Department of English

Office or Department of Academic Affairs

Administrative Unit Assessment Report Information

Year Reporting: FY21 (July 2020 – June 2021)

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Department Mission and Goals

The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long term goals (5 year range) for the department.

6. What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	The English Department's mission is to prepare graduates to be reflective professionals with an exceptionally strong content knowledge in English, a commitment to their chosen profession, a willingness to engage in professional development long after they graduate, and a desire to use their expertise to provide service within diverse communities.

7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	A) Grow enrollment in our programs with purpose. B) Increase student success. C) Foster efficient progression to timely graduation.

Objectives

Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY21. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY22.

Objective 1

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Build enrollment in the B.A. in English program and in our graduate Technical Writing programs.
9. Objective 1: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Enrolled English majors (B.A. in English) and students enrolled in English graduate programs, comparing fall 2019 to fall 2020.
10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	1% enrollment growth in the B.A. in English and graduate enrollment (M.A. and Certificate)
11. Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Overall: 54.6% enrollment growth: -- 97 majors in fall 2019, 150 in fall 2020 B.A. in English: 25.6% growth: -- 78 majors in fall 2019, 98 in fall 2020 Graduate (M.A. and Certificate): 173% growth: -- 19 majors in fall 2019, 52 in fall 2020.
12. Objective 1: Did your department meet this objective?	The department exceeded this objective.
13. Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We continued to sustain remarkable growth in graduate enrollment, and the turnaround in our English B.A. numbers from 2019-2020 was heartening. Our revision of the B.A. to include the five new concentrations and permit greater flexibility in electives clearly worked well. We will continue promoting these concentrations.

Objective 2

14. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Improve student academic success across English Creative Writing, and Professional Writing courses.
15. Objective 2: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	DWF rates in 1000-4000-level English (ENGL) classes, Creative Writing (CRWR) and Professional Writing (PFWR classes).
16. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	Less than 25%
17. Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Overall: 70.1% success rate with 29.9% DWF rate (1990 grades of 6399 total 2020-2021 grades). ENGL: 69.6% success rate with 30.4% DWF rate (1945 grades of 6399 total 2020- 2021 grades). CRWR: 83.4% success rate with 16.6% DWF rate (27 grades of 163 total 2020-2021 grades). PFWR: 79.1% success rate with 20.9% DWF rate (18 grades of 86 total 2020-2021 grades). ENGL 1101: 61.7% success rate with 38.3% DWF rate (766 grades of 2000 total 2020-2021 grades). ENGL 0999: 51% success rate with 49% DWF rate (254 grades of 522 total 2020-2021 grades).
18. Objective 2: Did your department meet this objective?	The department did not meet this objective.
19. Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We achieved less than 25% DWF rate in Creative Writing and Professional Writing courses but not in English courses. ENGL 1101 is clearly at the heart of the problem: the 38% DWF rate in this one class accounted for nearly a third of all ENGL courses for the year (2000 enrolled in ENGL 1101, 6399 total enrolled in all ENGL classes). Two contributing factors in the poor ENGL 1101 performance were the impact of the COVID pandemic, particularly in fall 2020 when most 1101 sections were cohort hybrid classes, and also the more than doubling of Learning Support students in ENGL 1101 (522 enrolled in 2020-2021 vs. 245 in 2019-2020.

	We are responding to this rise in English DWF rates with greater attention to individual faculty's success rates – sharing this data with them each semester and focusing on them in annual evaluations. In Learning Support classes, we are systematizing a number of course elements to ensure more uniform success across sections (D2L class design, attendance reporting, early alert process, Writing Center involvement, and more). It is notable that we made significant improvement in Learning Support Performance in spring 21 over fall semester 20.

Objective 3

20. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase retention in English B.A. and English graduate programs.
21. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Fall to fall retention rates
22. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	1% improvement in retention rates
23. Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Overall: 30.7% increase in retention Graduate programs: 48.3% improvement in retention --Fall 2018 to Fall 2019: 37.5% - 8 Grad. Cert. majors, 3 retained --Fall 2019 to Fall 2020: 55.6% - 18 students (14 M.A., 4 Grad. Certif.), 10 retained (8 M.A., 2 Grad. Certif.) English B.A.: 30.1% improvement in retention --Fall 2018 to Fall 2019: 44.9% - 98 majors, 44 retained --Fall 2019 to Fall 2020: 58.4% - 77 majors, 45 retained
24. Objective 3: Did your department meet this objective?	The department exceeded this objective.
25. Objective 3: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We had a positive year in retention in the graduate programs and strong improvement in English B.A. retention. The greater flexibility in elective credit in the English B.A. and the new concentrations for 2020-21 are clearly paying off.

Objective 4

26. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Ensure efficient progression to support graduation
27. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Credit hours to graduation in the English B.A.; time to degree for graduate programs
28. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	Average credit hours at B.A. graduation below 135 hours; average time to M.A. or Grad. Cert. degree three years or less.
29. Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Average credit hours at B.A. graduation was 137.2 hours. Average time to degree for graduate programs was 1.57 years for all graduate students (grad certificate and M.A.).
30. Objective 4: Did your department meet this objective?	The department did not meet this objective.
31. Objective 4: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Our first cadre of Master's students progressed through the program with maximal efficiency (all but one of the grad student graduations this year were M.A. students). In the B.A., we showed great improvement over 2019-2020 with this objective and came very near our goal of 135 hours at graduation. The greater flexibility with electives helped those admitted to MGA as new students and those who transferred in progress to graduation more efficiently: the numbers were skewed by one student with 176 hours and another with 175 hours (including 109 transfer hours), but five B.A. graduates had 125 hours or fewer, and eleven had fewer than 140. With consistent and careful advising, we should continue to improve timely progression to graduation.

Future Plans

32. Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples.1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.	1) The Department of English will analyze enrollment in our new English B.A. concentrations and increase overall program enrollment by 2%. 2) The Department of English will lower D/W/F rates in English Department courses (ENGL, PFWR, and CRWR) by 1%. 3) The Department of English will improve year-to-year retention rates by 1%. 4) English baccalaureate students who entered MGA as freshmen will graduate with fewer than 130 credit hours; English baccalaureate students who entered MGA as transfer students will graduate with fewer than 145 hours.

Open Box for Assessment Comments

33. Based on this assessment, please share your thoughts on the current status and future direction of this department or area. Use this space to summarize overall use of assessment results for continuous improvement and open text box for assessment comments:	The new M.A. in Technical and Professional Writing programs continue to bring substantial growth to enrollment in English programs, and the growth in the new English B.A. and the improved retention of these majors are all positive developments. We will redouble recruiting efforts to keep graduate enrollments strong. And as both students and advisors are this year more familiar with the new B.A. concentrations, we have good reasons to expect continued growth in enrollment, retention, and timely graduation in the coming year.
37. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	

MGA's Strategic Plan

34. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets, Own Student Success 3. Develop academic pipelines and expand degrees, Own Student Success 4. Expand student engagement and experiential learning
35. Please indicate which of the following actions you have taken as a result of the 2020/2021 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)	Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community, Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance, Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other

Other

36. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)	Complete College Georgia, USG High Impact Practice Initiative, USG Momentum Year
38. Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the AY20/21 as well as outcomes associated with your appraisal of your schools activities.	