



English [BA] [ENGL]

Cycles included in this report:

Jun 1, 2023 to May 31, 2024

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Program Name: English [BA] [ENGL]**Reporting Cycle: Jun 1, 2023 to May 31, 2024****1 Is this program offered via Distance Learning?****2 Is this program offered at an off-site location?**

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**3 Example of Program Improvement**

2019-2020:

The most significant changes that occurred was the development of a BA assessment process and committee and the amendment of the capstone portfolio rubric.

The rubric was redesigned to align with program goals. For example, instead of one column assessing communication, the rubric split communication into writing, oral, and interviewing to reflect our core goals.

The BA assessment process was also developed. This new process collects sample assessment pieces from an initial-, interim-, and culminating-level courses. A rubric was developed to assess these samples. Finally, faculty members were appointed to assess the sample using the rubrics.

2020-2021:

The most significant changes that occurred was the review of the current curriculum and the on-going assessment process of our courses, their structures, and requirements. Due to internal concerns about student performance and abilities in upper-level courses, a departmental curriculum committee was formed. This committee will explore ways to improve the department's course offerings, structures, and requirements in order to address the following concerns (copied from the informal faculty inquiry that prompted this review):

"Someone has posed a question about the undergraduate lit class sequence. This person has noted that some students do not take British, American, and World Lit classes in that order. This means that students in 400-level courses do not enter those courses with a certain degree of aptitude.

These are the questions/comments/concerns that have come up in a string of emails about this topic:

- Is this [taking courses out of sequence] the rule now (or the exception)?
- Are students not required to follow a particular sequence? Why not?
- Is a sequence suggested? Is that enough?
- If the courses have the numbers they do simply for reasons of organization, that's definitely different than thinking of courses as intended for seniors in their last year or two of studies.
- Should course prerequisites include junior or senior standing?
- Many students don't really know how to form a simple argument or write a good thesis. As a result, writing workshops are needed in the senior course to help provide extra support.
- It might be helpful to have some structure in terms of when they take specific classes so that the students at least have some material in common.
- Should sophomore courses for our majors require a rigorous paper? Should each level's courses have more rigorous expectations?
- Some students take ENGL 200 their senior year. That doesn't make any sense. The catalog says this should be taken within the first 60 hours. Could this be even earlier? Graduating student's comment: "...she's basically learning now in 200 and in this senior course what she should have learned years ago."
- It's hard to expect students coming straight from ENGL 102 to suddenly begin analyzing literature. The kind of writing we do in lit classes is more nuanced than what I understand is taught in comp classes. Students jump into ENGL 201—or Shakespeare or World Lit or American Lit—without a common background provided by the department to prepare them for the kind of reading and writing they will have to do. After all, ENGL 101/102 are Gen Ed courses, right? So they're learning what students from across the university and across every kind of discipline are learning. That doesn't seem like enough preparation for their studies in English.
- Perhaps the solution isn't requiring a specific, strict sequence, but maybe offering ENGL 200 or another class (I wouldn't want all the burden to fall on any one specific professor) as a prerequisite to any other lit classes).

2021-2022:

The current curriculum decided the most important change was not a realignment of courses but to modify the rubric of ENGL 200 and intensify the evaluations and raise the expectations at the 410 level. The committee also suggested that the department should emphasize via the department head and faculty meetings.

In conjunction with the EDUC department, the ENFL department also completed a systematic evaluation of the courses offered in the ENGL ED concentration sequence to determine if these courses met the topics of the ENGL content PRAXIS exam. The first step of this process is ensuring that course SLO align with each study topic. Phase two, amending courses or curriculum, will occur in 2022-2023.

2022-2023:

The ENFL Department produced its ten-year program review (Institutional Review & Program Prioritization) this year, providing a good opportunity to reflect on the department's many successes and opportunities for improvement.

COLA and ENFL departmental leadership participated in the "Futures Conference" and disseminated to faculty the several "pillars" for progress established by administration. Despite a general concern among faculty that the "pillars" remain vague and largely unactionable, the department did take to heart the need for increased enrollment, retention, and student engagement. In response, committees for Curriculum, Recruitment (newly established), and Engagement (newly established) proved very active this year.

The ENFL Curriculum Committee met several times over the year. The sequencing of courses continues to remain a keen topic of discussion. Some students are still taking ENGL 200 in their junior or senior years, meaning that they are not yet fully prepared for the level of writing that is expected of upper-level courses (e.g. ENGL 401, 402, or 410). Efforts will be strengthened to resolve this particular matter through advising. While a more fixed sequence in terms of the survey courses would be preferable, the curriculum committee recognizes how several factors render a firmer approach to sequencing and prerequisites impractical at the moment. Some of these factors include (but are not limited to) persistently low university-wide enrollments following the pandemic and hurricane semesters, the small number of tenured or tenure-track faculty, the curricular rigidity of certain concentrations within the major, and the schedules of our students (most of whom work either full- or part-time to make ends meet).

In an effort to address some of the competency issues in upper-level courses, the ENFL Curriculum Committee determined that students in the Education Concentration should be required to take ENGL 200 instead of ENGL 410. Previously, English Education Concentration students were not required to take ENGL 200 as an introduction to the major. The lack of preparedness of these students when it came to upper-level courses with more demanding research requirements (e.g. ENGL 301, 302, 401, 402, and 410) became increasingly apparent over time. Because most other programs at McNeese working in concert with the School of Education recognize the teaching portfolio as a capstone equivalent, the decision was made to exempt English Education Concentration majors from ENGL 410 in order to free up the credit hours to require ENGL 200 instead.

The new ENFL Recruitment Committee was formed to devise new recruitment strategies and stage recruitment events that are specific to the program. This year, the Recruitment Committee sponsored recruitment events in which high school students were bussed into campus, invited to participate in ENFL-related games, given advising on potential career paths for ENFL majors, and given the opportunity to sit in on classes being taught by experienced and engaging ENFL professors.

The new ENFL Engagement Committee was established with its mission to elevate the intellectual and communal experience of current ENFL majors by organizing social and informational events, the hope being that happier and more engaged students will be more likely to complete their degree programs and recommend the major to other prospective students. This year, members of the Engagement Committee worked to host Sigma Tau Delta events, career advising sessions, film discussions, and student readings.

2023-2024:

We have developed a retention plan with a focus on engaging Freshman ENFL majors with direct outreach.

Our curriculum committee is investigating a potential web rotation of courses in order to facilitate retaining students who encounter medical and other road blocks to degree completion.

Our recruitment committee and retention committees are continuing to develop strategies and student outreach. Recent efforts in recruitment have been very positive but we don't necessarily have enough data to assess effectiveness yet.

We are beginning to see an influx of education majors in the English 200 class, but at the moment most have been taking it late in their degree trajectory and so we are not yet seeing the long term impact of the shift from 200 to 410 yet. Next year we plan to offer one online section of the course to see if that allows more education majors to enroll without time conflicts.

4 Program Highlights from the Reporting Year

2019-2020:

Student/Program Highlights:

- Sigma Tau Delta active, national convention cancelled due to COVID.
- The *Arena* was cancelled due to COVID.
- 'So You Like to Write', our undergraduate writing club, continues to attract and inspire students but was suspended in the spring due to COVID
- COVID prevented the tracking of graduates .

2020-2021:

Student/Program Highlights:

- Sigma Tau Delta was somewhat active, national convention cancelled due to COVID.
- Two issues of undergraduate journal published.
- Undergraduate writing club suspended due to COVID
- Two graduates were accepted into Law School. Two graduates earned teaching positions.
- The development of an undergraduate prize for research was implemented. The first two winners were named.

2021-2022:

Student/Program Highlights:

- Jamie Young- MSU English Graduate- Teacher of the Year for Calcasieu Parish School Board 2022.
- Sigma Tau Delta active. Five students attended the National Conference, and four delivered papers. One of those students won a prize for the best poetry submission at the national conference.
- One issue of The Arena was also published, with several pieces by our majors. These issues were edited by one of our majors.
- Two graduates, Wendy Maggio and Arianna Kiritsis, are working at a law firm, Baggett-McCall.
- Ranna Hebert has accepted an internship at The American Press.
- Madeline Kraus, grad 2022, accepted into LSU law this year.
- Rachel Pittman, MA, recently presented a paper at a conference.
- Ester Courville edited a manuscript by best-selling author, Lori Wagner.
- The DEPT graduated 15 BA candidates.

2022-2023:

- Katelynn Adrian (MA student) presented her paper “Cinderella-esqe: How Multicultural Fairytales Can Benefit Early Education Curriculum” at the 22nd Annual Graduate Student Symposium at the University of Louisiana-Lafayette.
- Gauri Awasthi (MA/MFA 2021 graduate) was awarded a residency at the Hambridge Center in George.
- Emily Ann Burleigh (BA 2019 graduate) works as a staff writer for the *American Press* and was recently awarded a grant by the Hector San Miguel Memorial Fund of the Community of SWLA for participation in the International Symposium on Online Journalism in Austin, TX.
- Esther Courville (MA student) presented her paper “Abjection and Spanglish: A Gynocentric View of Impure Linguistics” in Cincinnati at the Meeting of the Society for Comparative Literature and Arts at Xavier University.
- Hanna Denton (BA student) won first prize at the International Sigma Tau Delta Convention for her essay “Marie de France’s *Lai of Lanval* as Marian Parable” in the category for critical essays on British literature.
- Hanna Denton (BA student) published her essay “ ‘Are you a man?’: Macbeth and the Fear of the Feminine” in the 2023 *Sigma Tau Delta Review*
- Daniel Fish (Spanish minor) received a Bustillo McCall tuition grant for the fall semester and an additional grant for travel from Cygnet Associates.
- Bethany Fontenot (BA Fall 2022 graduate) employed by Baggett McCall law firm.
- Milli Meiburg (MA 2022 graduate) presented her essay “Evolution of Monstrous Maleficent” at the Northeast Popular Culture Association.
- Milli Meiburg (MA 2022 graduate) had her presentation “Parasitism and Predation Reconfigured: The Lesser as the Empowered Undead in Jewelle Gomez’s *The Gilda Stories*” approved for inclusion in the Vampire Studies Area of the 2023 Popular Culture Association Conference.
- Taylor Mahone (MFA student) presented her paper “The Seventh Day of the Eleventh Month: Feminine Language & the Sublime Self in *The Cry of a Stone*” at the Tenth Annual Symposium on Medieval and Renaissance Studies at Saint Louis University.
- Reese Menafee (MFA student) received the Sundress Academy’s Spring 2023 Fellowship for creative writing, theatre, filmmaking, and visual arts.
- Bob Miller (MFA student) was nominated for “Best of the Net” for his hybrid creative nonfiction poem, “and the quest for the holy grail.”
- Rachel Pittman (MFA 2023 graduate) accepted to a Creative Writing PhD program at Georgia State University.
- Rachel Pittman (MFA 2023 graduate) won the 2022 Moondancer Fellowship from the Writers Colony at Dairy Hollow.
- Gage Saylor’s (MFA 2019 graduate) *Where Were You When It Happened?* Was a semifinalist for the Iron Horse Book Prize.
- Jillie Sexton was shortlisted for the Retreat West Prize in the micro fiction category for her piece “Something Floral.”
- Abbie Skinner (MFA student) edited special edition of the literary journal *Boudin: it Came from the Swamp*.
- Scott Thomason’s (MFA, MA graduate) novel received honorable mention in the Gutsy Great Novelist Chapter One Prize.
- Taryn White (MA student) presented her paper “The Hybrid Catcher in the Liminal Rye” at the 22nd Annual Graduate Student Symposium at the University of Louisiana-Lafayette.
- ENFL students Katelynn Adrian, Lyndon Carrier, Hanna Denton, Rachel Pittman, and Ben Watson presented research and creative writing at LitCon in Natchitoches (hosted by Northwestern State University).
- ENFL undergraduate students Broc Fontenot, Tori Self, Isabelle Metcalf, Madison Poindexter, Ashley Beard, Chelsey Wright Margaret Brantley, and Lyndon Carrier read fiction and poetry from *The Arena* at a public event sponsored by the McNeese chapter of Sigma Tau Delta.
- Two volumes of *The Arena* (undergraduate literary and visual art journal) published.
- *The McNeese Review* was published with the help of the following MFA students: Taylor Mahone (managing editor), Jillie Sexton (fiction editor), Rachel Pittman (poetry editor), and Reese Menafee (creative nonfiction editor).
- The program graduated 20-22 BA candidates.

2023-2024:

- Four students from the Pi Zeta Chapter of Sigma Tau Delta attend the International Convention in St. Louis (Katelynn Adrian, Hanna Denton, Sarah Lognion, and Maelyn Moss). Students chaired sessions, presented essays, and contributed poetry.
- Sarah Lognion (undergraduate) won first prize in the British Literature Category for her paper: "Parallels Between Travel Narratives and *Much Ado About Nothing*." Sarah's win represents the third year in a row that a McNeese student has taken a first place prize.
- Sarah Lognion (undergraduate) published her essay "Opening an Existential Window into *Wuthering Heights*" in the *Butler Journal of Undergraduate Studies*.
- Hanna Denton (undergraduate) received the 2023 Dr. Scott E. Goins Award in Undergraduate Research Excellence for her paper: "Entering the Invisible Palace: Platonism and Neoplatonism in *Metamorphoses* and *Till We Have Faces*."
- Former McNeese graduate, Madison Pitre was awarded Calcasieu Parish Teacher of the Year
- Maegan Gonzales (ENFL Instructor) awarded Athletic Department Faculty MVP.
- Lynn Watson (ENFL Faculty) served as visiting writer at Auburn University Montgomery.
- Keagan LeJeune (ENFL Faculty) published his book *Finding Myself Lost in Louisiana* and participated in numerous readings in the community including the Banner Series at McNeese.
- Lynn Watson (ENFL Faculty) published in *Hobart* and had work accepted in the *Gooseberry Review* and *Gastropoda*.
- Michael Robins (ENFL Faculty) published in the *Bear Review* and *Sprung Formal* as well as having works accepted in *Transom* and the *Heavy Feather Review*.
- Maegan Gonzales (ENFL Instructor) published a poem in the *Common Ground Review*.
- Kevin Kritsch (ENFL Faculty) presented the paper "The Language of Personhood: Abortion and Embryology in the Early Irish Penitentials" at the Sewanne Medieval Colloquium. In May, he will travel to Kalamazoo, Mich., Irish Penitentials" at the Sewanne Medieval Colloquium
- Kevin Kritsch (ENFL Faculty) presented the paper "Embryology, Emsoulment, and a Miraculously Vanishing Pregnancy: The Case of St. Ciarán of Saighir" at the International Conference on Medieval Studies at Western Michigan University.
- Meagan Gonzales (ENFL Instructor) and Michael Robins (ENFL Faculty) participated in the New Orleans Poetry Festival.
- Meilyn Woods (MFA student) presented a talk, "Craft Critique Culture: Black Legacies," at a conference in Cedar Rapids.
- Karris McCollum (MFA student) presented at the Consilience Conference at Dalhousie University.
- Joel Ferdon (MFA alumnus) published his poetry collection, *The Arsonist's Son*
- Chris Lowe (MFA alumnus and former MFA faculty member) published his book *Make Some Wretched Fools to Pay*
- Ladi Opaluwa (MFA alumna) published flash fiction in *Craft*.
- *The McNeese Review* (Vol. 61) was published by the department.
- The online literary journal *Boudin* was published by the department.
- Two volumes of *The Arena* (undergraduate literary and visual art journal) published.

5 Program Mission

The basic purpose of the Bachelor of Arts in English is to train students to understand and communicate in the English language. English courses give the training necessary for effective writing and correct speaking, acquaint students with the history of the English language and literature, encourage critical thinking, develop a perceptive approach to literature, and help examine human values that will enrich the intellectual life of individuals. Courses within the major, as well as electives and required courses outside the major, connect students with the world cultural heritage.

6 Institutional Mission Reference

The Bachelor of Arts in English program supports McNeese State University's fundamental mission to provide successful education of the undergraduate students and services to the employers and communities in its region.

7 Assessment and Benchmark ENGL 200, 301/302, and 410 Writing Samples

Assessment: Rubric-based evaluation of writing samples from ENGL 200; ENGL 301 and/or ENGL 302; and ENGL 410.

Benchmarks:

- 60% of students in ENGL 200 will earn an overall average score of 3 (Developing Proficiency/Acceptable) on the rubric.
- 60% of students in ENGL 301 and/or ENGL 302 will earn an overall average score of 4 (Fully Proficient) on the rubric.
- 60% of students in ENGL 410 will earn an overall average score of 5 (Exceeds Expectations) on the rubric.

Prior to 2022-2023, the benchmark was 70% of English majors will score at least 60% on the embedded questions in ENGL 201-202, 301-302, 401-402.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Embedded questions ENFL

F17 301 revised Embedded Questions

S18 302 revised Embedded questions-1

Outcome Links

Content Knowledge [Program]

Graduates demonstrate knowledge of major periods, texts, and movements in American, British, and world literature.

7.1 Data

ENGL 200:

Academic Year	Students that earned overall average score of 3	
	#	%
2019-2020	4/6	66%
2020-2021	—	—
2021-2022	3/6	50%
2022-2023	6/6	100%
2023-2024	13/13	100%

ENGL 301 and/or ENGL 302:

Academic Year	Students that earned overall average score of 4	
	#	%
2019-2020	6/6	100%
2020-2021	—	—
2021-2022	5/6	83%
2022-2023	5/6	83%
2023-2024	6/6	100%

ENGL 410:

Academic Year	Students that earned overall average score of 5	
	#	%
2019-2020	6/6	100%
2020-2021	—	—
2021-2022	5/6	83%
2022-2023	6/6	100%
2023-2024	5/6	83%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Samples were scored using the rubric during the fall. COVID prevented the scoring of samples during the spring. Hurricanes have made accessing these samples and rubrics difficult and the sharing of this material to faculty challenging, but in general, the rubric showed that students critical thinking was strong but students needed practice at explaining their line of thought. Faculty, especially in the capstone course, stressed this through presentations and other activities .

2020-2021:

Hurricanes prevented the collection of samples and rubrics in the fall. Samples were collected and scored using the rubric during the spring. The rubric showed that student critical thinking was strong but students needed practice at constructing arguments and writing. For this reason, data is not recorded. The 2020-2021 curriculum committee was formed and charged with their task partly in response to this interpretation of the data. The department also decided that collecting samples from an initial (ENGL 200), median (ENGL or FORL 301/302) and terminal course (ENGL 410) was a more streamlined approach to assessment. These have been collected and scored.

2021-2022:

Samples were collected and scored for Fall 2021 and Spring 2022. The scores are strong. Rubrics show solid scores on critical thinking.

The department decided that the median assessment point could be ENGL 301/302 as all majors take these courses. It also decided that a different or additional assessment point may be needed for those students with a concentration in FORL or since these students take ENGL 301/302 as well, that may serve. Next year we will use past performance to decide on benchmarks and begin data collection.

2022-2023:

Note from IRE: This assessment was formally changed from embedded questions to a rubric-based evaluation of writing samples just prior to the 2022-2023 report being completed. While the department has provided data for this assessment from previous academic years, the published 2021-2022 report does not include this assessment or these data.

Samples were collected and scored for Fall 2022 and Spring 2023. With the help of IRE, this assessment has become formalized. It was the department's error to move forward with a new assessment without the proper planning and institutional collaboration. Scores in the rubric are strong, which may mean that benchmarks could be reassessed. The department will use the 2023-2024 materials to assess the benchmark or if material in the rubric should change.

While the department understands its error in changing assessment, scores on the rubrics have been used to reflect upon curriculum and programmatic change, and the change should offer more insight than embedded questions. The most significant change implemented this year based on these assessment was the change in curriculum for ENGL ED concentration, which swapped ENGL 410 for ENGL 200. The reasoning was that while the ENGL ED curriculum had a capstone experience via student teaching, it did not have a robust initial assessment for majors, which is ENGL 200's function for other ENGL concentrations.

2023-2024:

As English 200 moves out of the last QEP in terms of assessment, it may change some aspects of the course; however, it is becoming part of our departmental retention plan as many ENFL majors enter the University without needing to take English 101 and 102--thus 200 would be the first class those students are anticipated to take within the major. The class will strategize to better serve and engage entering college students as much as sophomore level ENFL majors.

English 301/302:

Students met the benchmark. Keep benchmark as it is. Department should focus on improving ancillary courses

English 410:

See sections 9 and 10 below. With 80% of ENGL 410 students meeting the benchmark for portfolio scholarship and 90% meeting the benchmark for writing skills, the benchmark is being met. Benchmark should remain the same.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

2019 McNeese assessment rubric

8 Assessment and Benchmark ENGL 200 and 410 Portfolio Research Paper

Assessment: Portfolio research paper.

Benchmark: 80% of majors will receive a rating of good or better on the portfolio research paper.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

ENGL 200 Essay Rubric

Outcome Links

Research [Program]

Students demonstrate proficiency with current research technologies and resources and with integrating sources in their writing.

Writing [Program]

Students are proficient in producing analyses, reflective writing, and/or research-based writing that is focused, well elaborated and supported, and well edited.

8.1 Data

Academic Year	Majors that received a rating of good or better on the 200 Portfolio research paper	
	#	%
2019-2020	17/20	85%
2020-2021	14/16	88%
2021-2022	17/22	77%
2022-2023	8/11	73%
2023-2024	11/13	85%

Academic Year	Majors that received a rating of good or better on the 410 Portfolio research paper	
	#	%
2013-2014	18/19	94.7%
2014-2015	15/15	100%
2015-2016	15/18	89%
2016-2017	14/16	88%
2017-2018	13/15	87%
2018-2019	19/20	95%
2019-2020	6/7	86%
2020-2021	15/17	88%
2021-2022	14/17	82%
2022-2023	13/15	87%
2023-2024	9/10	90%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

ENGL 200 Sample - Dancing

ENGL 200 sample-universe

8.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Data suggests majors are achieving this outcome at a high rate the rubric was revised to improve measurement of capstone research paper, in particular refining rubric to evaluate writing ability, content knowledge, and display of professional skills and dispositions separately

2020-2021:

Data suggests majors are achieving this outcome at a high rate. ENGL 200 has shifted some of its assignments to confront deficiencies. The curriculum committee will review other means of emphasizing the correct sequencing of ENGL 200 in student degree plans. The revised 410 rubric is offering more specific data. In part, this data is being used to direct the curriculum committee's charge. The curriculum committee will use this info. to make recommendations.

2021-2022:

Reflection about ENGL 200 from instructor:

Fall 2021: 10/14, 71%: (as a note on the Fall data; when considering the full 3-part project pieces together as a whole, the figures go up to 12/14 or 86%)

Spring 2022: 7/8, 88% (goes up to 8/8 when considering all 3-parts of the project together)

About the artifact being assessed--it is part 2 of a 3 part assignment. Here is info on the parts:

- Part 1: respond to a conference CFP by writing and submitting an abstract (extensive feedback given in response)
- Part 2: write a conference paper based on the abstract submitted (the artifact assessed here)
- Part 3: a conference presentation of the paper content (takes place during the final exam time and is based on the content of Part 2)

From instructor assessment on the QEP from this semester:

- On part 2 specifically: many students in this course test out of English 101 and 102 and this is extremely detrimental to them on this assignment. Throughout the semester we review writing conventions related to the course content (literature), citation and source evaluation (MLA), and I give feedback related to composition and rhetoric style issues especially when responding to the abstracts submitted in Part 1. I also provide optional handouts on some 101/102 level issues when assigning Part 2. Even so, so many of the students, having tested out of Freshman English, haven't yet made the shift from high school level writing to college level writing.
- On the whole project: students did unusually well with their presentations this semester (at least far better than the past couple semesters) and this raised the overall project scores significantly. The presentation of the material to an audience is weighted the same as writing the paper when the three parts of the project are combined.
- This semester we began with an inordinate number of non-majors in the class (an intro-to-the-major class); most of those students who stayed in the class despite it being addressed several times the first couple weeks of classes didn't attend regularly (or hardly at all) and didn't turn in any parts of the project (or most of the other assignments throughout the semester).

Additional commentary: all the students who turned in the piece being assessed this semester were students who had attended somewhat regularly and so the data is rather high.

From my QEP form last semester:

Students not meeting the benchmark turned in work that did not fulfill the assignment given (and in at least one case had no relationship to the assignment given and would not have met the basic standards in a 101 class on any topic. In my shock at the work turned in, I researched and found the student did not meet the minimum criteria for taking the course--including having not completed English 102 or earned credit for it by other means--and I'm unsure how the student, who also rarely attended class, was able to register for it.) Late work (abstracts turned in over a month late, including one turned in on the day of the final exam) had a significant impact on a couple of the scores, lowering the overall average.

Further commentary on the last semester one: since responding to the abstract is where I give the most extensive feedback toward the project development--as well as to any writing related issues that are 101/102 level issues--students who turned in late abstracts did not benefit from any of that as they were basically turning in the abstract at the same time the paper was nearly due.

Reflection about ENGL 410 from instructor: We continue to meet our benchmark. We have had some wonderful cohorts of majors arriving at the capstone with quality skills and producing great work. Student feedback has praised the course's ability to help them learn research methodologies and engage with a rigorous revision process that, in turn, further improves the polish of their writing. The few students who have not performed up to the benchmark standards are those who have struggled with time management, submitting drafts late and not fully engaging in the revision process. In the future, I am considering further refining the "theme" of the capstone course in order to accelerate the time spent deciding on a topic, thereby leaving more time for draft and project development. Furthermore, I will likely increase the point/grade value for draft submissions to further encourage participation in the revision process.

2022-2023:

Reflection about ENGL 200 from instructor of record: Although all of the students met the benchmark in spring, a couple were particularly weak. Use of sources, types of sources, and types/use of analysis were the most problematic factors and some elements of the course will be revised to emphasize analysis/writing strategies more heavily at the start of the semester in the future. Some assignments may also be added or shifted to focus more directly on sources and citation--these elements should be learned in 101/102 but a great number of students in this particular course test out of those foundational classes. While these elements are taught, they are taught in the context of how-to-write-about-literature using the professional handbook for our field and it may be beneficial to remove them into a context where just the source /citation elements are being focused on separately. Concern for these issues became apparent before the final paper and there were changes to the assignment document to reflect these concerns; however, some changes may be added to the course from the beginning in the fall to focus on writing elements differently. On the other hand, the conference posters for the poster presentations this semester were definitely the most overall successful batch. In the past, there was some unevenness with people focusing only on image and not including enough information and vice versa. This time, every poster was perfectly balanced in these elements.

Reflection about 410 from instructor of record: The research work being produced in the 410 capstone course continues to demonstrate the high quality and competency demanded by the program. In several instances, students have continued to revise and revisit their 410 capstone projects, presenting them with great success at both undergraduate and graduate student conferences. Each semester witnesses one or two students who struggle with the project. In most cases, those who struggle with the course also deal with time management issues. The instructor has already increased the credit awarded for drafts and revisions in an effort to encourage better time management and completion of the project in incremental stages. To a large extent, this has helped to increase the success ratio, though severe cases have required increased personal intervention on the part of the instructor. Student feedback notes how the rigorous revision process has helped them to improve their writing, organization, and communication skills. Due in part to the level of preparedness of students entering the course, the further development of clarity and precision in written communication has taken precedence in recent semesters, occasionally meaning that projects present good “close readings” and analysis of primary texts, but with less emphasis on secondary literature and the research element. Several factors may aid in raising preparedness and elevating the research component of projects. As discussed in other sections of this assessment, there will be increased emphasis on advising in hopes that students will take courses in the appropriate sequence. Students who have completed ENGL 200, 351, and 361 prior to enrollment in 410 tend to demonstrate better language skills and familiarity with research expectations. Through an increased adherence to sequencing, the hope is that students in 410 can concentrate more on their research than the mechanics of writing. Furthermore, students will be further encouraged to build upon work and ideas they have explored in other classes prior to 410. Often students find themselves embarking on new topics of research which requires more time to get the project up and running. It is the desire of the instructor that students should view 410 as a continuation and culmination of the work they have already conducted while at McNeese. Should students work on topics they are already familiar with, the quality of the research component and the complexity of argumentation should increase.

2023-2024:

English 200: There were only two students who did not meet the benchmark this year; both were students who very rarely came to class and did not keep up well with assignments or ask questions related to assignment instructions. Students who attended regularly and participated regularly all met the benchmark.

English 410: See sections 9.1.1 and 10.1.1.

9 Assessment and Benchmark ENGL 410 Portfolio Scholarship

Assessment: Rating on scholarship section of portfolio.

Benchmark: 80% of majors will receive a rating of good or better for their scholarship on the Portfolio Evaluation.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

senior evaluation

Outcome Links

Content Knowledge [Program]

Graduates demonstrate knowledge of major periods, texts, and movements in American, British, and world literature.

9.1 Data

Academic Year	Majors that received a rating of good or better for their scholarship on the Portfolio Evaluation	
	#	%
2013-2014	16/19	84.2%
2014-2015	15/15	100%
2015-2016	18/18	100%
2016-2017	14/16	88%
2017-2018	12/15	80%
2018-2019	20/20	100%
2019-2020	6/7	86%
2020-2021	13/17	76%
2021-2022	16/17	94%
2022-2023	13/15	87%
2023-2024	8/10	80%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Data suggests majors are achieving this outcome at a high rate, but a core group of faculty members met in September/October 2018 to discuss revising rubric to improve measurement of capstone research paper, in particular refining rubric to define scholarship. A training session will be issued to discuss rubrics.

2019-2020:

Data suggests majors are achieving this outcome at a high rate, but a revised rubric was developed to improve measurement of capstone research paper, in particular refining rubric to separate writing. A training session was held to discuss the rubric. A new professor took over this course and developed a mock conference during which students are instructed by all faculty in attendance to help improve scholarship use and direction of research.

2020-2021:

Data suggests majors struggle with scholarship in regards to conducting deep research and providing critical content. COVID and the hurricanes prevented the mock conference from occurring. The curriculum committee is endeavoring to address this data.

2021-2022:

Reflection by 410 instructor: The percentage of majors receiving an evaluation of good or better for their scholarship has demonstrated improvement. Much of this can be attributed to the quality of the individual students and their preparation in other ENFL courses. I would posit that some of the improvement this year also has to do with the choice to theme the course around “adaptation,” a decision which has helped guide the projects toward consistent methodologies defined by critical comparison, adaptation theory, and well-researched contextualization of the originary and adapted texts within their respective historical, social, intellectual, and artistic milieus. In the previous couple of semesters, students were given even more flexibility in deciding their topic which resulted in several of them “spinning their wheels” too far into the semester. While the theme allows for a high degree of latitude for students to choose topics that interest them, it also provides much needed direction and guard rails. Perhaps, going forward, the theme of the course could be further refined such that students settle upon their chosen project a bit earlier in the semester, permitting them more time to delve into the research aspect and incorporate said research into additional drafts.

2022-2023:

The percentage of majors receiving an evaluation of good or better for their scholarship continues to meet and surpass the benchmark. There has been a dip in the percentage of students receiving a good or better rating compared to previous semesters. There are several factors that may account for this slight decrease: 1) small sample size in terms of 15 completers; 2) increased standards and expectations on the part of instructors; 3) English Ed. Concentration students did not have the benefit of ENGL 200 prior to taking ENGL 410; 4) a more flexible approach to topic selection was taken in order to accommodate previous student feedback desiring greater freedom in developing a topic. In order to improve the quality of data, there has been discussion of a revised rubric which will allow capstone committee members to assess research on a more detailed scale, thereby allowing for more nuance and precision when rating student work. The curriculum committee will discuss revisions to the rubric in the coming Fall semester. Data from this year shows a desire for greater adherence to form and formatting with respect to research and citations. Additional drafts of citations and works cited lists will be required in the future.

2023-2024:

Reflection by 410 instructor: The percentage of majors receiving an evaluation of good or better for their scholarship continues to meet and/or surpass the benchmark. The decreasing number of majors means that the data is somewhat skewed. Whereas this academic year has witnessed some of the strongest English majors to graduate in recent years (several of whom have been accepted to nationally renowned graduate programs for English), the presence of one or two students who struggle with academics more broadly (not just English) and a work /school/life balance means that the numbers read somewhat lower than normal. The overall numbers for ENGL 410 completers are also somewhat lower due to the fact that the requirements for the English Education Concentration have changed to require ENGL 200 instead of ENGL 410; hence, fewer majors take ENGL 410. In general, the changes in requirements demonstrate positive results from the perspective of ENGL 410. Students seemed better prepared for the capstone project and are increasingly content oriented. Also, lower numbers mean that more attention from the instructor can be dedicated to the needs of individual students and their projects. Moving forward, the instructor will require students to engage with more traditional literature and language topics in order to better the "research" numbers. In an effort to enhance student engagement, the instructor has permitted a great deal of latitude in terms of project topics involving pop culture, film, television, and less traditionally "literary" topic. While students have demonstrated a vested interest in their topics, on some rare occasions (only a couple of cases), the methodology and rigor of the "research element" has suffered. Hopefully, reorienting the capstone projects towards more traditional topics and methodologies will improve upon an already good success rate when it comes to evaluations of the research elements.

10 Assessment and Benchmark ENGL 410 Portfolio Writing Skills

Assessment: Rating on writing skills section of portfolio.

Benchmark: 80% of majors will receive a rating of good or better for their writing skills on Portfolio Evaluations.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

senior evaluation

Outcome Links

Writing [Program]

Students are proficient in producing analyses, reflective writing, and/or research-based writing that is focused, well elaborated and supported, and well edited.

10.1 Data

Academic Year	Majors that received a rating of good or better for their writing skills on the Portfolio Evaluation	
	#	%
2013-2014	19/19	100%
2014-2015	15/15	100%
2015-2016	18/18	100%
2016-2017	14/16	88%
2017-2018	14/15	93%
2018-2019	20/20	100%
2019-2020	6/7	86%
2020-2021	15/17	88%
2021-2022	16/17	94%
2022-2023	12/15	80%
2023-2024	9/10	90%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

ENGL 410 Sample - Rumi

10.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Data suggests majors are achieving this outcome at a high rate, but a revised rubric was developed to improve measurement of capstone research paper, in particular refining rubric to separate writing. A training session was held to discuss the rubric

2020-2021:

Data suggests majors are achieving this outcome at a moderately high rate. Writing and critical thinking seem to be the skills suffering the most due to the lack on intense face-to-face contact hours. The revised 410 rubric is offering more specific data to determine the exact issues. All students, even those scoring good in this category, produced papers that lacked in some aspect of writing. This data is being used to direct the curriculum committee's charge and that committee will not only use this data to make recommendations to the curriculum and instruction but will also access the artifact samples to make recommendations.

2021-2022:

Reflection about 410 from instructor: The percentage of majors receiving an evaluation of good or better for their written language skills continues to exceed the benchmark. Part of this success can likely be attributed to the self-selecting nature of English and Foreign Language majors who have demonstrated a life-long love of literature and command of language skills. Most of the students score well because they are indeed good writers. That said, there are some students whose writing could stand real improvement and who might still be scoring at least a "good" on the rubric. Perhaps, a more accurate assessment could be achieved by altering the rubric from a five-point scale in which 3 is scored as "good" to a ten-point scale in which a student must score a 7 in order to achieve a "good" rating. A ten-point system may prove more familiar to instructors used to thinking in terms of a letter-grade scale (e.g., A (90-100%), B (80-89%), and C (70-79%)) and provide the opportunity for more accurate and nuanced assessment. With the current rubric, I could imagine a situation in which instructors would view a three out of five (currently "good") as punitive for a student who struggles with writing, but still performs above the 50% mark.

2022-2023:

The percentage of majors receiving an evaluation of good or better for their language and writing skills continues to meet the benchmark. There has been a dip in the percentage of students receiving a good or better rating compared to previous semesters. This can be explained largely by the small sample size. Several students demonstrated poor time management skills and failed to submit drafts in a timely fashion, meaning that they did not fully participate in the revision process. The point value for draft submissions was raised this year to help incentivize participation in the revision process, though additional measures may be considered. A further complication persists in that students are not always taking courses in the recommended sequence. For instance, several students had not taken ENGL 351 ("Advanced Grammar") or ENGL 361 ("Advanced Composition") prior to enrolling in ENGL 410. Either of these courses would have proved useful in preparing the students for the advanced level of writing that is expected in a capstone research course. The curriculum committee should revisit the prerequisites for ENGL 410. While certain courses may be taken out of the recommended sequence, it may be worth considering that ENGL 200, 351 and/or 361 become more firmly established as prerequisites.

2023-2024:

Reflections about ENGL 410 from the instructor: The percentage of majors receiving an evaluation of good or better for their language and writing skills continues to meet the benchmark and surpass the benchmark. Indeed, this year's numbers show an improvement to 90% of students completing the capstone course as demonstrating good or better language skills. Even the one student whose language skills were judged to be on the cusp of good demonstrated substantial improvement over time at McNeese, even earning the praise of instructors in the capstone evaluations. This overall improvement is likely due to smaller class sizes and increased attention from instructors. Students appear better prepared for the capstone in terms of their writing skills. It is possible that such improvement is indicative of stronger advising and a more strict adherence to the sequencing of courses discussed in the comments for the previous academic year. Increased point values for drafts and revisions has also incentivized students to invest more in the "process" of writing, thereby yielding better language and writing results. The rubric for evaluations was changed in the Spring 2024 semester from a 5-point scale to a 10-point (more grade-like) scale, allowing for more accurate and nuanced assessment.

11 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment, Completion, Retention, and Recruitment

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from Fall 2017 to Fall 2021 to coincide with the McNeese Strategic Plan goal concerning enrollment and recruitment.

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the post-baccalaureate program in Elementary Education within two years of being accepted into the program (499 packet). Practitioner candidates should complete the program within one year of acceptance into the program.

11.1 Data

PBC Elementary Education Programs - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2023-2024	13	1	3	4

11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

The number of candidates enrolled in the English Education program with and EDUC 200 packet is the largest of secondary concentrations. The English department and EDPR have worked together on recruitment and through EPAC have created a joint effort to recruit for the program. Recruiting efforts continue with the Pre-Educator Pathway events and opportunities to work with middle school students. Data for matriculation of candidates from EDUC 110 to EDUC 200 will be tracked to better determine resources and support for candidates to progress through the program.

11.2 Data

Completer Matriculation Rates:

Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from University	State Completer	Earned Different Degree	Still Enrolled
2023-2024	5								5

11.2.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Five new candidates were officially accepted into the program with an EDUC 200 packet in the 2023-2024 academic year. The department monitors at-risk candidates and student progress and reports to both the department and within Navigate. Candidates will be tracked from EDUC 110 to EDUC 200 to gain a better understanding of resources and support candidates need early on in the program. EDPR has also purchased credits for 240 tutoring to share with students to assist with the progression of coursework to completion with the intent of increasing retention and graduation rates.

12 Assessment and Benchmark English Praxis

Program: English Traditional

Assessment #1: Praxis Content

Exam #: 5039

The English Education, Grades 7-12 Praxis Content Exam is #5039. This exam must be passed prior to student teaching.

Benchmark: 90% of English Education majors will achieve a passing score on the Praxis English Education Exam (#5039) on the first attempt. The passing score required by the state for 2017-2018 is 168.

12.1 Data

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023	5039	168	2	168-175	172	174	n	1	50%

2023-2024:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Fall	5039	168	1	178	178	174	y	1	100%
Spring	5039	168	3	170-175	173	174	n	3	100%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

100% of completers (n=4) within the 2023-2024 academic year passed the Praxis Content exam on the first attempt and all candidates hovered around the national median score. As part of an EPAC initiative, English faculty have identified coverage of Praxis content topics within the course sequences and will now delve deeper into the sub-categories to determine specific content areas that may need more focus.

13 Assessment and Benchmark English - Praxis PLT

Benchmark: 80% of English Education majors will achieve a passing score on the Praxis Principles of Learning and Teaching exam on the first attempt.

13.1 Data

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
% pass 1st attempt			100% 1/1	100% 3/3						

#5624		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number					1	3
	Mean					168	
	Range					168	174-177
	% Pass 1st attempt					100%	100%
	% Pass prior to ST/Intern					100%	100%
Subcomponent	Number					1	3
Students as Learners (21)	Mean					12	14.66
	Range					12	13-16
	% Correct					57.14%	69.84%
Instructional Process (20)	Mean					15	15.33
	Range					15	14-16
	% Correct					71.42%	73.01%
Assessment (14)	Mean					9	10.33
	Range					9	9-12
	% Correct					69.23%	73.80%
Professional Development Leadership and Community (13)	Mean						
	Range						
	% Correct						
Analysis of Instructional Scenarios (16)	Mean					11	11.33
	Range					11	11-12
	% Correct					68.75%	70.83%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

100% of completers in the 2023-2024 academic year (n=4) passed the Praxis Principles of Learning and Teaching exam on the first attempt. Faculty are being intentional concerning the implementation of topics embedded within EDUC 203, EDUC 204, and EDUC 315/317/318 courses to ensure that candidates are better prepared for the topics covered on the exam and to be effective teachers.

14 Assessment and Benchmark The Learner and Learning

Benchmark: A minimum of 80% of candidates will meet benchmark (3.00) when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

14.1 Data

	Semester/Year	n	Met
InTASC Standard 1	Fall 2023	1	100%
	Spring 2024	3	83.33%
InTASC Standard 2	Fall 2023	1	75%
	Spring 2024	3	55.56%
InTASC Standard 3	Fall 2023	1	88.46%
	Spring 2024	3	87.01%
The Learner and Learning	Fall 2023	1	88.23%
	Spring 2024	3	83.69%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

For the Learner and Learning, completers met benchmark on 88% (Fall 2023) and 84% (Spring 2024) of the assessment items relevant to InTASC Standards 1, 2, and 3. InTASC Standard 2 is an area for refinement for candidates (Fall 2023=75%; Spring 2024=56%). Opportunities to address learning differences and creating safe and supportive learning environments are spread throughout the program assessments including lesson planning, the Teaching Cycle, and observations. Faculty will provide quality academic feedback on candidate refinement areas to strengthen their performance.

15 Assessment and Benchmark Content

Assessment: Content

Benchmark: A minimum of 80% of candidates will know central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

15.1 Data

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	1	90%
	Spring 2024	3	72.22%
InTASC Standard 5	Fall 2023	1	87.50%
	Spring 2024	3	83.87%
Content	Fall 2023	1	88.88%
	Spring 2024	3	79.59%

15.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Completers met benchmark on 88% (Fall 2023) and 80% (Spring 2024) of the rubric elements aligned to Content assessed in Residency I and Residency II semesters. EDPR faculty have met with English education faculty to discuss course progression and align Praxis content topics to coursework. Additionally, candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will allow for the candidate to be provided specific feedback on the knowledge and application of content within multiple classroom lessons.

16 Assessment and Benchmark Instructional Practice

Benchmark: A minimum of 80% of candidates will assess (InTASC 6), plan for instruction (InTASC 7), and utilize a variety of instructional strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

16.1 Data

	Semester/Year	n	Met
InTASC Standard 6	Fall 2023	1	83.33%
	Spring 2024	3	84.21%
InTASC Standard 7	Fall 2023	1	50%
	Spring 2024	3	100%
InTASC Standard 8	Fall 2023	1	69.23%
	Spring 2024	3	71.05%
Instructional Practice	Fall 2023	1	75.75%
	Spring 2024	3	77.77%

16.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that completers did not meet the 80% benchmark for the overall category of Instructional Practice (Fall 2023: 76%; Spring 2024: 78%). The area for refinement indicated in the data includes elements aligned to InTASC 8, with benchmark being met 69% (Fall 2023) and 71% (Spring 2024) of the time. Feedback from candidates indicated they were experiencing difficulties in completing full multiple teaching cycles within the program. In Summer 2023, the faculty met and determined the breakout of the Teaching Cycle among coursework to better prepare candidates to complete these tasks. By sectioning out the cycle first, candidates will be able to grasp concepts as parts to build into the whole. The sections of the Teaching Cycle have been portioned into methods courses for preparation of the Residency I Performance Portfolio.

17 Assessment and Benchmark Professional Responsibility

Benchmark: A minimum of 80% of candidates will engage in professional learning, act ethically (InTASC 9), take responsibility for student learning, and collaborate with others (InTASC 10) to work effectively with diverse P-12 students and their families.

17.1 Data

	Semester/Year	n	Met
InTASC Standard 9	Fall 2023	1	90.91%
	Spring 2024	3	75%
InTASC Standard 10	Fall 2023	1	81.82%
	Spring 2024	3	58.33%
Professional Responsibility	Fall 2023	1	87.87%
	Spring 2024	3	69.44%

17.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year indicates that completers met benchmark on 89% (Fall 2023) and 69% (Spring 2024) of the elements aligned to Professional Responsibility on the assessments within Residency I and Residency II. The observation assessment used for evaluations will be changing from the Danielson Framework for Teaching to the Louisiana Aspiring Educators Rubric beginning in Fall 2025. Therefore, as this new assessment is implemented, a backward design approach will be used to specifically address InTASC Standards 9 and 10 within more program coursework as practice to proficiency when in Residency.