

Department of English

Division of the University: Academic Affairs

Administrative Unit Assessment Year Reporting: FY22 (July 2021 – June 2022)

Department and Assessment Report Information Prepared on: 6/2/2022 1:07:29 PM

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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.

<p>6. What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.</p>	<p>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.</p>
<p>7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.</p>	<p>A) Grow enrollment in our programs with purpose. B) Increase student success. C) Foster efficient progression to timely graduation.</p>

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 FY22. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY23.

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 specifically 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 2020 to fall 2021
10. Objective 1: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)	2% enrollment growth in the B.A. in English and graduate enrollment (M.A. and Certificate)
11. Objective 1: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data
12. 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: 22% enrollment growth -- 150 in fall 2020, 183 in fall 2021 B.A. in English: 22.4% growth -- 98 in fall 2020, 120 in fall 2021 Graduate (M.A. and Certificate): 21.2% growth -- 52 in fall 2020, 63 in fall 2021
13. Objective 1: Did your department meet this objective?	The department exceeded this objective.
14. Objective 1: Improvement Plans and Evidence of changes based on an analysis of the results: 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 over the past two years is heartening. Graduate growth has slowed after the initial burst of enrollment in the first year of the M.A.—but still continues strong. We will aggressively promote all English programs and concentrations.

Objective 2

<p>15. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>Improve student academic success across English, Creative Writing, and Professional Writing courses.</p>
<p>16. Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>DWF rates in 1000-4000-level English (ENGL) classes, Creative Writing (CRWR) and Professional Writing (PFWR classes)</p>
<p>17. Objective 2: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>Lower DWF rates by 1%</p>
<p>18. Objective 2: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance data</p>
<p>19. 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)</p>	<p>Overall: 27.3% (summer, fall and spring) (vs. 29.9% in 2020-2021) ENGL: 28.1% (vs. 30.4% in 2020-2021) CRWR: 12.7% (vs. 16.6% in 2020-2021) PFWR: 11.5.% (vs. 20.9% in 2020-2021) ENGL 1101: 32.5% (vs. 38.3% in 2020-2021) ENGL 0999: 39.2% (vs. 49% in 2020-2021)</p>
<p>20. Objective 2: Did your department meet this objective?</p>	<p>The department exceeded this objective.</p>
<p>21. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>We improved significantly in 2021-2022 over 2020-2021 in every area measured in question 19 above. As in previous years, ENGL 1101 is our central challenge: the 32.5% DWF rate in this one class accounted for more than 30% of all ENGL courses for the year (1635 enrolled in ENGL 1101, 5448 total enrolled in all ENGL classes); having 385 students in English Learning Support is certainly a significant factor. In efforts to lower English DWF rates further, we will continue to focus on student success in faculty annual evaluations and to expand the systematization of Learning Support D2L class design, attendance reporting, early alert processes, Writing Center involvement, and more. It is noteworthy that for two years</p>

	running we have made significant improvement in fall-to-fall and spring-to-spring success rates.
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Objective 3

22. 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.
23. 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
24. Objective 3: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)	1% improvement in retention rates
25. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data
26. 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)	<p>Overall: 7.4% decline in retention Graduate programs: 3.8% improvement in retention Fall 2019 to fall 2020: 55.6% - 18 students (14 M.A., 4 Grad Cert), 10 retained (8 M.A., 2 Grad Cert) Fall 2020 to fall 2021: 59.4% - 32 students (26 M.A., 6 GCert), 19 retained (17 M.A., 2 GCert) English B.A.: 11.6% decline in retention: Fall 2019 to fall 2020: 72.1% - 61 majors, 44 retained Fall 2020 to fall 2021: 61.5% - 96 majors, 59 retained</p>
27. Objective 2: Did your department meet this objective?	The department did not meet this objective.
28. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	<p>We had a positive year in retention in the graduate programs but an appreciable decline in English B.A. retention. After removing graduation numbers from both years, enrollment in the B.A. is up dramatically (54% increase, from 61 majors to 96). Many of the new majors are freshmen and sophomores, and we need to make a concerted effort this year to build relationships between them with faculty and other students through engagement with ESO, ARS, and other campus activities. We need to nurture these new majors—the online students</p>

	especially—not merely advise them. See question 37 below
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Objective 4

<p>29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>Ensure efficient progression to support graduation</p>
<p>30. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>Credit hours to graduation in the English B.A.; time to degree for graduate programs</p>
<p>31. Objective 4: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)</p>	<p>Average credit hours at B.A. graduation below 135 hours; average time to graduate degree three years or less</p>
<p>32. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance data</p>
<p>33. 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)</p>	<p>Average credit hours at B.A. graduation was 129.2 hours; average time to degree for graduate programs was 1.5 years (grad certificate 1.47 years, M.A. students 1.46 years)</p>
<p>34. Objective 4: Did your department meet this objective?</p>	<p>The department exceeded this objective.</p>
<p>35. Objective 4: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</p>	<p>Our M.A. students continue to graduate with impressive efficiency. Our flexibility in scheduling to accommodate demand clearly paid off. In the B.A., we improved over 2020-2021 substantially. The greater flexibility with electives in our 2020 program revision has helped our majors, especially those with transfer hours, progress to graduation more efficiently. Our persistent and careful advising at both graduate and undergraduate levels bore fruit this year.</p>

Future Plans

<p>36. 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.</p>	<p>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 2%. 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.</p>
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Open Box for Assessment Comments

<p>37. In this field, please document the overall use of assessment results for continuous improvement of this department area (consider the past, present, and future and specifically address these in your narrative).</p>	<p>The M.A. in Technical and Professional Writing and the reconfigured English B.A. concentrations continue to bring enrollment growth in our English programs. Our priority challenge in the coming year is improving retention in both graduate and undergraduate programs. We will redouble recruiting efforts to keep graduate enrollments strong, and working now from a position of greater familiarity with the revised B.A. program concentrations, we have good reason to expect continued growth in enrollment, retention, and timely graduation. Action item: Our primary assessment initiative this year will be to improve retention through more systematic engagement with our B.A. students, targeting especially freshmen, sophomores, and all online students—inviting them into the fold as English majors through RSO and campus engagement activities, and more persistent contact from faculty mentors and advisors.</p>
<p>38. Optional Open Text Box for Assessment Comments:</p>	

42. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	N/A
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MGA’s Strategic Plan

<p>39. 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)</p>	<p>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, Build Shared Culture 5. Attract talent and enhance employee development and recognition, Build Shared Culture 6. Sustain financial health through resourceful fiscal management</p>
<p>40. Please indicate which of the following actions you have taken because of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)</p>	<p>Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community, Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance, Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes, Request for Additional Financial or</p>

	Human Resources, Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other, Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
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Other

41. 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.)	CCG, USG HIP Initiative, USG Momentum, Low-Cost No-Cost Books
43. Mindset Update (Academic Deans ONLY)	

