ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DIVISION OF LANGUAGES AND LITERATURE

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
V. A. Division Goals

1. Revise the syllabi of our General Education courses – ENG 101, 102, 103, 203, 204; PHI 201; SPE 101, SPE 223; GER 101, SPA 101, FRE 101. An ad hoc Division committee updated and revised these syllabi to make them reflect the new university “Purposes of General Education.”

2. Add ENG 206 World Literature as a General Education option—This addition was in response to NCATE evaluation which pointed to our lack of a World Literature survey as a weakness. The course will be taught by Dr. Karen Bell.

3. Successfully complete the NCATE evaluation—The English Education program was validated by the NCATE study.

4. Add Service learning sections—Dr. Beverly Moon and Dr. Stephen King have received grants for incorporating service learning into sections of English 101, 102, 103 and Speech 101 respectively. Dr. Moon taught the courses in Fall 2001 and Spring 2002. English and Speech service learning sections will be offered in the coming year.

B. Student Learning Outcomes for English B.A. & B.S.E.

1. Students will understand the contributions of major British and American writers and their works as well as the historical context in which they wrote.

   Assessment Procedures:
   --Analysis of grades in required courses; graduate school follow-up; senior exit survey.

   Expected Results:
   --80 percent of students will make C’s at least in required major courses; will demonstrate competency in standardized tests if headed for graduate school; will agree that outcome was met.

   Actual Results:
   --90 percent of the twenty graduates made at least C’s; two were admitted to graduate or professional school; all but one respondent to the senior survey agreed or disagreed that the outcome was met. Date of the most recent evaluation: June 28, 2002.

   Use of Evaluation Results:
   --More encouragement for students toward graduate school.
2. Students will demonstrate proficiency in expository writing and in the ability to
determine such necessary considerations as thesis, purpose, audience, and organization.
Assessment Procedures:
--Analyzing results of WPE, surveys, and portfolios.
Expected Results:
--75% pass WPE and agree on survey that outcome was met. Senior portfolios demonstrate
proficiency.
Actual Results:
--88% passed the WPE. All respondents but two agreed or strongly agreed that the outcome
was met. Portfolios contained evidence of proficiency. Date of most recent evaluation: June
28, 2002.
Use of Evaluation Results:
--Results were used in a thorough re-visiting of the Writing Proficiency Exam. The Chair of the
Composition committee served on a campus committee charged with examining the status of
writing among Delta State students.

3. Students will demonstrate an understanding of the theories and practices of language
and grammar.
Assessment Procedure:
--Analysis of Praxis scores and surveys. Informal conversations with graduates teaching
English in the secondary schools.
Expected Results:
--75% of students will pass the PRAXIS (English Languages and Literature), and 75% of
students will agree on survey.
Actual Results:
--According to figures from the College of Education, 85% of students passed the
PRAXIS. One student had a perfect score on the English Language & Literature section. On
the survey, an equal number of students agreed and disagreed that the outcome was met.
Graduates out teaching in the secondary schools indicated a feeling of insecurity about the fine
points of grammar.
Use of Evaluation Results:
--A one-hour course in grammar was offered by Dr. Bill Spencer, who tutors in the Writing
Center for seven hours per week. The course is designed to address the weaknesses that the
assessment revealed.

C. Student Learning Outcomes for B.A. in Foreign Languages
1. Students will understand the contributions of major French, German, or Spanish
writers and their works as well as the historical context.
Assessment Procedure:
--Analysis of PRAXIS scores and survey.
Expected Results:
--75% or better of the students will pass the PRAXIS Specialty Area (where applicable) or have
comparable GRE scores and will agree that the goal was met on the senior survey.
Actual Results:
--Students surveyed agreed that the outcome was met. No students took the PRAXIS. Date of
most recent evaluation: June 28, 2002.

Use of Evaluation Results:
--To encourage larger enrollments in foreign languages, "contemporary society" courses were added and foreign language week observances were held.

2. Students will demonstrate proficiency in oral comprehension and expository writing, and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Assessment Procedures:
--Analysis of grades and survey.

Expected Results:
--100% will pass the composition course in their language and will agree on the survey that the goal was met.

Actual Results:
--Students agreed that their coursework had developed their ability to speak and understand French, German, or Spanish. One neither agreed or disagreed that the writing ability outcome was met, though all passed the composition course. Date of most recent evaluation: June 28, 2002.

Use of Evaluation Results:
--Faculty reviewed writing samples in the student portfolios and assigned laboratory time in the Foreign Language Lab.

3. Students will demonstrate familiarity with research procedures in the discipline and will have experience in using other critical perspectives or arguments in defining their own.

Assessment Procedures:
--Analysis of projects and surveys.

Expected Results:
--80% of students will submit satisfactory research projects in upper division courses. 80% of students agree that the outcome was met.

Actual Results:
--100% of students graduating were satisfactory in research procedures. One studied for the summer of 2001 at the Goethe Institute in Berlin. Students on the survey strongly agreed that the outcome was met.

Use of Evaluation Results:
--Research papers and critical analyses in student portfolios will be used to further analyze student abilities.

D. Student Learning Outcomes for the B.A. degree in Journalism
1. Students will understand what makes a good news story, will master the craft of researching, interviewing, and writing the news, and will publish their writing.

Assessment Procedures:
--Analysis of grades in required courses; analysis of The Delta Statement; student portfolios; evaluations from internship employers.
Expected Results:
--80% of students will make at least C’s in the required journalism courses; will publish their writing in The Delta Statement; will have positive evaluations from internships.

Actual Results:
--80% of students made C’s in the required journalism courses; all students had positive evaluations on their internships. Students published their writing in the student newspaper, but problems of quality and staff responsibility arose.

Use of Evaluation Results:
--The University Publications Committee met regularly throughout the year to address problems of quality and staff co-ordination of The Delta Statement. Job descriptions and contracts for staff members were written.

2. Students will master the basic technical processes necessary for a practicing print journalist today – word processing, photography, computer layout and design.

Assessment Procedures:
--Analysis of grades in these courses; evaluations from internship employers; employment after graduation.

Expected Results:
--80% of students will make at least C in Word Processing, Basic Photography, Print Layout and Design, and will have positive evaluations in Internship in Journalism. They will be employed in the field of journalism after graduation.

Actual Results:
--80% of students made at least C in courses above. Evaluations from employers were satisfactory. All graduates from this new program are employed in the field of journalism. Most recent evaluation: June 28, 2002

Use of Evaluation Results:
--Warren Byrd received a $7,500 grant from the Mississippi Press Association to establish a journalism computer lab, which is currently up and running.

3. Students will understand the relationship between the media and the law and will understand the ethical responsibilities of journalists.

Assessment Procedures:
--Analysis of grades in required courses.

Expected Results:
--80% of students will make at least C’s in the Media and the Law course and the Ethics philosophy course.

Actual Results:
--Because of the infrequency with which the above courses are taught, some students have had to substitute other Political Science and/or Philosophy courses for these particular ones.

Use of Evaluation Results:
--Ethics and legalities will be stressed in every phase of the program.

E. M.Ed. program in English on Probation
See the “Preliminary Institutional Response” below.
Delta State University
Division of Languages & Literature
Master of Education in English

Preliminary Institutional Response to IHL Probation of the M.Ed. degree in English

VI. Abstract

Catalog Description: The Master of Education degree is designed for students who wish to pursue professional study in education as classroom teachers, counselors, supervisors, administrators, or in specialized areas. English is one of the areas of emphasis in which the M.Ed. is offered. Requirements for provisional admission to the M.Ed. program are a baccalaureate degree with an undergraduate major in English (or equivalent hours) with a 3.0 gpa on all undergraduate English courses; a graded writing sample from an upper-level undergraduate English class; a teaching certificate or a signed waiver stating that the candidate realizes that the M.Ed. does not constitute certification.

In addition, for full admission, students must submit scores from the GRE in English literature of the Praxis Specialty area in English no later than the first semester of enrollment; must take a Graduate Writing Proficiency Exam during the first semester of enrollment; must attend an orientation meeting with the Graduate Committee during the first semester of enrollment; and must maintain a 3.0 average on the first 9 hours in graduate English courses. A student with a gpa below 3.0 will be allowed to enroll in approved courses in the major for one additional semester to raise the average to 3.0. Full admission to the program must be completed by the end of the first 15 hours of graduate classes.

Supporting Curriculum: A candidate for the Master of Education in English degree must fulfill the general requirements for a graduate degree at Delta State University; must complete the prescribed curriculum; must earn a gpa or at least 3.0 in the major field and overall; earn a B average on the education core courses; pass an oral examination in English administered by a committee appointed by the division chair. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field.

ENGLISH EDUCATION

1. Core Education Courses
   EPY 601, ELR 605, CUR 608

2. Required English Courses
   ENG 605 or ENG 610
   One period course
   One genre course
   One major figure course

3. Electives in English

33*

*Three of the total hours in English must be in British literature and three in American literature.
At least nine hours of the English courses must be at the 600 level.

*Unique Course Descriptions:* The majority of graduate courses are taken in split-level courses (400/500) with undergraduates. The following are the 600-level courses that are for graduate students only. Generally only one 600-level course is offered per semester.


ENG 603. Seminar in English Literature. A survey of major English writers.


ENG 610. Problems in Teaching English. Varied solutions to problems in teaching composition, language, grammar, and literature. Research and reports on problems in teaching composition, including various solutions to them.


ENG 651. English Seminar in——-. Concentration on specified author(s), genre(s), literary currents, or topics.


ENG 680. Writing in Content Areas. Theoretical and practical approaches to writing in various disciplines. Admission by permission of instructor.


ENG 690. Thesis. 6

ENG 692. Special Topics in English. Current developments of independent study in English.

1. **Objectives of the Program as They Relate to the Institution’s Mission**

Since the first M.Ed. in English was offered at Delta State University in 1966, it has met the university’s mission for teacher education and for providing “broad undergraduate, graduate, and continuing education programs of study” for the people of the Mississippi Delta. For thirty-six years English teachers in the region have been offered this opportunity for advanced development in their chosen field of work.

2. **State Needs**

The state of Mississippi has a well-documented shortage of secondary school teachers. While the numbers of our M.Ed. graduates per year have never been large, the quality of these graduates has been exemplary. One teacher from the public school in Indianola received the M.Ed. here in 1991 and has since earned a Ph.D. from the University of Southern Mississippi and has been teaching English Education on the Delta State faculty. Another M.Ed. graduate teaching at Carroll Academy was named Secondary Teacher of the Year by the Mississippi Association of Private
Schools. One M.Ed. student, teaching in the Delta’s public schools, received a scholarship to the Breadloaf program in Vermont and completed her master’s degree there. Two of our currently enrolled graduate students were designated as “Teacher of the Year” at their respective public secondary schools.

Because the Mississippi Delta is such an educationally disadvantaged region, the need for teacher advancement opportunities is undeniably crucial. Delta State’s M.Ed. program in English provides such an opportunity and therefore fills an important need.

3. Program Duplication
The M.Ed. is the only opportunity in the Delta area for teachers and others to acquire an advanced degree in English. Mississippi Valley State University does not offer any master’s degree in English, and since many M.Ed. students are simultaneously full-time secondary-school teachers, the programs at the University of Mississippi would not be a viable option for most Delta English teachers.

4. Program Demand
The average number of graduates from the M.Ed. in English for the past five years is 2.4. In 2001 three students graduated. In May 2002 three more students graduated. Another candidate has completed all requirements and will graduate in August 2002. Currently there are 10 students in good standing in the program. Enrollment of new students for the fall of 2002 is the largest we have had in several years with seven new students to date. Five of these are students who earned the B.S. degree at Delta State and are teaching in the area. Without this program, they would have no opportunity to earn an advanced degree in English. We should have no trouble maintaining an average of three graduates for the next five years.

5. Resources
During the 2001 year, including summer sessions, the estimated instructional cost for 600-level graduate courses in English was $15,390. The 400/500 courses would be taught anyway for our undergraduate English majors and others. There would be no additional costs in maintaining the program.

6. Support Service to other Academic Programs
The English emphasis supports the options for teachers seeking an M.Ed. degree.

7. Research
Twelve Division faculty members published either scholarly articles or creative work during the past year, six of these teach English graduate courses.

8. Strategy for Addressing the Probation
The Division of Languages & Literature’s graduate committee has met in response to this targeting and has decided to implement a more aggressive recruitment campaign that will include mailings of letters and brochures to secondary-school English
teachers in the region. The committee has also begun considering modifying degree requirements such that completion of the degree would earn the student a teaching license, thus possibly making the degree more attractive. The Division has striven in the past eight years to strengthen the program through several steps. In 1994 an ad hoc divisional graduate committee was formed that evolved into a permanent committee in 1996. In 1993 the master's oral was strengthened by lengthening it to an hour and a half. A required minimum reading list was developed for M.Ed. candidates first in 1994, with revisions in 1995 and 1997. In 1996 a restructuring of the content area resulted in a strengthening of the program. That same year three significant requirements were added to help ensure the success of program applicants: 1) an undergraduate major in English with a 3.0 gpa on all undergraduate English courses, 2) an orientation meeting at which the goals and policies of the program are presented, and 3) a writing proficiency examination. Applicants must attend the meeting and pass the writing proficiency exam in order to achieve full admission. Although these requirements may have contributed to a reduction in the number of applicants in the short run, the graduate committee is confident that these enhancements will benefit the program in the long run, particularly in increasing retention rates and thus improving the graduation rate of enrollees. Graduate rates the past two years suggest that the plan is working.

9. Total Number of Faculty Members
There are 20 full-time faculty members in the Division of Languages & Literature, including two instructors. In English there are 14 full-time members and 1 part-time member. Two adjunct faculty teach one or two courses per semester. Of the 20 full-time members, 13 are tenured and 4 are on a tenure track. In English 10 are tenured and 1 is on a tenure track.

10. Number of Majors
Current majors enrolled in the Division are: English BA, 39; English Education BSE, 29; Journalism BA, 18; French Education, BSE 5; English Education M.Ed., 10.

We have one (1) nonteaching graduate assistantship to offer, and a student currently holds that position. We offer no doctorate in the Division.

11. Number of Academic Credits Produced
The Division is not on probation, just the M.Ed., but these figures give an indication of the activity of the Division as a whole. Many of DSU’s graduate English courses are split-level courses open also to undergraduate students at the undergraduate level, thereby efficiently using faculty to support the M.Ed. in a fiscally conservative manner. Spring 2001—4,782 credit hours; Summer 2001—928 credit hours; Fall 2001, 5653 credit hours. Total—11,363.

Of that total, 150 were graduate credit hours produced in 2001 by M.Ed. candidates.