and 211B lab each contain
- 26 Dell GX110 Personal/Desktop computers (Pentium III). This includes instructor computer + 25 student computers.
- 26 Dell 17” Monitors, Model #MJ1.
- 1 EPSON, PowerLite LCD projector, Model #500C.
- 1 Hewlett Packard ScanJet, Model #6300C, flatbed scanner.
- 1 Hewlett Packard LaserJet printer, Model #5000N.

For some teaching needs, Departmental faculty also use two “smart” carts. The Department of English has made available this equipment for these carts:
- 1 Gateway Solo laptop computer (Pentium Celeron processor, Win 98).
- 1 InFocus LCD projector, Model #425Z.
- 1 Toshiba Satellite laptop computer, Model #2545 CDS.
- 1 Epson PowerLite LCD projector, Model #500C.
- 1 RCA video cassette recorder.
- 1 Phillips/Magnavox video cassette recorder.

2. Financial Support for the English Program

Each quarter, students taking English 303: Technical Writing must purchase a Departmentally-designed course packet. The money from course packet sales helps support expenses for professional and programmatic development.

2000-2001 Budget

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2001-2002 Budget
Student Lab-Reg

2,515.00

Travel

600.00

Operating Svcs

11,535.00

Comp. Svc

149.10

Supplies

6,000.00

Total

20,799.10

2002-2003 Budget
Student Lab-Reg

2,515.00

Travel

600.00

Operating Svcs

11,789.00

Comp. Svc

142.10

Supplies

6,000.00

Total

21,046.94

2003-2004 Budget
Student Lab-Reg

2,515.00
Travel

600.00

Operating Svc

12,500.00

Comp. Svc

145.00

Supplies

6,000.00

Total

21,760.00

Budgetary increases by percentage:
An increase of 7.2% between 2000-01 and 2001-02
An increase of 1.2% between 2001-02 and 2002-03
A proposed increase of 3.4% between 2002-03 and 2003-04

X. Program Strengths and Weaknesses

1. Strengths

Based on the findings of the report, the Program Review Committee agrees that the following aspects of the unit are among its principal strengths:

- The overall quality of the faculty has improved over previous years, especially in terms of geographical and professional diversity. The unit now consists of graduate faculty drawn from many regions of the United States who reflect a wide range of talents, interests, and areas of specialization.

- Faculty remain accessible to students. English faculty hold two office hours each day, emphasize quality advising and regular advisor training, and maintain strong relations with their majors through extra-curricular events and other forms of mentoring and support.

- Faculty demonstrate flexibility and openness by their willingness to examine all facets of the program and recommend program changes that will benefit students and strengthen the unit.

- The unit’s course requirements and goals reflect solid writing curricula. All advanced English courses require substantive research essays. These assignments help the University reconcile its “set-aside” students with the new select admissions profile of the average Louisiana Tech student.
• Faculty have increased options for supplementing their teaching with technological aids such as smart classrooms, smart carts, composition and technical writing labs, Blackboard, and web pages.

• The unit’s contribution to the Honors Program is the University’s most extensive. In addition to the director, six English faculty are currently available to teach within the program. Combined with the unit’s writing curricula and the number of students the unit reaches through GER requirements, this crossover of English and Honors Program faculty legitimizes the claim that the unit oversees, ex officio, what is commonly referred to as writing across the curriculum.

Weaknesses

Because potential weaknesses form the basis for suggested actions to improve the program, these categories will be discussed together in Section XI.

XI. Future Actions to Improve the Program

The number of students the Department reaches plays an important role in the University’s emphasis on recruiting and retention and distinguishes the program as one that emphasizes quality teaching, which the unit recognizes as its primary mission. As the University enters the projected stages of select admissions and continues to develop its position as one of three of the state’s universities designated as second-tier institutions of higher learning, the committee expects that faculty will continue their commitment to quality teaching, research, and service. In light of these projections, the Program Review Committee members agree that implementing the following recommendations would improve the quality of the program:

• The committee believes all English faculty salaries should be increased to meet the southern regional average, allowing faculty to devote more of their resources to students and to additional professional development.

• The committee recommends filling a faculty position for an Assistant Professor in Technical Writing and a Chair in Technical Writing to solidify our course offerings and the Concentration and Minor in Technical Writing as well as increase the quality of teaching in technical writing courses.

• The committee does not see increased emphases on both student recruiting/retention and faculty research/service as diverging goals that will become increasingly difficult to reconcile, but rather that faculty research and service are important elements in attracting select admission students and keeping them enrolled. To that end, reducing faculty course loads by at least one course each year would provide opportunities to plan professional development activities during the quarter(s) faculty do the least amount of service teaching. Such a standard reduction would further assist faculty efforts to keep up with
the demands of an increasing student body as well as the professional development expected by a select admissions university.

- The committee feels there should be an increased attempt to recruit students to the English major. This effort can be achieved by disseminating and updating the program brochure, by promoting faculty achievements and specialties through local and state media (such as newspapers, *Tech Talk*, and television), and developing greater contacts with local and state high schools.

- The committee recognizes that the English major curriculum needs updating and adjustment. An Undergraduate Curriculum Committee, chaired by Dr. Donald Kaczvinsky, was formed in 2003 to update the English curriculum. The committee recommended several changes, including a capstone course for graduating seniors, a seminar in literary theory and criticism, and an increase of 3-hours of upper-level American literature. The new requirements will soon be presented to the full Department faculty for approval and then sent to the Instructional Policy Committee for University-wide approval.

- The unit’s budget has been allotted $600.00 for travel during each of the previous four years. Most of the department’s current 34 faculty travel to conferences, symposiums, or other professional meetings each year. Some of the unit’s instructors also request travel stipends. Faculty attend local and regional meetings to defray travel costs, but some events presuppose airfare and lodging. Faculty often absorb part of these costs in order to participate. The committee believes the current travel budget should be increased significantly to better meet the professional development needs of the faculty.

- The committee recommends an increased effort to track and contact alumni to greater understand where and how English graduates are placed in the job market; and to develop, primarily through a capstone course, an easier transition from college to the work or graduate/professional school environment.

- The committee recommends that the unit offer tuition waivers, increased stipends, and the addition of five teaching assistantships to attract and retain exceptional graduate students. The possibility of tuition waivers awarded on the basis of academic performance would strengthen not only the graduate program, but the entire unit by attracting quality graduates who receive the training to further assist the Department in meeting its service teaching requirements.