

CPR Report Submitted!

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- 5 **Institution:** Columbus State University
- 6 **Review Status:** Triggered Review
- 7 **Degree level:** Bachelors
- 8 **Degree acronym:** BA
- 9 **Degree/Major:** BA in English Language and Literature
- 10 **CIP Code:** 23010100
- 11 **College,**
 School/Division: College of Arts and Letters
- 12 **Department:** Department of Language and Literature
- 13 **CPR Plan**
 followed: Yes
- 14 **Future institutional**
 plans for program: Expand and enhance
- 15 **Plan for resources**
 in this program: add
- 16 **Supplemental file:** Eng Findings&Plans.doc
- 17 **File Type:** MS Word
- 18 **CPR Web Addr.:**

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CPR Findings and Plans for the Bachelor of Arts in English Language & Literature at Columbus State University

June 24, 2004

1. Major Findings of the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee reviewed documentation concerning the BA in English Language & Literature at Columbus State University. The Committee noted the clarity of the self-study report prepared by the Department of Language & Literature. The committee also noted the extensive opportunities provided to students for external study and the provisions for tutorials and assistance to all majors. The committee concluded that the overall quality of the program is strong, and made recommendations where appropriate to increase productivity and viability.

1a. Quality

The External Review Team observed that the curriculum seems very solid. The program is traditional and historically based with required courses in linguistics, genre, and theory. Because of their increasing importance in contemporary English programs, the review team noted that more emphasis could be given to courses on special topics as well as literature by women, African-Americans and post-colonial cultures. The African-American literature classes are taught regularly and are very well subscribed. It is not clear if the sequencing of courses in the writing emphasis has a structure or focus. The program may benefit from a reconfiguration with the inclusion of a minor in this area. International study opportunities appear to be well funded and popular. Other activities that stand out are Sigma Tau Delta, English Majors Party, the *Arden* literary magazine and the Carson McCullers' Center. Students are involved in peer tutoring, both individually and in the Writing Center. The retention rate of patrons of the Writing Center has been 12-19 percent higher than that of the overall CSU freshmen cohort. Average SAT scores and the grade point averages are well above the institutional averages (see Table 1: Quantitative Measures). The department is committed to the assessment of graduating seniors. Half of the majors passed the exit exam (an assessment of the student's knowledge of subject areas) on the first attempt. The department added an exit survey this year to obtain feedback on teaching, competency, and gaps in knowledge and skills. The review team observed that the faculty is highly capable and very student-oriented. The recent hiring of a linguist should help in meeting the needs of ESL students. The team expressed concern, however, that the department has the highest number of part-time faculty on campus. The new facilities for the department are very good and the computer-equipped classrooms are adequate. The number of computer writing labs, however, seems inadequate for a program this size. The faculty maintains a very respectable scholarly agenda; many have published in some of the most respected journals in their areas (*Milton Quarterly*, *College Literature*, *Western Humanities Review*, and *Paris Review*). Moreover, many faculty members have several books to their credit.

1b. Productivity and Viability

The External Review Team concluded that the mission statement of the English program is clearly connected to the mission of the university, but could be made more specific by indicating

the type of critical reading, thinking, and writing that is done. The number of majors has increased by 59 percent in the previous three year period with 113 students enrolled Fall 2003 (see Table 1: Quantitative Measures). The number of degree completions averaged 13 for the previous three years (17 in FY04). The steady increase in enrollment and degree completions indicates that the BA in English should not be triggered in the future. Over the same time period, the percentage of students 25 years of age and under ranged from 70 to 75 percent, female majors averaged 72 percent, and the percentage of minority students has increased to 30 percent of the total program enrollment. The number of credit hours generated at all levels has increased from 4,495 in Fall 2000 to 6,554 in Fall 2003, an increase of 46 percent. These increases occurred without departmental scholarship awards or specialized recruitment initiatives. The review team also noted that an increasing student population with no concomitant increase in hiring or enhancement of other resources will make it difficult for the department to achieve its mission. The faculty supports undergraduate activity in research and creative writing, and maintains effective mentoring programs. Many students are encouraged to use primary sources, rather than secondary sources, in order to understand the importance of first-hand observation. Faculty service activities are extensive and include, among others, grading Regents' Exams (a service provided by every faculty member at CSU), the CSU Honors Program (the department chair is the director of this program), study abroad, the Hunter Lecture Series, and the McCullers' Reading and Music Series. The External Review Team strongly recommended greater investment in faculty, faculty development, and technology to strengthen a viable and productive English program.

2. Plans for Improving the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee generally agrees with the External Review Committee's Report and supports the Department's plans for improving productivity which are as follows:

- a. Consider increasing the number of night courses in the major, thereby improving the number of degree completions of those who work during the day.
- b. Review course scheduling to maximize availability for students.
- c. Expand the English major program, which currently has two tracks (literature and professional writing) to include a third track, creative writing.
- d. Increase student retention in the major by reducing the freshman composition teaching load. Faculty will spend more time in their offices advising majors and preparing quality classes and less time grading freshmen papers, an activity often done alone and at home.
- e. Actively recruit more majors from freshmen and sophomore general education (core) courses. Full-time instructors teaching ENGL 1101, 1102, 2111, and 2112 are more likely to identify and encourage potential majors than are part-time instructors.
- f. Change the BSEd in the Secondary Education English Teaching Field to a BA in English with Teacher Certification. With a major of English as the content discipline, the program would be housed in the Department of Language and Literature.
- g. Use existing scholarships as recruitment tools to entice students thinking of majoring in English. Funds will be obtained through the CSU Foundation and by contacting alumni who majored in English at CSU.

In addition, the department will place more emphasis on special topics areas by increasing diversity and multiculturalism in the curriculum. The sequencing of courses in the professional writing track will be revised and the addition of a minor in this area of concentration has a high priority. The department has placed a low priority on revising the mission statement for more specificity in the type of critical reading, thinking, and writing that is to be done as recommended by the External Review Team.

3. New Resource Allocations for Improvement

Implementing the above plans for improving productivity will require additional full-time faculty. This year, the Department of Language and Literature received substantial increases from the dean's office, including transfer to a centralized location, a new telephone system and more funding for the writing laboratories. The department has first priority for new faculty positions which may be derived from enrollment growth.

4. Plans for Increasing Program Productivity Above Threshold

See Item 2 above and Table 1 (Quantitative Measures) below. Current trends in enrollment and degree completions should preclude the program from falling below threshold levels.

Table 1: Quantitative Measures – BA in Language and Literature

Measure	2000/2001	2001/2002	2002/2003	2003/2004
Number of Declared Majors - Fall Semester	71	88	105	113
Number of Degrees Conferred - Fiscal Year	9	9	13	17
Credit Hour Production - Fall Semester	4495	5224	5987	6554
Average Course Enrollment - Fall Semester	20.8	20.7	21.5	20.9
Number of Faculty by EFT - Fall Semester	16.02	17.43	17.73	18.03
Program-Specific Scholarship Funds Awarded	\$0	\$0	\$0	\$0
Averages for Declared Majors - Fall Semester				
Average SAT Verbal Score	573, n=49	566, n=61	562, n=75	575, n=80
Average SAT Math Score	498, n=49	497, n=61	495, n=75	500, n=80
Average Undergraduate GPA	2.99, n=71	2.89, n=87	2.80, n=105	2.94, n=113
Gender				
Female	51	62	76	81
Male	20	26	29	32
Total	71	88	105	113
Race				
International Students	0	0	0	0
Asian	1	1	0	0
Black	10	15	24	23
Hispanic	0	1	3	5
American Indian	1	1	0	1
Multi-Racial	1	1	4	5
White	58	69	74	79
Total	71	88	105	113
Age				
25 and Under	50	63	79	84
Over 25	21	25	26	29
Total	71	88	105	113
Average	25.9	25.7	25.6	25.1