

**Review of the MFA Results and Report on Curricular Change
2010**

B.A. English Education

Reviewing results of student comments on the SLU Exit Survey, we find our English Education majors well satisfied with the quality of their teachers overall, particularly the individual care and attention their teachers give. In the last Exit Survey (2007-2008), over 85.7% of English Education Majors judged themselves “Satisfied” or “Very Satisfied” with the effectiveness of the faculty as teachers, and 78.6% were “Satisfied” or “Very Satisfied” with the interest shown by faculty in the student’s academic development. In help received from faculty in the English Department with regard to further educational activities, almost 93% of English Education students judged themselves “Satisfied” or “Very Satisfied,” while a full 100% of respondents were “Satisfied” or “Very Satisfied” with the academic advice received from their advisors. In the area of academic preparation, 92.9 % of English Ed majors felt themselves “Satisfied” or “Very Satisfied” with their knowledge of major literary works, 78.6% judged themselves “Satisfied” or “Very Satisfied” with their knowledge of the English language, and 92.9% were “satisfied” or “Very Satisfied” in their ability to write a coherent essay that is well organized and developed, grammatically correct, and stylistically appropriate. Finally, the Exit Survey also indicates that 78.6% of English Education Majors are “Satisfied” or “Very Satisfied” with the overall quality of their degree program.

Further providing assessment of English Education Majors’ competency in language and literature and in teaching those subjects, the English Department maintains the policy that all English Ed Majors must maintain a C or better in all English courses, particularly in English 467, “The Teaching of Writing,” and in English 468, “The Teaching of Literature.” On the PRAXIS exam, English Ed Majors taking the test from September, 2006, through May, 2010, averaged a 167 on the content specialty test sections, “English Language, Literature, and Composition: Content Knowledge” and a 148 on “English Language, Literature and Composition: Pedagogy.

In addition, one critical research paper from a 300-400 is collected from each English Ed graduating senior and evaluated on 8 criteria judging language and literary expertise. The criteria are scored by the following scale:

1. Below adequacy
2. Adequate
3. Good
4. Excellent

The average scores for each criterion for the most recent group of papers is below:

Focused topic	3.16
Clear thesis/argument structure	2.92

Organization: development, transition, coherence, supporting evidence	3.08
Sense of Audience	3.17
Valid interpretation of primary text	3.08
Correct incorporation of secondary sources / Use of MLA Doc. (for LAS Majors, of a formal documentation style)	2.17
Sentence Sophistication / Effective use of voice and diction	2.42
Mechanics / Grammatical correctness	2.17

English Ed students greatly improved in every area from our last paper evaluation in 2008, exceeding our goal of 2.0 in every criteria of evaluation. Obviously, our plan of adjusting our classes to better emphasize correct research process and documentation, more mature writing style, and grammatical correctness has borne fruit. In the area of scholarly research and criticism, the department continues to require a thorough knowledge of research and MLA documentation format beginning in English 102. Critical papers and/or research papers are required at every level of the major courses, and these are also evaluated for correct use of MLA documentation. Extra faculty attention to students' mastering these skills indicates success..

In the required bibliography course (Library Science 102), our English Ed majors excelled, demonstrating their research/library skills. Of the 18 students who earned their degrees in the fall 2009 or spring 2010 semesters, 16 students earned an A in Library Science, so 94% of our students earned an A or B, in LS 102, also demonstrating research competency. In the exit survey, 92.9% of English Ed majors judged themselves Satisfied or Very Satisfied in their knowledge of how to use library resources, especially in the field of English.

Improving our English Education majors' global awareness and multicultural knowledge, not only do several of our courses address multi-cultural literature, but also our faculty encourages students to take advantage of the several Study Abroad programs offered by SLU which will provide valuable real-life encounters with the places and people inspiring our literary studies to add to research and classroom experience. One faculty member in our department leads a study abroad trip focusing on cultural awareness, language, and literature. A full 35.7% of our English Ed majors participated in study abroad/student exchange programs and felt "Satisfied" or "Very Satisfied" with

the experience. In addition, 64.3% of English Education majors rated themselves “Satisfied” or “Very Satisfied” with the global perspective of their courses.

Naturally, our department seeks not only to impart knowledge of the subject matter but also confidence and skill in relaying that knowledge to our English Education majors’ own students. Our English Education majors do express their satisfaction with their expertise in their clinical/student teaching experiences, with a full 100% of respondents judging themselves “Satisfied” or “Very Satisfied” with their hands-on experiences outside of the classroom. In fact, in every area of the exit survey intended particularly for English Ed majors, our students felt “Satisfied” or “Very Satisfied” in high percentages in each of the criteria:

42. Preparation for communicating effectively with pupils: 85.7%
43. Preparation for communicating effectively with parents: 78.6%
44. Preparation for communicating effectively with colleagues: 92.9%
45. Preparation for developing instructional objectives: 78.5%
46. Preparation for planning a logical sequence of lessons: 78.6%
47. Preparation for developing specific lesson plans: 78.5%
48. Preparation for adapting instruction techniques for diverse students: 64.3%
49. Preparation for adapting management techniques for diverse students: 64.3%
50. Preparation for evaluating and adjusting instructional efforts: 78.6%
51. Preparation for infusing technology into the curriculum: 78.6%