WSU Five-Year Program Review
Self-Study

Department/Program: English

Semester Submitted: Fall 2020

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Administration: Dr. Hal Crimmel was appointed to a three-year term as Department Chair effective July 1, 2015, by WSU President Dr. Ann Milner, following a department referendum and approval by Dr. Madonne Miner, Dean of the Lindquist College of Arts and Humanities. In 2018, he was recommended for another three years by Dr. Scott Sprenger, Dean of the Lindquist College of Arts and Humanities and appointed by Provost Madonne Miner.

Organization: The Department utilizes Program Directors for Composition, Creative Writing, Developmental English, Linguistics, Literary and Textual Studies, the Master of Arts in English Program, Professional and Technical Writing, and English Education, as well as an Assistant Director of Composition, a Concurrent Enrollment Liaison and Assistant Concurrent Enrollment Liaison. All Program Directors and Liaisons are elected by majority vote of the faculty to 3-year terms and all report to the Department Chair. The Department also has an elected half time faculty advisor responsible for the department's advising functions, which are shared by three College Advisors.

Brief Introductory Statement and Key Facts & Figures

The Department of English consists of 36 full-time faculty and 100+ adjunct faculty and serves nearly 400 majors and minors through its many programs: English BA, English BA with Creative Writing Emphasis, English Teaching BA, English with a Professional and Technical Writing Emphasis, English Minor, Literary Editing Minor, Professional and Technical Writing Minor, English Teaching Minor, Institutional Certificate in Professional and Technical Writing, and an Associate's Degree in Workplace Writing and Communication. The Department added a new Associate of Arts in English degree in 2020-21.

The Department offers courses on four campuses: Ogden, Davis, Farmington, and Weber West, and offers daytime and evening F2F and Hybrid classes in both full-semester and a 7-week block format, as well as Online courses. Pre-Covid the department increased its online offerings by 250% over the last five years in response to student demand.

During the Covid period the department continued to offer F2F, Hybrid and Online courses and added Virtual (VRTL) live-streaming courses, Virtual Hybrid (VRTL HYB), and FLEX courses to help meet student demand.

The Department plays a significant role in WSU's General Education program, serving over 5,500 students annually through its composition program (ENGL 1010 and 2010 courses which fulfill the state writing requirement), through 2000-level creative writing courses carrying the

Creative Arts designation (CA), and through 2000- and 3000-level literature and humanities courses carrying the Humanities (HU) and Diversity (DV) designations.

The Department also supports General Education by providing faculty to teach courses in the WSU Gen Ed program, and **supports high-impact practices** by providing faculty to teach in Honors and the Wildcat Scholars Program, as well as to teach Community-Engaged Learning-designated courses, and support students engaged in undergraduate research.

The Department facilitates access to college courses at the high school level via its Concurrent Enrollment program which served 3,301 students in 2019-20. English supervises 68 Concurrent Enrollment teachers in over one dozen area high schools who teach 80+ sections of the General Education courses ENGL 1010, 2010, and 2200.

The Department serves many other majors across campus via its general education courses as well as through ENGL 3100, Professional and Technical Writing, ENGL 3500, Introduction to Shakespeare, and its English Education offerings. In addition it contributes to the College Interdisciplinary Film Studies Major.

The Department responds to workforce needs through its new Literary Editing Minor and a new Associate of Arts in English degree. With the help of Amelia Williams in Career Services we have increased our internship opportunities, and increased faculty awareness of the need to help students connect skills learned in classes to the workplace. The Department also serves local schools/demand for teachers by providing a B.A. in English Education that provides teachers with licensure for public school teaching. Finally, the Department offers a major and also a certificate in Professional and Technical Writing that leads students directly to jobs in industry.

The Department makes other contributions by serving over 1000 Developmental English students each year, helping WSU maintain its mission as an open-enrollment university where even underprepared students can succeed. In partnership with Associate Provost Dr. Eric Amsel, the Department participates in the Wildcat Scholars program, which mainstreams developmental students more quickly, thus improving student retention and GPA.

The Department also publishes a tri-annual professional journal, *Weber: The Contemporary West,* a student creative writing journal, *Metaphor* and presents the National Undergraduate Literature Conference, now in its 36th year. The Creative Writing programs runs a national caliber creative writing series.

The Department plays a role in significant new initiatives led by the Provost's Office, such as the Digital Fluency rollout, a revamped first-year experience program and many student success initiatives, given the sheer volume of students we serve annually.

The Department also runs a Master of Arts program (MENG) which provides local students the opportunity to earn a graduate degree while working full-time, as all classes are evening classes. The Program also offers students the opportunity to earn a Master's degree and State of Utah teaching certification in 3 years, thus contributing to teacher training efforts that help improve the quality of instruction in area schools. (The MENG Program produces its own annual report).

Standard A – Mission Statement

Statement

Current for the 2019-20 Academic Year

English Department Mission Statement
The Department of English Language and Literature prepares students to become critical readers and writers through the study of literature and language in English. Moreover, the Department serves the University community by providing students with reading and writing skills integral to their academic and career success.

--The Department is the process of reviewing the mission statement to ensure it encompasses the Creative Writing and English Education programs. Some programs within the department have specialized mission statements.

Mission of the Professional and Technical Writing Program
The Professional and Technical Writing Emphasis, Minor, and Institutional Certificate (IC) prepare students to enter the workforce with advanced writing, editing, and designing skills. Students also learn content management, project management, and collaborative strategies.

Mission of the Composition Program
The composition core required by the Utah State Board of Regents is a two-semester sequence of courses: English 1010 and English 2010. The overarching goal of composition is to prepare students to enter the discourse communities of the university and larger society.

Program outcomes are reviewed on an annual basis and assessment is conducted to ensure teaching is aligned with the mission. The sections below explain how the department's mission is aligned with the college and university mission.

Information Aligned with Annual Department Report

DEPARTMENT OF ENGLISH ALIGNMENT OF UNIT GOALS TO Academic Affairs Objectives:

1) Value/Quality

With its many programs and cross-campus presence the English Department is in many ways a quasi-college, both directly serving the University via its Developmental English, Composition and General Education programs as well as the College of Arts and Humanities through the above and its majors and minors and interdisciplinary programs (Film Studies and the Associate's Degree in Workplace Communication and Writing). **The Department has many current practices in place and future initiatives in the works that contribute to AA's Objective #1: Value/Quality.**

Because of the complexity, scale and number of programs in the department and being mindful of the need for brevity, these are summarized below, with more granular-level detail available in the Appendix.

How will the unit's plans contribute to the academic value/quality of WSU as an institution?

--We have high-achieving faculty who present and publish widely and who are outstanding teachers. In the last two years, the creative writing faculty have published over 75 books, short stories, essays and poems in peer-reviewed venues, for instance, any many of these have won national or regional awards. The strategic goals outlined above are designed to improve the quality of our instruction, offerings, and interface with the community.

What roles will the unit play in the many initiatives taking place across campus?
--English is central to the University and currently does and will play a central role in student success and digital literacy initiatives as described in the Department's ten Strategic Goals, described above.

Will the department have an effective curriculum in instilling program and course-related student learning outcomes?
--Yes, that is currently in place and is being revisited in several programs.

Will the program produce high-quality graduates who find their place in careers or in further education?
--We think we produce high-quality B.A. graduates based on the high placement of PTW and EED students in jobs, but need to work more on helping LTS and CW students become aware of their skill sets, and ideally, connect them with minors that signify to employers that students possess some workplace-specific skills. We will work to attract students to our new Associate's Degree in English and to the Associate's Degree in Workplace Writing and Communication, which we believe will signify to employers a greater degree of employability than a General Studies AA degree.

Will it support high-quality teaching, scholarship, service of unit faculty?
The diversity of programs offered provide ample opportunity for faculty to engage their strengths in research, writing, teaching and service—no one is forced into teaching classes they don't want to teach at times they don't want. With encouragement from the Dean and Chair in the form of professional development funding, reassigned time, encouragement and customized faculty teaching schedules English is poised to extend its high-quality work.

2) Affordability

The Department is mindful of the need to keep education affordable for students and has many current policies and procedures in place to continue on this path. Being mindful of the need for brevity in this report these are summarized below instead of provided in detail across programs.

How will this program keep costs (instructional and direct costs assessed to students) low and thereby help ensure affordability?
--We currently keep a close eye on enrollments and semester-to-semester offer only the number of courses likely to have close to maximum enrollment. We have eliminated the practice of running more sections with fewer students. We have very few course fees. We offer online, hybrid, and a variety of F2F classes at locations convenient to students so they don't have to spend extra time commuting to the Ogden campus which can

take time away from earning a living or caring for children. We keep class sizes small which helps faculty use Starfish and keep an eye on missing students so that we can do timely interventions, so that students don't drop out and lose tuition dollars.

Within constraints of varying costs associated with varying needs of different programs, how will this program use data to encourage cost-effective scheduling?
--See above. We won't run courses every semester with historically low enrollment, but will schedule these at regular intervals to increase courses sizes and so that students can plan their schedules. The Department Chair and Administrative Assistant monitor these constantly.

Cost reductions for students would be realized by creating more efficient degree pathways. How will the unit use data to move students efficiently toward graduation (e.g., post-90 credit graduation rates)?
--We rely on College Advising and our department advisor to call students at this threshold, have them make an advising appointment and help them chart a path to graduation. We closely monitor course waitlists to be sure there are no bottlenecks for students seeking to graduate. We will explore in 2020-21 the possibility of bringing back the B.S. in English as many students go to COMM because they don't want to take a foreign language.

How will it allocate full-time and adjunct faculty resources (teaching load, reassigned time, etc.)?
--The Department relies heavily on adjunct labor particularly for composition classes, and though the per-class compensation ($970 a credit hour) seems unfairly low, it does keep Departmental wage costs down, translating to more affordable tuition for students. The Department utilizes a significant amount of reassigned time but given the number of programs and the complexity of many of them (e.g. Composition, MENG, Teacher Education, Concurrent Enrollment), I don't see how else we can lead, manage and execute new initiatives without the help of Program Directors.
Action Item: Consider moving some of these adjunct lines to full-time instructor positions.

3) Access/Growth

The Department has as its top priority enrollment growth, recruitment and retention. Being mindful of the need for brevity in this report these are summarized below instead of provided in detail across programs.

How will this program contribute to enrollment growth at WSU? This growth may be associated with recruiting new students; retaining enrolled students; offering concurrent enrollment, summer programs, flexible course delivery and location options; providing service courses for high-demand programs; being a high-demand program; responding to local or regional work-force demands, creative scheduling, and attentive advising; and so on.
--I think this question has been thoroughly answered in previous sections. But to elaborate: we are actively engaged at all levels of the department on recruitment and retention. We focus on making our programs accessible and intend to use accessibility as a growth strategy. Our growth in online creative writing classes has been remarkable—students flock to them and the faculty have been very successful in teaching them. We annually serve over 3000 Concurrent Enrollment students at districts across northern Utah who eventually enroll at WSU; we offer over 60 courses each summer; we offer online, hybrid, and F2F classes; we teach at the Ogden, Davis, Farmington, Roy, and Weber West locations; we offer full semester and 7-week block courses; provide service courses for other departments and for the university in terms of general education CA, HU and DV offerings

along with state-required composition courses and a robust Developmental English program serving 1000 student annually; we have a dedicated .50 time departmental advisor who holds over 350 advising appointments and CAH orientations annually.

Department Advising in concert with College Advising has proven to be a potent factor in getting our students connected with faculty, programs and individual courses, and encouraging them to finish in a timely fashion. It also is a useful feedback mechanism helping us learn what courses, times and programs are most of interest to students.

DEPARTMENT OF ENGLISH STRATEGIC GOALS:

Are aligned with the Lindquist College of Arts and Humanities Priorities

1. Student Access and Recruitment with an Emphasis on Diversity and Inclusion
2. Student Retention
3. Develop Lindquist College-Specific Career Resources, Services and Strategies
4. Continuous Development and Updating of Curriculum
5. Improve Faculty/Staff Recruitment and Retention
6. Improve the Public Image of Arts and Humanities
7. Improve Technology, Space and Infrastructure

The Department of English's Goals Are:

1. Be known as the go-to campus partner for interdisciplinary projects and initiatives, including but not limited to Wildcat Scholars, FYE revisions, ENGL 2010/LIBS 1704 and Digital Fluency projects, such as Digital English 1010. **RATIONALE:** Writing is often the currency that enables interdisciplinary collaboration and our faculty have a wide range of interests and expertise that have and will profitably intersect with other colleges and departments. **(Lindquist College Priorities 1, 3, 4, 6).**

   Metrics to measure success: Quantitative: # of students taking courses that are interdisciplinary—honors, general education, film, associate's degree, cross-college and department programs. **Qualitative**: Increased interest from other departments in working with the English Department.

   --UPDATE: We seem to be getting strong interest in the film studies program—more and more students and also more interest in interdisciplinary courses taught by faculty from other departments (History, Theater, Communication) but taken by our students in our department. We continue to participate in projects designed by / supported by the Provost's office, including the merging of LIBS 1704 and ENGL 2010, along other initiatives mentioned above.

   --NEAR-TERM COVID-19 STRATEGY**:** Continue to refine VRTL and OL formats.

2. Be an innovative and statewide—if not national—leader in designing and teaching digitally enhanced composition by building on the successes of the Digital 1010 project in 2019-20. **RATIONALE:** The $100,000 USHE grant provided funding to run a Digitally Enhanced Freshman English pilot in 2018-19 with 1200 students. We continued to refine the project in 2019-20. Preliminary data suggests that the pilot was a success, with 73 percent of students recommending the university provide the Adobe suite to future students. With the Presidents' Office providing funding for Adobe licenses for all students, we feel this project has room to run. We feel digital literacy will be essential for future student success at WSU and in the workplace and our new interactive digital learning classroom will be cutting edge. Our innovative Writing Fellows program is unique nationally and I expect we will continue to provide leadership. Should WSU wish to go forward more broadly this initiative will also need to be rolled out to our 3000+ Concurrent Enrollment students. Both of these possibilities may require more reassigned time for our Composition Program Director and Assistant Director and for our faculty who supervise the Concurrent Enrollment teachers and program. **(Lindquist College Priorities 4, 6, 7).**

   Metrics to measure success: Quantitative: results of survey currently in use showing positive results across categories compared to control group. **Qualitative**: local, regional, statewide and national recognition in the press, at workshops and conferences.

   --UPDATE: We just received the exciting news that we will be an official Adobe Creative Campus (one of two in the state of Utah) with Composition Director Jason Barrett-Fox being selected as an Adobe Education Leader—a national honor. We need to get the latest data about the program's success vis-à-vis the control group. In order to ensure quality delivery of the new LIBS 1704 and ENGL 2010 sections here on campus, including OL, as well as managing this with our 68 Concurrent Enrollment teachers I have provided 3 credits more reassigned time to our Assistant Composition Director.

   --NEAR-TERM COVID-19 STRATEGY: Make sure all these initiatives will work in VRTL or OL formats.

3. Engage in meaningful and sustained discussions about Equality and Diversity with the goal of reviewing our faculty and staff hiring practices, our recruitment and retention strategies, our marketing plan, our curricular structure and course content. We will make changes as needed to these entities. We have created a task force comprising adjunct faculty, full-time faculty, students and perhaps staff from outside the department, such as from the Multicultural Office.
   (Lindquist College Priorities 1, 2, 4, 5).

   Metrics to measure success: Quantitative: retention rates, number of students from underrepresented groups. **Qualitative**: Feedback from students, faculty and administrators involved in the project. Local, regional, statewide and national recognition.

4. Be the statewide leader in innovative Developmental English strategies designed to improve student retention via pedagogies and mainstreaming strategies such as the Wildcat Scholars Program. **RATIONALE:** Data from the Provost's office indicates that Developmental English students, particularly those also taking Developmental Math are some of the university's most vulnerable, with low retention rates. Eric Amsel's $2.1 million DoE Grant will help provide the funding going forward to enhance and refine the Wildcat Scholars program which has already shown significant improvements in student GPAs and retention versus the control group. **(Lindquist College Priorities 1, 2, 4).**

Metrics to measure success: Quantitative: retention rates, GPA as measured by Provost's office vis a vis control group. **Qualitative**: Feedback from students, faculty and administrators involved in the project. Local, regional, statewide and national recognition in the press, at workshops and conferences.

--UPDATE: Wildcat Scholars shows a 20%+ increase in retention and a near doubling of GPA vs. students with similar placement scores who did participate in Wildcat Scholars. I would like to see us publicize our successes more robustly once the data is in.

--NEAR-TERM COVID-19 STRATEGY: Continue summer training of faculty teaching in the program. Ensure these initiatives will work in VRTL or OL formats.

5. Be a leading statewide provider of English Education for teachers via a revision of our current Teacher Education program, through the Wasatch Range Writing Project, through our Concurrent Enrollment training program and through our creative writing outreach to the public schools, which includes the statewide English Quest, hosted at WSU for the last 15 years. **RATIONALE:** Historically the department has been a leader in providing teacher training, and we have many projects in place that, with greater involvement from faculty across the department, could do much to serve the community, produce employable graduates and improve our enrollment numbers. We see a closer relationship with the schools as an excellent opportunity to more actively recruit students to the WSU English Department. **(Lindquist College Priorities 1, 2, 3, 4, 6).**

    Metrics to measure success: Quantitative: growth in majors, minors and graduates. **Qualitative**: Feedback from public school teachers and administrators. Local, regional, statewide and national recognition in the press, at workshops and conferences.

    --UPDATE: We have executed well on all these projects and think our investment in curricular restructuring will be reflected in our number of English Teaching Majors, though covid-19 will slow that down. Longer-term, the fact that many of the English Teaching Course will be taught OL or VRTL may make it possible for us to attract more students who perhaps were unable to pursue this degree because of scheduling constraints. Wasatch Range Writing Project had to be cancelled this summer due to Covid-19.

    --NEAR-TERM COVID-19 STRATEGY: Make sure all these initiatives will work in VRTL or OL formats.

6. Be the leading statewide provider of Concurrent Enrollment English courses, including English 1010, 2010 and 2200 by building on our current infrastructure. **RATIONALE:** For a decade or more, CE English has been an afterthought, with the CE English liaison an hourly employee. But with growth hovering around 27% year over year for the last five years it is our feeling that we should own this and put greater resources into this area of our department. In the last four years we have added a .75 time CE liaison and another .25 time reassigned faculty member to cover the growth in enrollment and complexity (TICE, 2010/LIB1704) and will increase this by .25 for 2020-21. In addition to fulfilling an important legislative mandate, we see this as an opportunity to actively recruit students from area high schools to WSU and WSU English classes in particular. **(Lindquist College Priorities 1, 2, 6).**

Metrics to measure success: Quantitative: growth in enrollment; more schools coming to us to ask if we'll supervise their CE courses. **Qualitative**: Feedback from Continuing Education staff, public school teachers and administrators.

--UPDATE: We had a huge spike in the number of CE English students this year, up to 3301; this pushed our growth in this area to 27% y/y over the last 5 years (last year, the 5-year y/y growth rate was 20%). CE English is now the second largest operation in the department, after composition. The Assistant Composition Director will take on a new role as English 2010 Supervisor who will oversee and manage all 2010-related issues on campus and in the high schools. With this piece now in place we have a robust dedicated team who will ensure quality delivery (including OL and VRTL) in the high schools and who will keep curriculum current.

--NEAR-TERM COVID-19 STRATEGY: Make sure all these initiatives will work in VRTL or OL formats. In fall, the English CE liaisons will use this opportunity to 1) supervise teachers via zoom, eliminating driving time and 2) do a deep dive into the ENGL 2010 Canvas shell & assignments, etc., that we normally do not have time for. This will allow us to overhaul, update, optimize this aspect of the CE operation.

7. Better connect skills learned in English courses to skills required and in-demand in the workplace. We see this goal as central to our recruitment and retention efforts and we will engage with this by providing talking points to faculty to share with students in syllabi and in class, promoting the connections via social media, the website and marketing materials. RATIONALE: Essential for long-term student success and for student retention. **(Lindquist College Priorities 1, 2, 3, 4, 6).**

    Metrics to measure success: Quantitative: measure how many faculty are introducing these ideas in their classes; number of students in internships. **Qualitative**: feedback from students, parents, advisors, employers.

    --UPDATE: We're doing better with advertising internships and job opportunities. We could use help tracking graduates. I would like for faculty to specifically connect our GenEd and Departmental Learning Outcomes to job-specific skills, and do this on their syllabi and in assignments.

    --NEAR-TERM COVID-19 STRATEGY: We need to stay focused on this. And make sure all these initiatives will work in VRTL or OL formats.

8. Continue to work to recruit and retain majors and minors, using a combination of the College Advising Team and Department Advisor John Schwiebert, community-building events (ROAR open mic, CW Readings, Pizza Socials, NULC, *Metaphor* etc.), social media and email outreach (events, engagement opportunities, new and upcoming classes and programs), Starfish, engagement with high school students (CW in the schools, on-campus recruitment events, Concurrent Enrollment and AP classes in-schools recruiting, English Quest) and F2F and online marketing to students enrolled in English classes. **RATIONALE:** Essential to long-term success of department, including retention of faculty. **(Lindquist College Priorities 1, 2, 5, 6).**

    Metrics to measure success: Quantitative: SCHs, FTE, numbers of majors, minors, graduates, y/y retention rates. **Qualitative**: Feedback from students, faculty, staff, advisors, course evals.

--UPDATE: We've put a lot of effort into this but it's up and down. We saw strong SCH/FTE growth the last few years but then numbers were suddenly down in spring (2020). Course evals are stronger than they have ever been, so we are clearly executing in the classroom. We'll need to keep pushing on the recruiting, but it is time-consuming.

--NEAR-TERM COVID-19 STRATEGY: Our FTE for summer 2020 week 2 is up 8.6%; the major count is up 1.3%, so that has been a success. We will work to reach out to newly declared majors and those who have not enrolled for fall to ensure strong fall enrollment.

9. Continue to build out quantity and quality of our online offerings. **RATIONALE**: There is ever-increasing demand for online instruction and an availability of new online tools for faculty to use in online instruction. We want to have online instruction be of equal quality with F2F to provide a quality learning experience and to not sabotage recruitment in the name of student convenience. **(Lindquist College Priorities 1, 2, 4, 7).**

    Metrics to measure success: Quantitative: number of courses offered; course evaluation scores; growing online enrollment. **Qualitative**: Comments in student evals; feedback from faculty and assessment.

    --UPDATE: In the last 5 years we have increased our online offerings by 250% and trained nearly all our adjunct and full-time faculty to teach online. We are meeting both the quantitative and qualitative metrics.

    --NEAR-TERM COVID-19 STRATEGY: Ensure that our OL and VRTL offerings are top quality and that faculty are mentally prepared to teach this way in fall semester. There will likely be some OL hangover if and when we are able to offer more F2F courses—faculty may have had enough of OL for a while, same for students. But perhaps not, and the experience may well convince many faculty and students of the virtues of OL / VRTL teaching and learning.

10. Consolidate strengths of the PTW program (internships, pathways to careers, mentoring) while updating curriculum to reflect changes in the field (social justice components, new software, digital writing and literacy, need for liberal-arts trained technical writers). Participate in the buildout of courses for the Goddard school and seek to attract 'regular' English majors and CW majors to the PTW minor and certificate to enhance employability of graduates not currently enrolled in PTW offerings. **(Lindquist College Priorities 1, 2, 3, 4, 6, 7).**

    Metrics to measure success: Quantitative: growth in majors, minors and certificate seekers; new courses. **Qualitative**: Comments on student evals and in post-graduation surveys; assessment, job placement rates.

    --UPDATE: We have updated the curriculum and worked to integrate PTW courses into a new associate of arts degree. The Goddard School project stalled out as they are thinking about how to overhaul their curriculum to produce better writers. We'd like to play a role but they may want to work toward this goal internally.

--NEAR-TERM COVID-19 STRATEGY: Ensure courses being taught OL and VRTL are of high quality; we have used this opportunity to consider creating a 100% OL option for PTW students. Again, there will likely be some OL hangover if and when we are able to offer more F2F courses—faculty may have had enough of OL for a while, same for students. But perhaps not, and the experience may well convince many faculty and students of the virtues of OL / VRTL teaching and learning—leading us toward an OL degree in this area.

Standard B – Curriculum

Curriculum Maps: *All Current for the 2019/20 Academic Year* (All programs undergoing revision in 2020-21)

Curriculum Map: Associate of Arts in Workplace Communication and Writing

(Offered jointly with the Department of Communication)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1: Writing: Students will demonstrate writing and editing skills appropriate for the workforce.	Learning Outcome 2: New Technologies & Digital Media: Students will demonstrate the principles and practices of new technologies and digital media.	Learning Outcome 3: Working in Organizations: Students will demonstrate knowledge of how organizations work.	Learning Outcome 4: Workplace Skills: Students will demonstrate the ability to effectively communicate their understanding of workplace skills in written, oral or visual format.	Learning Outcome 5: Internships: Students will apply workplace skills by completing an internship with a professional organization.
Writing: COMM 1130, 1140, or WSU 2350 AND ENGL 2100 or OR ENGL 2120	1-2	1	NA	1	NA
New Technology and Digital Media (Take one): COMM 2010 COMM 2250 or ENGL 2130.	1-2	1	NA	1	NA

Working in Organizations: COMM 2550 or ENGL 2150	1-2	NA	1-2	1-2	NA
Workplace Skills (Take one): COMM 1020, 2110, 1270, 1500, 1560, 2010, 2200, 2751 ENGL 2140, 2160	1-2	1 or NA	1	1-2	NA
Professionalizing Experience (Take One): COMM 2730, 2890, 2999, ENGL 2890, 2999,	2	1 or NA	2	2	2
Foreign Language: Two Courses	NA	NA	NA	NA	2

Curriculum Map: Creative Writing Emphasis   KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Experiment in writing and develop drafts into polished original work.	Show critical self-awareness.	Exhibit editorial proficiency.	Understand the professional writing environment.	Show knowledge of contemporary, canonical, and marginalized literature.	Demonstrate ability to produce polished original work in at least one of the traditional genres: poetry, fiction, nonfiction, creative nonfiction.
Required: ENGL 2200	NA	1	1	NA	Varies	NA
Required: ENGL 3080	NA	3	2	NA	2	NA
Required: ENGL 4940	3	3	3	3	3	3
Core: ENGL 3610 or 3620 or 3510 AND 3650 or 3660 or	NA	1	2	Varies	Varies	NA
Literature: ENGL 4560 or any other 4000-level literature course	NA	1	2	Varies	Varies	NA
Introductory Writing: ENGL 2260 or 2270	1	1	1	1	1	1
Advanced Writing (Take two): ENGL 3240, 3250, 3260, 4930	3 (4930-NA)	3 (4930-NA)	3 (4930-NA)	3 (4930-1)	3	3 (4930-NA)
Linguistics (Take one): ENGL 3010, 3030, 3040	Varies	NA	2	NA	NA	NA

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Experiment in writing and develop drafts into polished original work.	Show critical self-awareness.	Exhibit editorial proficiency.	Understand the professional writing environment.	Show knowledge of contemporary, canonical, and marginalized literature.	Demonstrate ability to produce polished original work in at least one of the traditional genres: poetry, fiction, nonfiction, creative nonfiction.
Forms and Craft (Take one): ENGL 3350, 3355, 3360, 3365, 3370, 3375, 3380	3	3	3	3	3	3
Editing and Publication (Take one): ENGL 3100, 3050, 4960	3	2	2 (4960: 3)	3: 3100 & 4960 NA 3050	NA 3100 & 3050 2: 4960	NA

Curriculum Map: English (BA)   KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Foundation—Take One: ENGL 2200 HU/DV, 2220 HU/DV, 2230 HU/DV, 2240 HU/DV, 2510 HU/DV, 2710 HU/DV	2	2	1	1	2
Foundation: ENGL 3080	3	2	3	3	2
Core: ENGL 3610, 3620, 3650, 3660	3	3	1	1	3
Note: Students take 6 credit hours from three of the four Areas below					
Area 1: American and British Literatures and Language: ENGL 3030, 3040	1	NA	1	1	NA
Area 1: American and British Literatures and Language: ENGL 3350, 3500, 3750, 4520, 4530, 4540, 4550, 4610, 4620, 4630, 4640, 4650, 4660, 4710, 4730	3	3	1	1	3
Area 2: World Literatures and Language: ENGL 3010	1	NA	1	1	NA
Area 2: World Literatures and Language: ENGL 3352, 3510, 3730, 3752, 4712, 4760	3	3	1	1	3
Area 3: Cultural and Media Studies: ENGL 3300, 3353, 3753, 3820, 4713	3	3	1	1	3

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Area 4: Writing and Interdisciplinary Studies: ENGL 3050, 3100, 3210	1	3050 (NA) 3100 (2) 3210 (2)	1	3050 (1) 3100 (2) 3210 (2)	NA
Area 4: Writing and Interdisciplinary Studies: ENGL 3250, 3260, 3270	2	NA	2	NA	3
Area 4: Writing and Interdisciplinary Studies: ENGL 3354, 3520, 3530, 3740, 3754, 3880	3	3	NA	3	3
Electives: Any 3000- or 4000- level ENGL course.	Varies Depending on Course	Varies Depending on Course	Varies Depending on Course	Varies Depending on Course	Varies Depending on Course

Curriculum Map: English Teaching (BA)   KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Encourage students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, essay, and argument.	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.	Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.	Use appropriate formal and informal assessments to inform instruction and verify student learning.	Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching English and that promotes respect for physical, ethnic, gender, and cultural diversity.
Foundation—Take One: ENGL 2200 HU/DV, 2220 HU/DV, 2230 HU/DV, 2240 HU/DV, 2510 HU/DV, 2710 HU/DV	1	1	NA	NA	NA	NA
Critical Approaches: ENGL 3080	NA	NA	NA	NA	2	1

Core: ENGL 3610, 3620, 3650, 3660	NA	2	NA	NA	NA	NA
Note: Students take one course from each of the two Areas listed below						
Area One: World Literatures and Language: ENGL 3010, 3352, 3510, 3730, 3752, 4712, 4760	NA	2	NA	NA	NA	NA
Area Two: Writing and Interdisciplinary Studies: ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280	Varies	NA	NA	NA	NA	NA
Electives (Take one): Recommended are ENGL 3500 or 4730. Or take any 3000- or 4000-level ENGL course	NA	2	NA	NA	NA	NA
Methodology Block (Take all): ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3

Curriculum Map: Professional and Technical Writing Emphasis, English (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Foundation—Take One: ENGL 2200 HU/DV, 2220 HU/DV, 2230 HU/DV, 2240 HU/DV, 2510 HU/DV, 2710 HU/DV	NA	1	1	NA	NA	1
Foundation: Critical Approaches: ENGL 3080	NA	2	1	NA	NA	NA
Core: ENGL 3610 or 3620 AND 3650 or 3660	NA	1	2	NA	NA	1
Core PTW: ENGL 3100, 3140, 3190, 4100, 4110, 4120,	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)
Electives: Any 3000- or 4000-level courses	Varies	Varies	Varies	Varies	Varies	Varies

Curriculum Map: English Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate, & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Foundation—Take One: ENGL 2200 HU/DV, 2220 HU/DV, 2230 HU/DV, 2240 HU/DV, 2510 HU/DV, 2710 HU/DV	2	2	1	1	2
Critical Approaches: ENGL 3080	3	2	3	2	2
Core: ENGL 3610 or 3620 AND 3650 or 3660	3	3	1	1	3
Note: Students take 3 credit hours from three of the four Areas below					
Area 1: American and British Literatures and Language: ENGL 3030, 3040	1	NA	1	1	NA
Area 1: American and British Literatures and Language: ENGL 3350, 3500, 3750, 4520, 4530, 4540, 4550, 4610, 4620, 4630, 4640, 4650, 4660, 4710, 4730	3	3	1	1	3
Area 2: World Literatures and Language: ENGL 3010	1	NA	1	1	NA

Area					
Area 2: World Literatures and Language: ENGL 3352, 3510, 3730, 3752, 4712, 4760	3	3	1	1	3
Area 3: Cultural and Media Studies: ENGL 3353, 3753, 3820, 4713	3	3	1	1	3
Area 4: Writing and Interdisciplinary Studies: ENGL 3050, 3100, 3210	1	3050 (NA) 3100 (2) 3210 (2)	1	3050 (1) 3100 (2) 3210 (2)	NA
Area 4: Writing and Interdisciplinary Studies: ENGL 3250, 3260, 3270	2	NA	2	NA	3
Area 4: Writing and Interdisciplinary Studies: ENGL 3354, 3520, 3530, 3740, 3754, 3880	3	3	NA	3	3

Curriculum Map: Professional and Technical Writing Minor   KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4110, 4120	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)

Curriculum Map: English Teaching Minor   KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Encourage students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, essay, and argument.	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.	Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.	Use appropriate formal and informal assessments to inform instruction and verify student learning.	Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching English and that promotes respect for physical, ethnic, gender, and cultural diversity.
Foundation: Critical Approaches: ENGL 3080	2	2	NA	NA	NA	NA
Core: ENGL 3610 or 3620 AND 3650 or 3660	NA	2	NA	NA	NA	NA

Methodology Block (Take all): ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3
Writing & Interdisciplinary Studies (One course): ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280	Varies	NA	NA	NA	NA	NA

- *Demonstrate/discuss how the curriculum for each degree and for any gen ed/service courses offered by the program is the result of thoughtful curriculum planning and review processes.*
    - Each degree results from discussion at the program level and then vetting (discussion and formal voting) by the entire department. In the case of the Associate's Degree in Workplace Communication and Writing, the vetting was done by both English and Communication.

- *How does strategic planning contribute to curricular review?*
    - We constantly evaluate the needs of our students and enrollment data and national trends to ensure we don't stagnate—indeed we seek to be a leader in our various programs.

- *Demonstrate the consistency between curriculum and program mission.*
    - We seek to preserve the uniqueness of each program's degrees and offerings and feel the flexible, cross-program structure contributes to providing specialization with exposure to various competencies (e.g., creativity, professional writing, teaching).

- *Demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, the number of majors/minors, and Gen Ed SCHs produced.*

- o We have 35 full-time faculty and 70 adjuncts teaching in any given year, and we have adequate IW budget to pay for courses. See sections on faculty and budget elsewhere in this report.

- *Courses to support the major/minor/Gen Ed/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.*
  - o These courses are essential to the overall functioning of the university and they also are our student pipeline to majors and minors, so we have significant external and internal motivation to offer these classes all three semesters in every possible modality: OL, Hybrid, F2F, full-semester, 7-week block accelerated, and independent study. Post-Covid, we may continue to offer courses in VRTL or VRTL Hybrid format.

Standard C - Student Learning Outcomes and Assessment

Current for the 2019/20 Academic Year

Measurable Learning Outcomes

DEPARTMENTAL OUTCOMES

The Department of English has two overall learning outcomes:

At the end of their study at WSU, students in this program will:

1. Read, interpret, and analyze language and texts.
2. Compose, revise, and edit their writing.

These outcomes are developed in greater detail at the Program level, below, and are assessed at the Program level. Over the last five years each program has reviewed and revised their LOs to reduce the number and use more assessment-friendly language.

A. Measurable Program Learning Outcomes

Composition
Students will: LO1: Identify connections between and among texts and their ideas.
LO2: Compose writing that is structurally coherent and unified.
LO3: Compose writing assignments with a clear thesis or main idea.
LO4: Control such surface features as syntax, grammar, punctuation, and spelling.

LO5: Paraphrase, summarize, and use quotations appropriately.
LO 6: Use MLA and/or APA citation method correctly.
LO 7: (English 2010) Make and support an effective argument.

Creative Writing
Students will: LO 1: Experiment in writing and develop drafts into polished original work
LO 2: Show critical self-awareness
LO 3: Exhibit editorial proficiency
LO 4: Understand the professional writing environment
LO 5: Show knowledge of contemporary, canonical, and marginalized literature
LO 6: Demonstrate ability to produce polished original work in at least one of the traditional genres: poetry, fiction, nonfiction, creative nonfiction.

Developmental English
LO 1: Students will demonstrate reading comprehension and retention of reading material.
LO 2: Students will write content with clarity, focus, creativity, and authenticity.
LO 3: Students will demonstrate understanding of grammar and mechanics in their writing.

English Teaching
LO 1: Encourage students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, essay, and argument.

LO 2: Secondary students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
LO 3: Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.
LO 4: Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.
LO 5: Use appropriate formal and informal assessments to inform instruction and verify student learning.
LO 6: Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching English and that promotes respect for physical, ethnic, gender, and cultural diversity (Appendix 8).

Linguistics

LO 1: Conceptual knowledge outcome: -Students will be able to explain, with an appropriate artifact, systematicity, and one other property or use of language.* *Conceptual knowledge is what students know; procedural knowledge is they know how to do.
LO 2: Procedural knowledge outcome: -Students will be able to employ, with an appropriate artifact, a method of language analysis.**

** A method of linguistics analysis is meant to be construed broadly to include not only formal procedures for linguistic analysis but also methods appropriate to TESOL courses in intercultural communication and second-language pedagogy, including assessment.

Literary/Textual Studies

Students will:
LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.

LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.

LO 3: Apply relevant critical theories to the interpretation and production of texts.

LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.

LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.

Professional & Technical Writing

LO 1: Students should apply theories of technical communication in a variety of genres demonstrating theoretical and practical foundations of the Professional and Technical Writing minor and emphasis.

LO 2: Students should write a variety of documents that reflect application of sophisticated levels of cognition in addition to mastering basic concepts in the discipline

LO 3: Students should perform substantive editing in both hard copy and electronic copy

LO 4: Students should demonstrate a rhetorical approach to document design by thoroughly analyzing situational audience, purpose, and context

| LO 5: Students should construct documentation projects using single-sourcing and modular-writing principles |
| LO 6: Students should develop a portfolio of their best work containing a variety of documents created throughout the entire program; the portfolio may be in hardcopy, online, or a combination of media |

- *Do outcomes describe the expected knowledge, skills, and behaviors students will have achieved in each degree or certificate program at the time of completion?* YES.

- *Do outcomes support the goals of the program and the constituencies served?* YES.

- *Demonstrate how outcomes directly link to the program curriculum.*
  - Some outcomes are not always applicable to all courses because we have sought revisions to make the degree programs cross-pollinate one another, so that, for instance, a Creative Writing major has some exposure to Professional and Technical Writing, or a Creative Major has exposure to Literature. Current curricular reforms (2020-21) will be in place by fall 2021 and will further build out our goals of creating interdisciplinary (within the department) degrees in literature, English teaching, creative writing and professional & technical writing.

- *Demonstrate how measures of assessment are clearly defined and appropriately applied.*
  - The main proof in the pudding is found in the bi-annual assessment reports provided to WSU OIE. We typically rely on random selection of artifacts assessed by faculty teams and use Canvas Outcomes in rubrics connected to assignments.
  - At the Program level annual assessment is managed by the Program Directors with oversight as needed from the Chair.

- *Show that defined measures or metrics are used in a systematic manner on a regular basis.*
  - See above.
- *Articulate the ways in which assessment data of mission and outcomes are used to improve and further develop the program. Is this incorporated in the strategic planning process?*
  - We triangulate assessment data, course evaluations, syllabi review, enrollment data and student surveys to ensure we are offering the sorts of courses that students want and need, and that we are teaching them in effective ways. For

example, ENGL 3100 is a course in the Professional and Technical Writing Program. Students regularly complained in course evals about the structure of the course and some pedagogical practices. The PTW committee came together to discuss these concerns and came up with a plan to address them. I have seen no subsequent complaints about the course. Another example has to do with regular reviews of syllabi of courses carrying General Education credit. By reviewing syllabi we are able to ensure that faculty are identifying the correct LOs, and applying them to specific assignments. This has helped us improve our percent of assignments meeting success thresholds for HU and DV credit.

- o As for strategic planning we use the above processes to help determine the ten strategic goals shared at the beginning of this report.
- o For the last 4 years we have engaged in continuous improvement of Learning Outcomes. I expect we will continue to refine our LOs across programs.

B. Other programs
   a. <u>General Education Outcomes</u> (if applicable)

   This program supports General Education in the following area(s)

   ☐ AI   ☒ Comp   ☐ IL   ☐ QL

   ☒ CA   ☒ HU   ☐ LS   ☐ PS   ☐ SS

   ☒ WSU   ☒ DV

English teaches courses that address General Education LOs in the following areas.

Composition Learning Outcomes:
LO 1: Students will: identify connections between and among texts and their ideas.
LO 2: Students will: compose writing assignments with a clear thesis or main idea.
LO 3: Students will: control such surface features as syntax, grammar, punctuation, and spelling.
LO 4: Students will: paraphrase, summarize, and use sources appropriately.
LO 5: Students will: use MLA and/or APA citation method correctly.
LO 6: Students will: make and support an effective argument.

Creative Arts (CA) Learning Outcomes:
LO 1: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.
LO 2: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

Diversity (DV) Learning Outcomes:
A student who successfully completes a General Education Diversity course will:
LO 1: describe his/her own perspective as one among many,
LO 2: identify values and biases that inform the perspectives of oneself and others,
LO 3: recognize and articulate the rights, perspectives, and experiences of others.

Humanities (HU) Learning Outcomes:
LO 1: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.
LO 2: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
LO 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

WSU General Education Learning Outcomes (GELOs):

1) Content Knowledge
2) Intellectual Tools
3) Responsibility to Self and Others
4) Connected and Applied Learning.

Provide a brief summary of the program's contribution to supporting, improving, and/or revitalizing the General Education program at WSU:

- *Experiences designing, using, and updating Signature Assignments*
  o See sample SAs in Appendix H.

- *Highlighting innovative pedagogy*
  o Faculty have created Digital Literacy assignments that meet Gen Ed LOs.

- *Service to GEIAC*
  o English faculty serve on GEIAC.

- *Innovative Gen Ed courses (Honors, WSU, etc.)*
  o English Department faculty regularly (every semester) teach in either the Honors Program, the WSU Gen Ed program or both. In addition, our Gen Ed Composition courses are innovation leaders, as we have led out on Digital Literacy supported by $100,000 USHE grant, and a new integrated ENGL 2010 and LIBS 1704 course
  o Developmental English and the Compostion Program have also innovated to create a new integrated ENGL 0955 and ENGL 1010 course for the Wildcat Scholars Program that helps mainstream developmental students more quickly.

- *Measures of quality (student evaluations, assessment and productivity (SCH, sections taught)*
  o The Department Chair reviews over 500 course evaluations annually and shares where appropriate the results with individual Program Directors. Adjuncts Instructors with unfavorable eval patterns conference with Program Directors and/or the Department Chair. Full-time faculty with unfavorable eval patterns converse with the Department Chair.
  o The Department teaches over 200 sections of General Education courses annually, including Composition, Literature, and Creative Writing offerings.
  o SCHs range from 12,000-15,000 annually.

The Department plays a significant role in WSU's General Education program, serving over 5,500 students annually through its composition program (ENGL 1010 and 2010 courses which fulfill the state writing requirement), through 2000-level creative writing courses carrying the Creative Arts designation (CA), and through 2000- and 3000-level literature and humanities courses carrying the Humanities (HU) and Diversity (DV) designations.

The Department also supports General Education by providing faculty to teach courses in the WSU Gen Ed program, and **supports high-impact practices** by providing faculty to teach in Honors, teach Community-Engaged Learning-designated courses, and support students engaged in undergraduate research.

Concurrent Enrollment: The Department facilitates access to college courses at the high school level via its Concurrent Enrollment program which served 3,301 students in 2019-20. English supervises 68 Concurrent Enrollment teachers in over one dozen area high schools who teach 80+ sections of the General Education courses ENGL 1010, ENGL 2010, and ENGL 2200.

- *Describe how concurrent programming supports the program's mission.*

English Department Mission Statement: The Department of English Language and Literature prepares students to become critical readers and writers through the study of literature and language in English. Moreover, the Department serves the University community by providing students with reading and writing skills integral to their academic and career success.

In this regard Concurrent programming directly aligns with the Department's mission. As described in previous sections of this report, the Department has invested significant money and time into making our Concurrent Enrollment program a state leader, with the appointment of a ¾ time CE Liaison, a ¼ time Assistant Liaison, and a 1/8 time ENGL 2010 supervisor who ensures an up-to-date curriculum that is aligned with ENGL 2010 courses taught under WSU auspices.

It is worth noting, however, that despite the Department's commitment to Concurrent Enrollment this commitment does work at cross-purposes in a metric-driven environment, as students completing Composition or Literature General Education requirements in the high schools do not take these courses when they come to WSU. Estimates vary, but between 40-70% of students taking CE courses enroll at WSU; that translates to 40-70% fewer students in our gateway classes. This in turn impacts SCHs and our ability to recruit majors from on-campus students. We would like to explore options for recruiting students to our majors and minors from high school classes.

- *Describe practices of evaluation and assessment of concurrent courses.*

We have a robust evaluation and assessment program in place and I consider this to be one of our Department's strengths. Concurrent instructors are full-time high school teachers with Master's Degrees. They are supervised by Eleanor Olson, a long-time public school teacher whose WSU appointment consists of 75% Concurrent Enrollment supervision. She is assisted by Dr. Megan Van Deventer,

who has five years public school teaching experience and who has earned her Ph.D. in English Education. Concurrent courses are evaluated and reviewed in the following manner:

- Meet with English Composition Director and/or Assistant Composition Director to coordinate expectations and assignments.
- Approve applications of high school teachers.
- Give an orientation to all approved teachers annually.
- Schedule and observe each teacher at least once and evaluate their teaching and their students' work.
- Read at least 3 summaries and 3 literature reviews from all first- and second-year teachers to make sure they are grading on a college level and requiring the work that they list on their syllabus.
- Have teachers who have taught at least two years submit 3 summaries and 3 literature reviews to make sure they are following their syllabus and grading on a collect level.
- Ensure CE teachers are following the syllabi developed by a team of high school teachers and WSU English faculty.
- Meet with any teacher who is having a problem with a particular student, parent, or administrator.
- Answer questions about requirements and how to grade, how to simplify grading, how to use Canvas, how to use "turnitin.com" to check for plagiarism.

  b. Other interdisciplinary Programs

We contribute to the College-wide Film Studies Program, to Linguistics, to Women and Gender Studies and to a joint degree in Workplace Communication and Writing. We have expressed writen support for a proposed inter-college Queer Studies Program.

Five-year Assessment Summary

General Education Assessment: WSU-wide assessment reports from the GEIAC Committee for Composition, HU, DV and CA can be found at the links below. These reports include data on English courses.

2019-20: No report filed as of the writing of this report.

2018-19: https://apps.weber.edu/wsuimages/GenEd/Assessment%20Reports/GenEdAssessmentAY20Summary.pdf

2017-18 Report: No report filed

2016-17 Report:
https://apps.weber.edu/wsuimages/GenEd/Assessment%20Reports/FINAL%20GenEd%20Assessment%20Summary%20SP%202018.pdf

2015-16 Report:
https://apps.weber.edu/wsuimages/GenEd/Assessment%20Reports/GenEd%20Assessment%20Summary%20SP%202017.pdf

English Department Assessment

Annual assessment reports for 2015-16, 2016-17 and 2017-2019 can be found at https://www.weber.edu/ie/Results/English.html

<u>Assessment Findings Since Last Program Review from OIE Review of Last Biannual Report</u>

Rubric against which Biennial Reports are evaluated:

Criteria	Proficient
Student Learning Outcomes	-Concise descriptions of skills, competencies, and knowledge to be gained -Articulated in measurable language -Concrete, rather than abstract
Curriculum Grid	-Demonstrates intersection of student learning outcomes and courses -Intersections are leveled in a way that it is clear when outcomes are introduced, continue to be developed, and ultimately mastered -Students have multiple exposures to each outcome at different levels
Assessment Plan	-Describes the types of assessment generally used for the program (e.g., juried reviews, ePortfolio reviews, culminating exams/boards, embedded course assessment) -Describes a holistic plan, whether by course or by outcome -Covers multiple years

Evidence	-If presented by class, covers all outcomes the course is designed to address -Multiple measures are included (direct and indirect) and well-defined -Reliable and valid evidence is collected for each outcome -Clear description of assessment instrument or tool
Threshold/Expectations	-Threshold is meaningful and aspirational (but reasonable) -Explanation for selected threshold is provided -Potentially two-dimensional
Interpretation	-Interpretation is robust and meaningful (more than "met" or "not met") - can be tied to an action
Described action	-There is an explicit, well-reasoned connection between the assessment results and proposed changes. -The proposed changes are presented in measurable ways. -Includes description of how any implemented changes will be assessed.
Closing the loop	-A plan to follow up and evaluate planned changes is provided

Feedback

Learning Outcomes	Proficient The second English Teaching methods outcome is not clear – it's a statement about what a specific audience does – is it supposed to focus on curriculum development or content inclusion? (page 26)
Curriculum Grid	Proficient The only question I had was on the English Teaching map; Not sure why 3010 is listed for "Area of Specialization, Area 1" or why 3050 is listed for "Area of Specialization, Area 2", when all program-level outcomes are 'N/A'. Perhaps those should just be included in electives?
Assessment Plan	Assessment strategies vary between the programs, but appear to be well thought through and well-executed

	PTW – no assessment plan indicated, though the report indicates 'all of our assessment thresholds are being met' – where is that data? Is this from previous reports?
Evidence	**English Teaching Program** – "100% of majors met certification requirements." How do certification requirements align with program outcomes and courses? Explaining that would greatly enhance the findings. **LTS** – the tables (for the upper division courses) don't provide much information, just an average score. The number of students (I see this is included in the narrative), the frequency distribution of scores, a description of the activities/artifacts used for assessment, thresholds, etc., would improve this assessment. Nice strides in improving GE assessment. **PTW** – good use of portfolio assessment. Could you share the rubrics used for assessing PTW portfolios?
Threshold/Expectations	**Developmental Engl** – 80% of students will 'be adequate or proficient' **Composition** – 70% of students will 'meet or exceed' expectations **Linguistics** – 70% will achieve 70% or higher on assessed artifacts **Creative Writing** – no threshold indicated **English Teaching** – 70% of students will 'meet or exceed' **LTS** – 75% will 'meet or exceed'; you might consider different outcomes for GE and lower division courses, versus upper division (primarily major) courses **PTW** – 70% of students will score 4+ on a 5-point scale; also 75% of portfolios score at 3/75+ on a 5-point scale. Sorry, this is confusing! Maybe share the rationale for the identified threshold.
Interpretation	All the narrative that has been provided seems thoughtful and rich. Here are a couple of area-specific questions: **Composition** – the finding for both 2010 and 2010 that students perform below expectation on the MLA/APA outcome; what is the outcome performance in the co-taught English 2010/Libs 1704 courses? **Creative Writing** – not clear what data was assessed; maybe an artifact in each class? What is the plan for following up on the findings?

	Developmental English 0900 – while most assessed artifacts show students at adequate or proficient, these classes have an overall D/F/W/UW rate of 30%; can you address that dissonance? English 0955 – going forward, I would present the data as trended data, not as separate snapshots (each term). I can help you with this – it makes it easier to see the upward trend over terms that you mention. **Wildcat Scholars** – great analysis; excellent evidence for implementing the 1000-1010 sequence for all developmental English students **LTS** – good discussion of ways to improve assessment (remind faculty of outcomes, establish thresholds), but no discussion of actions when outcome thresholds were not met (primarily GE courses) **English Teaching** – threshold isn't aligned with reported results (% of students passing certifications) **PTW** – The last term showed outcome thresholds were not met; while this could be just an anomaly, it is likely a good idea to begin thinking about ways to better understand what is going on. How does course-level assessment inform portfolio-level assessment?

Notes:
1) Feedback on Gen Ed courses (from GEIAC)
    a. This feedback was generated through the new assessment process designed by GEIAC. This formative, peer assessment is provided by members of GEIAC based upon a common rubric approved by the committee.
2) Signature Assignments
    a. Identified in Fall 2019 - 37 of 95 sections for a 39% compliance rate
    b. Identified in Spring 2020 - 75 of 97 sections for a 77% compliance rate (yeah!)

<u>Assessment of Graduating Students</u>

Assessment processes for graduating English students include:

--Students in the interdisciplinary Associate of Arts in Workplace Communication and Writing take either COMM 2999 or ENGL 2999, which "provides an opportunity for students to synthesize and demonstrate their learning in the Associate of Workplace Communication program. The primary purpose of the course is to help students transition from earning an associate's degree to pursuing a job and/or continued education toward a bachelor's degree. The course will include employment-related content such as interviewing skills, job shadows, career research, portfolios, resumes and cover letters."

--Students in the interdisciplinary Linguistics Minor choose from one of two capstone courses; LING 4990 uses a portfolio model with artifacts assessed by program faculty.

--The Creative Writing Program utilizes the ENGL 4940: Senior Project as a way to assess student performance at the program level. Students upload portfolio materials into Canvas and the Creative Writing committee assesses these as a group.

--English Teaching BA and English Teaching Minor Programs ensure that graduating students are ready to become licensed classroom teachers. Those who are not do not receive certification.

--Professional and Technical Writing requires students to take ENGL 4120: Seminar and Practicum in Professional and Technical Writing. The course serves as a capstone for the minor and emphasis, preparing students for immediate job placement. It also does so for the PTW BA but we need to revise the catalog copy to reflect this fact.

--The English BA program has discussed whether to require a capstone but sentiment has been negative. We are relying on course-level assessment to ensure we are meeting our LOs.

Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Composition (ENGL 1010 and 2010); Papers	Collegiate Learning Assessment (CLA)	Random Sample	Canvas
General Education CA Designation (ENGL 2250, 2260, 2270); Terminology	Gen Ed CA Learning Outcomes	Random Sample	Canvas
General Education DV Designation (English 2200); Book Reports, Papers, Essays	Gen Ed DV Learning Outcomes	Random Sample	Canvas
Creative Writing Portfolio	Various CW Learning Outcomes	Prior to Graduation	BOX
Developmental English; Third Essay	DE Rubric in Appendix 4	End of Semester	Sandbox course in Canvas
Developmental English; Grammar Concepts Test	Grammar	Pre-and Post-Test	Survey Monkey
English Teaching; Materials and Classroom Observations	English Teaching Learning Outcomes as Specified in Curriculum Map.	Various points during semester	WSU Department of Education and Utah State Department of Education
General Education HU Designation; Unspecified Assignments	Gen Ed HU Learning Outcomes	End of Semester	Canvas
Linguistics; Unspecified artifacts	Linguistics Outcomes as Specified in Curriculum Map.	End of Semester	Canvas
Literary and Textual Studies; Papers	LTS Learning Outcomes as Specified in Curriculum Map	End of Semester	Canvas
Professional & Technical Writing; Portfolio	Writing, content management, editing	End of Semester	Google Drive

Standard D - Academic Advising

Advising Strategy and Process

Currently, the advising strategy for the English department consists of an elected half-time English department faculty advisor, Dr. John Schwiebert, who advises prospective and declared English majors and minors on program requirements, emphasis options and opportunities within the English department. In addition, each of the English emphasis areas – Creative Writing, Professional and Technical Writing and Teaching have English faculty who advise students on an as-needed basis on the particular emphasis areas and different requirements and course sequencing required.

The Lindquist College of Arts & Humanities employs three college academic advisors, Megan Alyse, Nick Berg, and Debbi Murphy to advise students declared in all arts and humanities majors, and perspective students, on the general education requirements, university degree requirements (diversity, BA and credit hour requirements), and provide general overview of major and pre-major course requirements. The college advisors are located within the physical space of the English department and English majors have easy access to the advisors.

English majors who attend the new student orientation sessions are advised in a group setting on the general education and university degree requirements by the college advisors, and then they have the opportunity to meet as a group with either Dr. Schwiebert or the department chair, Dr. Hal Crimmel, regarding the English major options, requirements and opportunities.

The English department has a mandatory advising requirement of all declared English majors to ensure a student meets with a department advisor at least once prior to graduation. Students are encouraged by the department's faculty members and staff to meet with both the department advisor and college advisors frequently to make sure they stay on track to graduation.

Our catalog states that "English majors are required to meet with a faculty advisor at least twice annually for course and program advisement. If this requirement is not met, students may not be allowed to register for classes within their major." (Historically, however, this has not been enforced).

Advising Strategy and Process Specific to Department Advisor

The Department Advisor, Dr. John Schwiebert, meets with students on both an appointment basis, using the "youcanbookme" software, and on a walk-in basis. He concentrates on helping students identify courses needed to take to progress towards degrees and on familiarizing them with the Cat Tracks system. In addition, he informs students about extracurricular opportunities associated with the English Department, as we feel this aspect is essential to recruitment and retention of students. He encourages students to become involved in one or more of these opportunities as a way of forming friendships with students of like interests, helping others, and developing literacy-related skills for post-graduate study or job-seeking.

Students meet with the Department Advisor at all stages of progress towards their degrees. Students still completing their General Education requirement are referred to the College of Arts & Humanities advisors. Once students have chosen an area of emphasis he may refer them to the appropriate area director within that program (Creative Writing Emphasis, Professional and Technical Writing Emphasis, and English Teaching Emphasis). Dr. Schwiebert does the advising for students seeking the English Major with Literature Emphasis.

He distributes handouts that enable students, at a glance, to see all extracurricular opportunities available and that offer practical suggestions for keeping a file of "skills and things done" that will prepare them for resume writing and successfully transitioning from "student" to "graduate." The Department also maintains a quiver of advising brochures that are available in print and electronically. Twice each semester he sends mass e-mails to all declared English majors to remind them of the mandatory advising requirement.

He also visits all face-to-face 2000-level literature and creative writing classes to promote the English major, the minors, and particularly the AA degree in Workplace Communication and Writing. He gives interested students his card and has them write their name and e-mail contact information on the card. He then collects the cards and sends individual e-mail invitations to the students to come in for advising. Students are interested; in Fall 2019 he sent out 79 invitations.

Dr. Schwiebert informally canvases students to discover:

- Why they have chosen English as a major (and why, within the major, their particular area of emphasis);

- What, if any, long-term goals they have for after graduation; and

• What kinds of support are most helpful—or would be most helpful—to them now as they are working towards their degree. Findings have been interesting and are confirmed by written surveys we conduct with students. Students are majoring in English because they like to read and write; they are drawn to particular areas of emphasis by motives of career (notably those who choose Professional and Technical Writing), simple interest or "passion" (especially students who choose the Creative Writing emphasis), and a combination of career and personal passion (students who emphasize English Teaching). In response to the question, why did you choose to major in English? Most respondents cited some version of the words "love," "passion," and "interest" as their leading motives, with future career also being a concern. As part of our departmental strategy and process for securing and retaining majors, it makes sense that we appeal to all of these various kinds of students. In fact, we have incorporated this language into our print and electronic marketing materials.

Effectiveness of Advising

The College Advising team in partnership with Dr. Schwiebert provides effective academic advising for our students. Since the last English BOR Report (2015), the College has added a third advisor and as Chair I have increased Dr. Schwiebert's reassigned time to 4 courses annually, representing 50% of his duties. These staffing increases ensure that students can be seen quickly. The college advisors and the faculty advisors communicate often regarding students and refer students as needed to the appropriate advisor based on the student's needs.

In 2019, Dr. Schwiebert held 467 FTF appointments with students (Spring: 218 / Summer: 34 / Fall: 215), which represents a 17% increase (67 students) over 2018.

The Department also utilizes WSU's Starfish Reporting System to help provide students with timely feedback on their in-class performance. In the first third of the semester faculty flag struggling students and also provide them with positive feedback. When faculty raise Starfish flags either an Advisor or another member of student service (e.g., counselling, women's center, etc.) reaches out to the student in an attempt to help them.

The Department also participates in the college's academic standing warning system. When an English major's cumulative G.P.A. drops below a 2.0, the student is notified of their academic standing change. They are then required to complete an online workshop which provides information regarding the implications of their academic standing, what they can, and should do to improve their academic standing and information on campus resources to help them be successful. The student is then required to meet with the

college academic advisor to discuss specific goals and plans for the student to be successful. Students who do not complete the online workshop and meet with the college academic advisor are prevented from registering for a subsequent semester. This program allows our advisors to identify and reach out to those students who are at risk of academic failure and provide them with the information and resources available to help them be successful.

Strategies for Career Decision and Placement Advising

The College has hired a Career Advisor, Amelia Williams, and the Department, as indicated above, has created a .50 faculty advisor position. At the University level, conversations are taking place regarding what mandatory advising might look like, and also around improved College-wide advisement strategies.

In addition to discussing with students what they can do with an English degree after graduation (*What they can do in the future*), Dr. Schwiebert encourages them to keep records of "things done and skills demonstrated" (*What they can do now*) in order to better plan their futures. To this end, as indicated above, he has begun providing advisees with two printed handouts when they meet with him:

     a. "Extracurricular Opportunities" (described in "Advising Strategy and Process," above).

     b. "Build an Identity; Create Your Future," which offers guidelines for collecting two kinds of information:

          • Notes of "things done and skills demonstrated" which can help students develop confidence and furnish data for eventual use in resume-writing; and

          • Notes of thoughts, observations, to do lists, and other materials that can foster habits of attention, provide materials for further development (into academic papers, projects, etc.), and help students develop a sense of personal identity.

Future Recommendations

As a future recommendation, the Senior College Advisor, Debbi Murphy, suggests considering requiring students to seek career counseling in addition to the mandatory academic advising. A career counselor can help English majors articulate the connection between the many desired employer skills and the skills they have mastered as an English major. Many English majors do not have the job seeking skills or knowledge to market themselves to the business community. This could be accomplished through a senior or

junior seminar course required for all English majors. Ms. Murphy also recommends some form of internship requirement be added to the English major and emphasis areas that do not currently require an internship.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

Current policy in the department is for 3000- and 4000-level courses to be taught by faculty holding terminal degrees. Teaching standards are maintained by a robust review process, described below, as well as by assessment and course evaluations.

Faculty Qualifications

We have a large roster of 35 full-time faculty who, in combination with our many adjuncts, provide instructional stability and a commitment to quality course delivery. A list of full-time faculty and adjuncts with their years of teaching and degrees is provided in this document.

Faculty Scholarship

Our full-time faculty are productive scholars and creative writers. Over the last 5 years faculty have published dozens of peer reviewed stories, poems, articles and books.

Mentoring Activities

The Department experimented with a formal mentoring process for new faculty but felt this had less value than focused efforts by the Chair and interested senior faculty to steer new faculty toward the resources and support necessary for a strong career foundation. In part, our faculty are coming in as experienced teachers and often prolific publishers, so we felt that steering them toward WSU-specific opportunities and relationship-building provided the greatest value for early-stage faculty.

Diversity of Faculty

Compared to other regions of the United States, our faculty has minimal racial and ethnic diversity. The college, department, and program aspire to have a diverse faculty but have not been particularly successful in this regard. The majority of the Department's faculty are Caucasian. The department's full-time faculty (2019-20) consists of 22 women and 15 men.

In summer of 2020, the Department launched a Diversity, Equity and Inclusion Task Force with 12 interested full-time faculty, one student, and 10 interested adjuncts. The group is considering the following: student recruitment and retention strategies, hiring practices, course offerings, course content among others. We expect a report by November 30, 2020 and look forward to discussions and concrete steps.

Ongoing Review and Professional Development

Tenure-track and Tenured Faculty
Tenure-track faculty members are reviewed according to WSU PPM schedules. The typical schedule after hire as a tenure-track assistant professor is:

Tenure-track faculty have their teaching observed at the following intervals. These intervals and process are governed by the WSU Policies and Procedures Manual (PPM).

- 1st year: informal discussion with Department Chair

- 2nd year: The candidate's teaching, service and scholarship are evaluated and an overall written assessment of progress made.

- 3rd year: Formal tenure rank and evaluation committee review
  -- includes evaluation of written materials related to teaching such as syllabi, assignments and summary course evaluations. In-class teaching observations are conducted by a peer review committee.

- 6th year: Formal tenure rank and evaluation committee review
  -- includes evaluation of written materials related to teaching such as syllabi, assignments and summary course evaluations. In-class teaching observations are conducted by a peer review committee.

- if tenure and rank advancement was granted:
  - 11th year: eligible for full-professor promotion or post-tenure review
  - Every five years after tenure: post-tenure review, which includes evaluation of written materials related to teaching such as syllabi, assignments and summary course evaluations.
    or Performance Compensation application

Contract Faculty

Contract faculty are reviewed (including their teaching) in the first year of employment and subsequently every three years. Per PPM 8.7.II the review is conducted by a faculty committee, "consisting of one faculty chosen by the contract faculty member, one faculty chosen by the chair, and at least one faculty elected by the department." The committee observes the faculty member's teaching, and includes this evaluation in the faculty member's third-year review materials.

Adjunct Faculty

Successful review and ongoing development starts with high-quality faculty hired by the Department Chair in consultation with relevant program directors. Regular adjuncts are hired via the traditional hiring process—candidates apply through Human Resources. The Composition Director, Assistant Director and Department Chair and other faculty access applications, giving teaching experience in the college setting the highest priority after minimum qualifications have been met (an MS or MA in English). Once two or three applicants have been selected, interviews are conducted and offers are extended. Adjunct faculty primarily teach in the composition program. Since the last BOR review in 2015, we have seen substantial growth in adjuncts teaching in Developmental English, in Professional and Technical Writing and in the Creative Writing. Adjuncts also on occasion (but rarely) teach 2000-, 3000, and 4000-level literature classes for which full-time faculty are unavailable, unqualified, or unwilling to teach.

Adjunct faculty teaching in the Composition Program are trained, supervised and reviewed by the Director of Composition and the Assistant Director of Composition with oversight from the Department Chair. Adjuncts teaching in other programs (Creative Writing, Developmental Writing, Linguistics, and Professional and Technical Writing) utilize a similar model. Training consists of adjunct retreats, monthly "Composition Conversations" meetings, and special compensated training sessions, such as the custom online training program WSU Online created for English. We pay faculty, including adjunct faculty, $250 to complete this training.

All adjunct faculty, including TAs, are required to come to the composition program's annual adjunct faculty retreat in August, generally held two weeks before the semester starts to facilitate any necessary changes to their syllabi, and another adjunct training retreat sponsored by the Teaching Learning Forum, this year in October.

At these retreats, program, departmental and campus policies are reviewed; changes to curriculum, policies and practices are explained; and training is given in variable topics from teaching with specific technologies to syllabus development, from incorporating rubrics to classroom management, from FERPA to current trends in composition theory and practice.

During fall and spring semesters, the program sponsors four (usually two per semester) workshops (Composition Conversations) each where issues concerning the teaching of composition are covered—taught by guest speakers, full-time faculty, the director or assistant director, and, often, adjunct faculty members.

Adjuncts have the opportunity to apply to the department chair for conference travel funding, but with over 70 adjuncts teaching annually funding is by necessity limited. Further oversight is provided by the course evaluations. The Department Chair flags problematic evals and passes these on to the Composition Director and Assistant Director. Conversations follow as needed with adjuncts; when improvement is not shown over a semester or two we tend to not offer these adjuncts future classes.

The other group of adjuncts consists of graduate students interested in Teaching Assistantships. Legally, TAs are considered adjunct faculty members. For this group we do an RFP and a similar interview and hiring process. TAs must be enrolled in the master's program and are selected by the Composition Director, and the graduate program director in concert with the Grad Steering Committee. New TAs are reviewed in their first semester and then once annually in subsequent years. The Assistant Director of Composition writes up observations, identifying strengths and areas for improvement, and then shares them with the Adjuncts individually.

TA Training
The TAs take MENG 6822: Teaching College Writing the semester before they begin teaching English 1010 and MENG 6823: Teaching Practicum during the semester that they teach for the first time. Both courses are taught by the Composition Director, Assistant Composition Director, or other qualified faculty. In MENG 6822, they are taught theory and practice of teaching composition, and in MENG 6823, they reflect on their experiences with each other and the program director in addition to observing two experienced faculty and being observed twice by the graduate program director.

All adjunct faculty, including TAs, are required to come to the composition program's annual adjunct faculty retreat in August, generally held two weeks before the semester starts to facilitate any necessary changes to their syllabi, and to another adjunct training retreat sponsored by the Teaching Learning Forum, this year in October.

At these retreats, program, departmental and campus policies are reviewed; changes to curriculum, policies and practices are explained; and training is given in variable topics from teaching with specific technologies to syllabus development, from incorporating rubrics to classroom management, from FERPA to current trends in composition theory and practice.

During fall and spring semesters, the program sponsors four (usually two per semester) workshops (Composition Conversations) each where issues concerning the teaching of composition are covered—taught by guest speakers, full-time faculty, the director or assistant director, and, often, adjunct faculty members. TAs also have the opportunity to attend conferences through student travel grants.

As a program, we also have an English 1010 and 2010 Resource page on Canvas available to all adjunct and composition faculty that includes samples courses, syllabi and assignments; a list of recommended textbooks; a rational for the 1010 curriculum, and links to many other campus and teaching resources.

Supervision
Each semester, the Composition Director collects the syllabi from all adjunct faculty via the cloud storage program Box where it can be accessed by the department chair, program director and assistant director. This permits review of syllabi to see if adjunct faculty are following program protocols. It also allows access to an instructor's syllabus in the event a student comes to the program director with a complaint or concern.

Each semester, the assistant director observes four adjunct faculty and reviews their syllabi, textbooks and other course assignments and materials to ensure that program policies, curriculum and outcome goals are being met or addressed. After the observation, the assistant director writes up the observation with praise for what was being done well and suggestions for improvement if necessary. Then the AD meets with the adjunct faculty member (or converses via email) to discuss the observation and whether any significant changes need to be made to the syllabus, course assignments, textbooks and/or classroom management and conduct. Once this is done, the AD, program director and adjunct faculty sign the written observation, and it is placed in their file. The same process is followed with observation of the TAs by the program director, but TAs are observed twice.

Action Item
Due to the growth in adjuncts teaching in the Developmental English Program, in Professional and Technical Writing and in the Creative Writing Program, we should probably develop a training & professional development plan and an observation plan for these adjuncts to be consistent with processes in Composition.

Adjuncts Teaching in Concurrent Enrollment in the High Schools
These instructors are full-time high school teachers with Master's Degrees. They are supervised by Eleanor Olson, a long-time public school teacher and current WSU full-time faculty member also serving in the role of English Liaison to Concurrent Enrollment. She is supported by Dr. Megan Van Deventer, Assistant Concurrent Enrollment Liaison. Instructors in this category are selected, developed and reviewed in the following manner:

- Approve applications of high school teachers.
- Give an orientation to all approved teachers, typically 3-4 annually.
- Meet with Composition Director or Assistant Composition Director to coordinate expectations and assignments.
- Schedule and observe new teachers or those struggling teachers once annually; experienced teachers who have not been flagged by the review process below are observed every three years.
    - --Have teachers who have taught at least two years submit 3 summaries and 3 literature reviews to make sure they are following their syllabus and grading on a collect level.
    - -- Read at least 3 summaries and 3 literature reviews from all first- and second-year teachers to make sure they are grading on a college level and requiring the work listed on their syllabus.
- Meet with any teacher who is having a problem with a particular student, parent, or administrator.
- Answer questions about requirements and how to grade, how to simplify grading, how to use Canvas, and how to use "turnitin.com" to check for plagiarism.

<u>Professional Development</u>
The university, college, and department provide funds via various sources such as the Research, Scholarship, and Professional Growth Committee to attend conferences, present papers or creative work, develop new courses, acquire new instructional technology, perform research or develop creative work.

Faculty are encouraged to attend conferences and English departmental monies ($750 per faculty member + $1250 from the Dean's Office) are allocated to individual faculty each year. Faculty also attend teaching workshops on campus provided by the Teaching and Learning Forum. As needed, the faculty also attend trainings offered through WSU Training Tracker, such as Google Apps or Chi Tester.

Use and impact of high impact educational experiences

The Department engages in high-impact practices in the areas of Community Engaged Learning-designated courses, Sustainability-designated courses, and having faculty teach in the Honors Program and in the WSU General Education Program. We also engage in unique pedagogies such as our Digital Fluency Composition sections, our Wildcat Scholars courses 0955/1010 and 2010/1704, both of which will be new stand-along courses in 2021-22. Finally, we engage students in internships, capstone courses, writing contests, an undergraduate literature conference, and an undergraduate literary journal.

Evidence of Effective Instruction

i.   Full-time Faculty: Please see discussion above related to the multiple levels of review for full-time faculty. Per the WSU PPM (Policies and Procedures Manual) tenured faculty must have course evaluations done for two classes each academic year. Contract faculty (i.e., full-time instructors) and all adjuncts must have all courses evaluated. All evals are read by the Chair and where relevant in the case of adjuncts, by program directors. In addition all full-time faculty are required to submit an annual report, reviewed by the Chair and Dean. We also use department-level program assessment, and in the case of courses carrying general education designations, university-level assessment. See detailed assessment information in the sections to follow.

ii.   Adjunct Faculty: Please see discussion above relating to the selection, supervision and evaluation of adjunct faculty. Courses taught by adjuncts are subject to department-level program assessment, and in the case of courses carrying general education designations, university-level assessment. See detailed assessment information in the sections to follow.

iii. The diversity of programs offered provide ample opportunity for faculty to engage their strengths in research, writing, teaching and service—no one is forced into teaching classes they don't want to teach at times they don't want. With encouragement from the Dean and Chair in the form of professional development funding, reassigned time, encouragement and customized faculty teaching schedules English is poised to extend its high-quality work.

iv.   <u>We have reduced class sizes</u> to improve the quality of instruction and address retention issues.

Class sizes are capped at the following:

Composition Classes (ENGL 1010 and 2010, Face-to-Face): 24 students
Composition Classes (ENGL 1010 and 2010, Online): 26 students

Creative Writing Classes (Face-to-Face; 2000 and 3000-level): 20 students

Developmental English (Face-to-face): 18 students: 0900; 20 students: 0955
Developmental English (Online): 26 students

Linguistics Classes (Face-to-Face): Ranges from 25 students

Literature Classes (2000-level Gen Ed, face-to-face): 25 students
Literature Classes (2000-level Gen Ed, online): 25 students
Literature Classes (ENGL 3080, required of all Majors): 20 students
Literature Classes (4000-level, Face-to-Face): 25 students

Teacher Education Classes (Face-to-Face): 25 Students

Professional and Technical Writing Classes: (Face-to-Face & OL): 22 students

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

<u>Adequacy of Staff: Include evidence of ongoing Staff Development.</u>

The Department Chair encourages staff to take advantage of the numerous professional development opportunities on campus. Staff qualify for Staff Development monies through the WSU's Staff Development Committee. The committee has 3-4 sessions throughout the year that give the WSU staff a chance to apply for money to attend conferences, make presentations, facilitate seminars, and/or other events to increase Staff career endeavors.

WSU Training Tracker advertises on-campus workshops during the semesters. These include learning about Excel, Microsoft Word, CPR/First Aid, FERPA, Suicide Prevention, Financial Basics, Ergonomics, Chi-Tester, and many more selections.

Below you will find a listing of training courses completed by English Department Staff.

<u>Relevant Training for Kate Johnson Lyons, Administrative Specialist III, 2017-Present.</u>

Kate joined the department in 2019, and though her primary responsibility is the Master of Arts in English program she also performs work for the undergraduate program.

100-07 Building a Safe Campus through Trust and Education	10/16/2017	Jessica Oyler	Certificate
100-10 2018 Faculty & Staff Update	2/8/2018	Mary Schwab	Certificate
141-00 University Governance and Employee Rights	10/18/2017	Vince Crane	Certificate
146-04 Scholarship Nomination System	11/27/2017	Rachael Combe	Certificate
147-09 Ethics, Integrity, and Fairness: Legal Issues in Higher Education	1/10/2018	Jessica Oyler	Certificate
147-10 Discrimination, Harassment & Title IX	11/10/2017	Jessica Oyler	Certificate
190-01 Information Security Awareness	12/6/2017	Monica Rager	Certificate
190-05 Understanding FERPA	11/29/2018	Tanya Scott	Certificate
315-02 Making Your Own Well-Being a Priority	10/5/2016	Jennifer Evans	Certificate
602-01 Curriculog - Curriculum Software Training	11/22/2019	Patti Glover	Certificate
630-04 Site Manager	5/9/2019	Levi Slade	Certificate

667-15 Scholarship Nominations System	5/14/2019	Stephanie McKee	Certificate
810-03 Lunch & Learn Series	3/13/2020	Raeanna Johnson, Catherine Burrup	Certificate
810-03 Lunch & Learn Series	1/24/2020		

Relevant Training for Robin Scott, Administrative Specialist I 2015-2020

Building a Safe Campus Through Trust and Education	1/25/2018	Jessica Oyler
Faculty & Staff Update	2/12/2018	Barry Gomberg
University Governance and Employee Rights	12/14/2017	Vince Crane
Coaching 101	10/16/2017	Jessica Oyler
Coach Certification Orientation and Student Development Theory	8/3/2017	Jessica Oyler
Ethics, Integrity, and Fairness: Legal Issues in Higher Education	2/14/2018	Jessica Oyler
Discrimination, Harassment & Title IX	12/13/2017	Jessica Oyler
Information Security Awareness	12/14/2017	Monica Rager
Understanding FERPA	11/29/2018	Tanya Scott
Registrar's Workshop	3/7/2016	Fran Hopkin
Registrar's Workshop	3/9/2016	Fran Hopkin
Registrar's Workshop	10/30/2017	Tanya Scott
Registrar's Workshop	10/30/2017	Tanya Scott
Understanding People: It's easier than you think	10/3/2017	Leslie Simpson
Unconscious Bias	2/4/2020	Cindy Reinhard
Medicare Basics	6/7/2017	Leslie Simpson
Communication Bleeps and Blunders in Customer Service	10/4/2016	Jennifer Evans
The Simple Truths of Service	10/4/2016	Jennifer Evans
College Customer Service: Embracing the NEW Campus Service Environment	10/3/2018	Jennifer Evans
Weber Excellence Week: Keynote	9/30/2019	Cindy Reinhard

Creating a "Yes And" Culture	10/1/2019	Cindy Reinhard
Navigating Language Differences in Customer Experiences	10/2/2019	Cindy Reinhard
Celebration of Excellence	10/4/2019	Cindy Reinhard
QPR for Suicide Prevention	1/28/2019	Dianna Abel
PAW Place E-Procurement	8/28/2015	Bronson Janes
PAW Place E-Procurement	8/28/2015	Bronson Janes
Tableau Dashboards	12/20/2016	Rachel Ruiz
Tableau Dashboards	12/20/2016	Rachel Ruiz
Canvas Ribbon Cutting Ceremony (for new or returning users)	8/23/2016	RC Callahan
ELW 2020 Kickoff w/President Mortensen, a Seuss Party & CAKE OFF	3/2/2020	Cindy Reinhard
Meditation	3/11/2015	Cindy Reinhard
ELW 2020 Navigating Differences - Tools to Help Develop Common Ground	3/3/2020	Cindy Reinhard
ELW 2020 Practicing Optimism & Gratitude	3/3/2020	Cindy Reinhard
ELW 2020 - Where to Draw the Line: Setting Healthy Boundaries	3/5/2020	Cindy Reinhard
ELW 2020 Conversations about Mental Health	3/5/2020	Cindy Reinhard
ELW 2020 Crafting a Meaningful Life & Breakfast with Mary Crafts	3/6/2020	Cindy Reinhard
Big Kick-off for ELW 2017	3/6/2017	Leslie Simpson
Big Reveal - ELW 2017	3/10/2017	Leslie Simpson

Relevant Training for Kim Webb, Administrative Specialist III, Training 2015-2020

Introduction to Argos Reporting
Facilities Management 101
Enrollment Services Panel (2015)
Enrollment Services Panel (2016)
Registar's Workshop (2015)
Registar's Workshop (2016)
PAW Place Requestor Training

PAW Place Approver Training
PAW Place E-Procurement
PAW Place FAQs and How To's
PAW Place Shopper Hands-on
Communication Bleeps and Blunders in Customer Service
Savvy Social Security Planning
Humor Me: Laughter in the Workplace
The Simple Truths of Service
Excel: Headers, Sorting and Filtering
Information Security Awareness
Understanding FERPA
Key and Electronic Access
Purple Pride -- Customer Service Essentials
Enrollment Services Panel
Registar's Workshop
Admissions Imperatives - The Fundamentals of Starting at Weber
Ethics, Integrity, and Fairness: Legal Issues in Higher Education
Understanding People: It's Easier than you Think
Scholarship Nomination System
Curriculog
The Power of Improv
Banner 9 (1)
Banner 9 (2)
University Governance and Employee Rights
Faculty and Staff Update
Social Security Presentation by SSA Employee

Adequacy of Administrative Support

The department has grown in size and complexity over the last five years with changes to nearly all programs and 27% annualized growth in Concurrent Enrollment 2015-2020. Our staff know their jobs well and are efficient in executing their tasks.

We have two full-time staff, Kim Webb and Robin Scott, who are dedicated to the undergraduate program, and one work-study, Emily Cruz-Evensen, who also serves the Department of Foreign Language.

The Master of Arts Administrative Assistant, Kate Johnson Lyons, is in charge of undergraduate marketing. This position was restructured following the departure of the previous M.A. Program Assistant in order to best utilize staff skills, to allow staff to grow professionally, and to avoid unnecessary siloing of administrative tasks.

The current English Admin III, Kimberly Webb, will retire June 30th, 2021, after nearly 40 years at WSU. Her institutional knowledge will be hard to replace and the search for a skilled replacement will begin in February 2021. It is our intent to revisit the current job description to be sure that we are hiring for the skills / aptitude needed in the 21st century workplace

To assist in running the various programs, the Department utilizes elected Program Directors on 3-year terms. Program Directors receive reassigned time and report to the department chair, including the M.A. program director, though there is also a direct budget line to the Dean's office.

Others in the department receive reassigned time from the Provost's Office.

ENGLISH DEPARTMENT REASSIGNED TIME 2019-20

Position	Name	Fall Hours	Spring Hours
Department Chair	Hal Crimmel	9	9
Graduate Director	Dave Hartwig	6	6
Weber: The Contemporary West	Michael Wutz	6	6
Composition Director	Jason Barrett-Fox	6	3 (+3 from Dean's office)
Creative Writing Co-Director	Abe Smith	0	3
Creative Writing Co-Director	Ryan Ridge	3	3
Assistant Composition Director	Jose Otero	3	3
LTS Director	Russ Burrows	3	3
Department Advisor	John Schwiebert	6	6
English Education Director	Christy Call	3	3
NULC Co-Director	Sarah Vause	No Reassigned	3
NULC Co-Director	Mike Vause	No Reassigned	Stipend (Due to previous arrangement)

Internship Coordinator	Scott Rogers	3 (Dean's Office pays)	No Reassigned
CCEL Executive Director	Becky Jo Gesteland	9 (provost's office pays)	12 (provost's office pays)
Concurrent Enrollment Liaison	Eleanor Olson	9	9
Assistant Concurrent Enrollment Liaison	Megan Van Deventer	3	3
Developmental English	Brooke Kelly	No Reassigned	No Reassigned
P&TW	Emily Petersen	No Reassigned	3
Total Hours		**66**	**84**

<u>Department Organizational Chart 2019-2020 on following page</u>
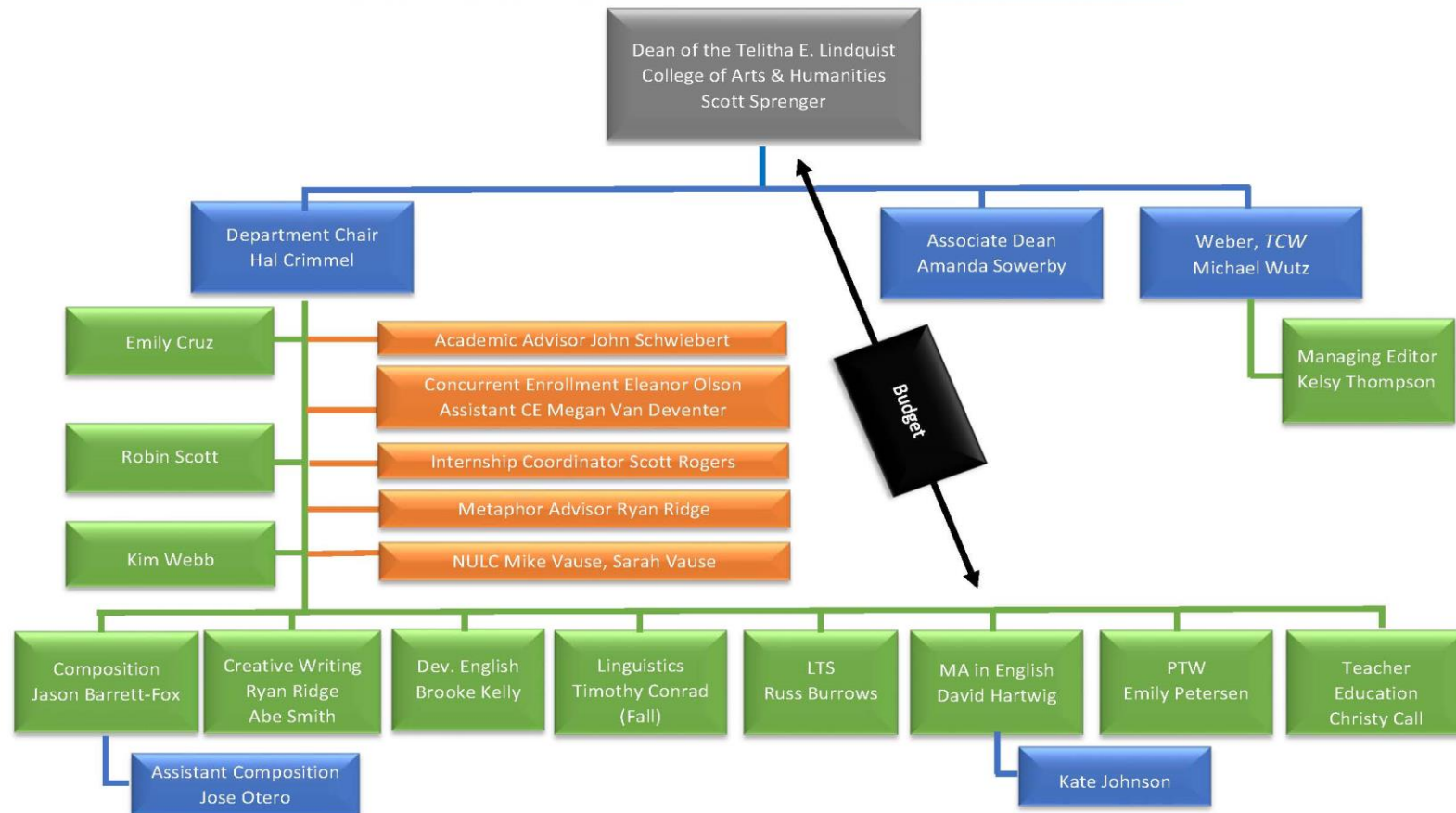
Adequacy of Facilities and Equipment

The English Department offices are in Elizabeth Hall, a modern, four-story building equipped with smart classrooms (internet-equipped computer, LCD projector, DVD, Document Reader, and Audio). Wireless internet is available across campus and in the building. Pre-Covid, generally 75% of the department's classes took place in Elizabeth Hall on the Ogden Campus. The other 12% took place on WSU's Davis Campus, a 10-minute drive away or at WSU West Campus. 13% of the department's classes are online. The Davis campus consists of two modern buildings, with the newest completed in 2020. Currently there are no classroom shortages, but if university-wide enrollment projections are accurate, space will be at a premium in 10 years.

However, we are seeing great interest in online classes (an increase in 250% since 2015) and a move away from evening classes, especially those taught at Davis. As of Spring 2021, the Department will now be able to offer a number of major and minor degree programs 100% online.

Adequacy of Library Resources

The Stewart Library services multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and met student and faculty needs. The library website (http://library.weber.edu) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the college. Additionally, the librarian meets with classes when invited. The resources adequately meet the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials. Compared to the print holdings at the University of Utah, the WSU Stewart Library has limited holdings. However, a well-managed interlibrary loan program and the proximity of the University of Utah, Utah State and Brigham Young University simplify student and faculty research. During the spring 2020 covid period library access has been largely online.

Standard G - Relationships with External Communities

National Undergraduate Literature Conference	Connects with various community entities in Ogden Area.
Ogden School Foundation	Supports Ogden public schools.
Metaphor & Weber: The Contemporary West	Journals that reach a wide audience at WSU, locally, statewide, nationally and internationally.
Weber School District	Teacher Education Program places student teachers and provides the Weber Writes Program.
Community Education and Concurrent Enrollment	We contribute to Community education classes. We serve students in our English 1010, 2010 and 2200 courses taught in public high schools. There were 3301 total students served by our Concurrent Enrollment courses in 2019-20.

Additionally, the English Department is well represented at the University level, with faculty members on Faculty Senate, including one on Faculty Senate Executive Committee. Others serve or have served on the University Rank and Tenure Review Committee, University Curriculum, Research, Scholarship and Professional Growth, Environmental Issues and more. We also have one faculty member serving as Assistant Director of Honors and another as the Executive Director of the Center for Community Engaged Learning, as well as the co-directors for the National Undergraduate Literature Conference.

Description of Role in External Communities

Faculty play important roles in connecting with the external communities described above, either serving in advisory capacities, as liaisons, as partners, or as contributors to the external communities' missions.

Summary of External Advisory Committee Minutes

Currently, no external committee minutes are kept because there is no committee.

Community and Graduate Success

Our graduates go on for advanced degrees, jobs at Hill AFB, local media outlets, area K-12 schools and area colleges and universities, and a host of other careers. We would like to track graduates to improve outreach for the creation of internships and development opportunities, but we just don't have the time / staff to do so.

Standard H – Program Summary
Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1: Mission Statement. The Mission Statement might be revised to include the various programs within the department and how they contribute to the skills mentioned in the mission statement.	Previous 5 Year Program Review:	**Mission Statement**
	Year 1 Action Taken:	April 2016 the Department Approved a new Positioning Statement that we can use in 2016-17 to revisit the department's mission statement.
	Year 2 Action Taken:	Most programs seem comfortable with the current statement.
	Year 3 Action Taken:	Professional and Technical Writing writes its own mission statement.
	Year 4 Action taken:	N/A
Issue 2: Rethink the structure of the Composition Program, using a more inclusive decision-making process that helps the department recruit majors and at the same time fulfills the general education mission. Though all sections of ENGL 1010 and ENGL 2010 needn't be identical in terms of materials, readings or assignments, the general curriculum should be comparable on campus and in concurrent enrollment whether taught by tenure-track, full time or adjunct faculty."	Previous 5 Year Program Review:	**Composition Program Structure**
	Year 1 Action Taken:	Created Composition Committee
	Year 2 Action Taken:	Made CE Liaison a .75 time position—was previously an hourly position.
	Year 3 Action Taken:	Added a .25 time Assistant CE Liaison to help manage 26% y/y growth.
	Year 4 Action taken:	Revised TICE 2010 curriculum to ensure 2010 courses taught on campus and in the concurrent enrollment program are consistent. Added 3 credits reassigned time to Assistant Composition Director to oversee the ongoing integration of ENGL 2010 with area high

Problem Identified	Action Taken	Progress
		schools and to regularly revise and communicate changes to high school teachers. Initiated conversations with Registrar about software that could allow WSU students to see in advance 1010 and 2010 course content. CourseDog software made a campus presentation 11/9/20.
Issue 3: Developmental English Curriculum. Consider combining the developmental curriculum and ENGL 1010 into a single 1000-level "stretch" course allowing enthusiastic students to take a sequence of two classes with the same classmates and the same instructor for two semesters (or perhaps two blocks).	Previous 5 Year Program Review:	**Developmental English Curriculum**
	Year 1 Action Taken:	Discussion began.
	Year 2 Action Taken:	More discussion.
	Year 3 Action Taken:	Pilot of ENGL 0955 and ENGL 1010 combined. Working with Provost's Office on broader Developmental (i.e. Math + English) strategies.
	Year 4 Action taken:	Year two of pilot, Successful assessment data. Formalized new 6-credit course that will go live fall of 2021.
Issue 4: Communicating Value of Assessment. Conversation with department faculty and within programs may help define the purpose of program and course assessment and increase participation.	Previous 5 Year Program Review:	**Communicating Value of Assessment.**
	Year 1 Action Taken:	No assessment done prior to 2015 so this year we got assessment off the ground.
	Year 2 Action Taken:	Improved procedures and faculty buy-in by having Program Directors work with their faculty to develop tools and processes that seem most relevant to both 'regular' and general education courses. Moved assessment from "red" to more "yellow" and "green" OIE color-coded categories.
	Year 3 Action Taken:	Continued to improve procedures developed in year 2 and continue to improve faculty buy-in. Moved assessment into all "yellow" and "green" OIE color-coded categories.

	Year 4 Action taken:	Moved assessment into all "green" OIE color-coded categories.
Problem Identified	**Action Taken**	**Progress**
Issue 5: Academic Advising. The next step for the program is to connect with career advising at the college level. Frequently, English majors do not realize their own significance in the job market and they need assistance in order to promote themselves and realize their opportunities. Advisor/student ratio is poor.	Previous 5 Year Program Review:	**Academic Advising**
	Year 1 Action Taken:	Discussions with College; added a College Career Counselor.
	Year 2 Action Taken:	Added another A&H Advisor
	Year 3 Action Taken:	Created a .25 time departmental advisor. Increased career-related marketing efforts: brochures, website.
	Year 4 Action taken:	Due to demand, increased department advisor's reassigned time to .50. Continued focus on touting professional skills provided by English degrees.
Issue 6: Teaching Load. The 4/4 teaching load needs to be reduced if research is to be valued and if the department is to develop. A goal of a 3/3 for the department (and the College of Arts and Humanities) would be appropriate. Policies should be created to award release time for research and not just administration.	Previous 5 Year Program Review:	**Teaching Load**
	Year 1 Action Taken:	Created more reassigned time for program administration. 4/4 load is by legislative mandate. Reduced course enrollment caps.
	Year 2 Action Taken:	Created competitive reassigned time options for faculty wishing to do research.
	Year 3 Action Taken:	Created reassigned time option for faculty willing to develop new courses. Encouraged faculty to teach in WSU Gen Ed or Honors.
	Year 4 Action taken:	Created reassigned time option for faculty willing to develop new online courses. Encouraged team-teaching (including financial support) with faculty from other colleges. Created new 4-credit team-taught ENGL 2010 course that would make it possible for faculty to have 3 courses of 26 students instead of 4 courses of 26.

Problem Identified	Action Taken	Progress
Issue 7: Contract Faculty (Instructor) Job Security + Staff Development	Previous 5 Year Program Review:	**Contract Faculty (Instructor) Job Security**
	Year 1 Action Taken:	Carried Idea to A&H Dean and Dean's Council. / Funding and time provided to staff for development.
	Year 2 Action Taken:	Able to move 50% of instructors to 2-year contracts. / Funding and time provided to staff for development.
	Year 3 Action Taken:	Able to move the remaining 50% of instructors to 2-year contracts. Funding and time provided to staff for development.
	Year 4 Action taken:	Funding and time provided to staff for development.
Issue 8: Enrollment Declines. There has been a dramatic decline in enrollments, particularly within some programs, over the past several years.	Previous 5 Year Program Review:	**Enrollment Declines**
	Year 1 Action Taken:	Made recruitment and retention our number one priority. New dean did as well.
	Year 2 Action Taken:	Created department recruitment and retention committee. Renewed emphasis on student outreach, marketing, social and extracurricular events.
	Year 3 Action Taken:	Ongoing.
	Year 4 Action taken:	Ongoing. Kate Johnson Lyons assumed marketing duties; works with Chair to advance new emphasis on social media marketing, newsletter and internet marketing.
Problem Identified	Action Taken	Progress
Issue 9: We strongly recommend the adoption of a set of departmental bylaws. This will remove considerable pressure from the	Previous 5 Year Program Review:	**Department Bylaws**
	Year 1 Action Taken:	Bylaws drafted and ratified by faculty.
	Year 2 Action Taken:	No further action needed.
	Year 3 Action Taken:	No further action needed.

department chair and aid in the efforts at transparency. The process of writing and adopting bylaws or policies should be a departmental-wide effort.	Year 4 Action taken:	No further action needed.
Issue 10: Put highlights of all CVs on the department website as well, so that prospective or current students (and others) can see faculty members' interests and accomplishments.	Previous 5 Year Program Review:	**CVs on Website**
	Year 1 Action Taken:	Majority completed
	Year 2 Action Taken:	Majority completed
	Year 3 Action Taken:	Website overhauled; need faculty to update.
	Year 4 Action taken:	Website overhauled; need all faculty to update.
Problem Identified	Action Taken	Progress
Issue 11: Consider limiting the amount of service performed by contract faculty. Lacking tenure, contract instructors and adjuncts tend to be vulnerable to service requests and are easily exploited. Any service commitment from untenured faculty needs to be explicitly rewarded and appropriate to their non-tenured status, education and experience.	Previous 5 Year Program Review:	**Limiting Contract Faculty Service**
	Year 1 Action Taken:	Discussions with faculty & anonymous survey of faculty. Results conclusively show that contract faculty want to be involved in service.
	Year 2 Action Taken:	Encourage and support contract faculty in their quest for service opportunities (many tenure-line faculty were opposed to contract faculty serving in various roles). Established department policy setting guidelines for contract faculty service.
	Year 3 Action Taken:	Most contract faculty continue to express to the Chair great interest in performing service on behalf of the department, college, and university. These faculty appreciate the opportunities for professional development and enjoy helping improve the department. Several are or have been Program Directors.
	Year 4 Action taken:	Stay the course.
	Previous 5 Year Program Review:	**Budget for Composition Program**
	Year 1 Action Taken:	Asked Provost's Office for a budget: No.

Item 12: Provide a budget for the Composition Program that serves over 6000 students annually.	Year 2 Action Taken:	Worked to ensure funds from custom reader sales are going to Composition Program.
	Year 3 Action Taken:	Transferred funds from English Department main budget.
	Year 4 Action taken:	Created two new custom readers and the cash flow from these books will support training and development in the Composition Program.
Problem Identified	**Action Taken**	**Progress**
Item 13: Review adjunct faculty on a more regular and consistent basis.	Previous 5 Year Program Review:	**More Frequent Adjunct Reviews**
	Year 1 Action Taken:	Our adjunct Graduate Teaching Assistants are observed and evaluated every year. Because so many of our adjunct faculty are former TAs, we have the most observed and evaluated group of adjunct faculty in the history of the department.
	Year 2 Action Taken:	More attention on evals and training. Removal of those who don't improve.
	Year 3 Action Taken:	Stay the course.
	Year 4 Action taken:	Stay the course.

Five-year Assessment Summary

Annual assessment reports can be found at http://weber.edu/oie/department_results.html.

The complete, 89-page Fall 2017-Spring 2019 biannual assessment report can be accessed at:
https://apps.weber.edu/wsuimages/ie/arts%20and%20humanities/English/2017-2019%20English%20Biannual%20Assessment%20Report.pdf

The next biannual report will cover Fall 2019-Spring 2021 and will be complete November 15, 2021.

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1: We have so many programs and so many courses that need assessment and there is little standardization. We need to standardize and simplify processes.	Current 5 Year Program Review: **Multiple Courses and Programs-Standardize**
	Year 1 Action to Be Taken: Standardize Procedures
	Year 2 Action to Be Taken: Standardize Procedures
	Year 3 Action to Be Taken: Monitor Procedures
	Year 4 Action to Be Taken: Monitor Procedures
Issue 2: We have paper artifacts, artifacts in Survey Monkey, artifacts in Canvas, and artifacts in google drive. Assessment results are likewise stored all over the place. We need to standardize.	**Current 5 Year Program Review: Standardize Storage of Artifacts and Results**
	Year 1 Action to Be Taken: Standardize Procedures
	Year 2 Action to Be Taken: Standardize Procedures
	Year 3 Action to Be Taken: Monitor Procedures
	Year 4 Action to Be Taken: Monitor Procedures
Issue 3: Spring 2020 Assessment Derailed by Covid	Current 5 Year Program Review: Covid Derailment
	Year 1 Action to Be Taken: Need to Review Spring 2020 Artifacts and Assess
	Year 2 Action to Be Taken: NA
	Year 3 Action to Be Taken: NA
	Year 4 Action to Be Taken: NA
Issue 4: Chair needs to help Program Directors stay on top of assessment. Most receive reassigned time to direct programs; Chair needs to hold regular assessment meetings to iron out the kinks.	Current 5 Year Program Review: **Greater PD Ownership of Assessment**
	Year 1 Action to Be Taken: Communicate above expectations to Program Directors, discuss, and begin process.
	Year 2 Action to Be Taken: Chair needs to follow up with Program Directors to ensure milestones are being met and to refine process as needed.
	Year 3 Action to Be Taken: Repeat as described in Year 2.
	Year 4 Action to Be Taken: Repeat as described in Year 2.
Issue 5: Improve on the following: Identify thresholds of evidence of student learning, gather data/artifacts, report the results of that assessment, explain how those findings are interpreted, and describe the course of action to be taken based upon the interpretation.	Current 5 Year Program Review: **Execute on the Details**
	Year 1 Action to Be Taken: Look at the feedback provided by GEAIC & address.
	Year 2 Action to Be Taken: Continue to refine and improve specifics.
	Year 3 Action to Be Taken: Repeat.
	Year 4 Action to Be Taken: Repeat.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1: Kim Webb is retiring on June 30, 2021.	Current 5 Year Program Review: Kim Webb is retiring
	Year 1 Action to Be Taken: Review job description and revise as needed to reflect new departmental needs. Form search committee and hire new Admin & on-board and train.
	Year 2 Action to Be Taken: Continue on-boarding
	Year 3 Action to Be Taken: N/A
	Year 4 Action to Be Taken: N/A

Problem Identified from Previous Review	**From 5 Year Program Review: 2014-15**
Issue 1: Need to schedule classes more than one semester in advance. Issue 2: Need to consider more release time for Composition Director. May need release time for newly established NULC committee chair. Same for Department Chair. Issue 3: Professional Development: Departmental Travel Budget is less than $11,000 for 30+ full-time faculty. Issue 4: Department was over budget in previous academic years with previous chair	Issue 1: We tried. The department is too complex and there are too many faculty taking sabbaticals, teaching abroad, teaching in WCS, going on FMLA or taking assignments outside the department to make this realistic. Issue 2, 3, 4: All solved.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(*Note*: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

English Language & Literature	2015-16	2016-17	2017-18	2018-19	2019-20
Student Credit Hours Total [1]	**28,979**	**28,376**	**28,696**	**28,991**	**28,929**
Student FTE Total [2]	**965.97**	**945.87**	**956.53**	**966.37**	**964.3**
Student Majors [3]	**367**	**358**	**350**	**360**	**379**
Creative Writing	136	133	129	122	139
English Lit	108	118	109	118	122
English Teaching	96	78	77	84	85
Prof and Tech Writing	27	29	36	36	33
Student Minors	173	166	176	183	194
Associate only	1	3	2	2	1
Program Graduates [4]					
Certificate	15	15	7	7	4
Associate Degree					
Bachelor Degree	72	62	64	64	58
Student Demographic Profile [5]					
Female	254	265	255	258	274
Male	114	96	97	104	106
Faculty FTE Total [6]	**67.89**	**65.12**	**63.25**	**68.18**	n/a
Adjunct FTE	37.03	34.86	32.3	**33.21**	n/a
Contract FTE	30.86	30.26	30.95	34.97	n/a
Student/Faculty Ratio [7]	**14.23**	**14.52**	**15.12**	**14.17**	n/a

[1] **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

[2] **Student FTE Total** is the Student Credit Hours Total divided by 30.

[3] **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

[4] **Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

[5] **Student Demographic Profile** is data retrieved from the Banner system, for bachelor degree-level students.

[6]   **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

[7]   **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Appendix B:

Faculty (academic year—2019-20)

	Tenure and tenure-track*	**Contract**	**Adjunct*****
Number of faculty with Doctoral degrees**	25	3	7
Number of faculty with Master's degrees	0	9	81
Number of faculty with Bachelor's degrees	0	0	31
Other Faculty	0	0	0
Total	25	12	119

*Includes one Visiting Assistant Professor—Dr. Megan Van Deventer, as of 2020-21 tenure-track.

**MFAs (Ridge, Smith, Stott and Yngve) are included in this category, since the MFA is considered a terminal degree.

***To provide a more accurate overview of adjuncts, the entire number of adjuncts employed Fall 2015-Spring 2020 is included here. In any given year, the Department employs between 70-90 different adjuncts.

Note: The Department also supervises 68 Concurrent Enrollment teachers in area public schools. Though not technically counted as WSU faculty the English Department is responsible for training and supervision of these teachers.

Tenured and Tenure-Track Faculty

List of Full-time Tenure-Track Faculty Fall 2015—Spring 2020
(*Strikethrough* means retired during the Fall 2015-Spring 2020 window)
(*To preserve privacy we are not listing ethnicity*).

Name	Gender	Ethnicity	Rank*	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Jason Barrett-Fox	M		A1	TT	Ph.D.	14	Rhetoric and Composition
Russell Burrows	M		P	T	Ph.D.	35	American Literature, Composition
Christy Call	F		A1	TT	Ph.D.	15	Teacher Education, American Literature
~~Tim Conrad~~	~~M~~		~~A2~~	~~T~~	~~Ph.D.~~	~~39~~	~~TESOL, Intercultural Communications~~
Courtney Craggett	F		A1	TT	Ph.D.	7	Creative Writing
Hal Crimmel	M		P	T	Ph.D.	25	American Lit, Comp., Enviro Humanities
Rebekah Cumpsty	F		A1	TT	Ph.D.	9	World and British Literature
~~Gary Dohrer~~	~~M~~		~~P~~	~~T~~	~~Ph.D.~~	~~35~~	~~Teacher Education, YA Literature~~
Becky Gesteland	F		P	T	Ph.D.	30	American Literature, PTW
Siân Griffiths	F		P	T	Ph.D.	23	Creative Writing, American Literature
David Hartwig	M		A1	TT	Ph.D.	15	British Literature
~~Kathy Herndon~~	~~F~~		~~P~~	~~T~~	~~Ed.D.~~	~~40~~	~~Teacher Education, World Literature~~
~~Janine Joseph~~	~~F~~		~~A1~~	~~TT~~	~~Ph.D.~~	~~7~~	~~Creative Writing, Post-Colonial Literature~~
Mark LeTourneau	M		P	T	Ph.D.	35	Linguistics
Susan McKay	F		A2	T	Ph.D.	35	Linguistics, British Literature
~~Madonne Miner~~	~~F~~		~~P~~	~~T~~	~~Ph.D.~~	~~30~~	~~Literature~~
Karen Moloney	F		P	T	Ph.D.	35	Irish Literature, British Literature

Name	Gender	Ethnicity	Rank*	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Julia Panko	F		A2	TT	Ph.D.	12	Digital Media, Brit. & Irish Literature
Emily January Petersen	F		A1	TT	Ph.D.	10	American Lit. Prof & Tech Writing, Composition
~~Vicki Ramirez~~	~~F~~		~~P~~	~~T~~	~~Ph.D.~~	~~30~~	~~Creative Writing, American Literature~~
Ryan Ridge	M		A1	TT	MFA	15	Creative Writing
Scott Rogers	M		P	T	Ph.D.	23	Composition, British Lit, Cultural Studies
John Schwiebert	M		P	T	Ph.D.	35	American Literature, Writing
Sally Shigley	F		P	T	Ph.D.	35	British and American Literature
Abe Smith	M		A1	TT	MFA	15	Creative Writing
Mali Subbiah	M		P	T	Ph.D.	40	World Literature, Cultural Studies, PTW
Shelley Thomas	F		A2	T	Ph.D.	30	Professional and Technical Writing
Megan Van Deventer	F		V	V	Ph.D.	14	English Education
Mikel Vause	M		P	T	Ph.D.	40	British and American Literature
Michael Wutz	M		P	T	Ph.D.	31	American Literature, Media Studies
~~Jim Young~~	~~M~~		~~P~~	~~T~~	~~Ph.D.~~	~~39~~	~~Teacher Education, American Literature~~

*Rank current as of Spring 2020
A1=Assistant Professor
A2=Associate Professor
P=Professor
TT=Tenure-track
T=Tenured
V=Visiting

Appendix B: Contract (Full-time Instructors) and Adjunct Faculty Profile

List of Adjunct & Contract Faculty Fall 2015—Spring 2020

(To preserve privacy we are not listing ethnicity).

Name *A=Adjunct* *I=Instructor* *TA=Teaching Assistant*	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
A Luper (**A**)	F	MA	11 /20	Composition
Abbas Alrufaye (**TA**)	M	BA	1 /9	Composition
Adam Fagin (**A**)	M	PhD	1 /11	Creative Writing
Alycia Cole (**TA**)	F	BA	1 /10	Composition
Amy Johnson (**A**)	F	MA	1 /5	Dev. English
Amy Pittman (**A**)	F	BA	2 /4	Composition
Andrea Richards (**TA**)	F	BA	1 /1	Composition
Angela Choberka (**A**)	F	MA	6 /6	Composition
Angela Kelson-Packer (**A**)	F	MA	6 /20	Composition
Angela McLean (**A**)	F	BA	4 /4	Composition
Ashley Szanter (**A**)	F	MA	4 /4	Composition
Barbara Bernkopf (**A**)	F	MA	1 /2	Composition
Becky Marchant (**I**)	F	MA	15 /15	Composition, Development English, PTW
Benjamin Johnson (**A**)	M	BA	6 /10	Composition, Secondary Education
Brad Roghaar (**A**)	M	MA	33 /33	Composition, Poetry, Literature
Brandon Dominguez (**A**)	M	MA	4 /7	Composition
Brigette Smith (**A**)	F	MA	20 /35	Composition

Name *A=Adjunct* *I=Instructor* *TA=Teaching Assistant*	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Brittney Hicken (**A**)	F	MED	6 /6	Composition
Brooke Kelly (**I**)	F	MA	17 /17	Composition, Development English, PTW
Bryson Newhart (**A**)	M	MFA	12 /19	Composition, Creative Writing
Buck Kolz (**A**)	M	MA	9 /14	Composition, Developmental English, ESL
Byron Borup (**A**)	M	MA	32 /32	Composition
Carl Porter (**A**)	M	MA	24 / 24	Composition, Literature
Carolyn Allen (**A**)	F	MS, MA	1 / 1	Composition
Carolyn Olsen (**A**)	F	MA	8 / 11	Composition
Chelsea Adams (**A**)	F	BA	2 / 2	Composition
Chengyuan "Brittney" Bian (**TA**)	F	BA	1 / 1	Composition
Cheryl Catlin (**A**)	F	BA	2 / 2	Composition
Cheyney Wheelwright (**A**)	F	MA	13 / 15	Composition
Claire Hughes (**A**)	F	MA	14 / 14	Composition & Learning Theory, Development
Clint Johnson (**A**)	M	MA	1 / 10	Dev. English, Composition
Crystal Nelson (**A**)	F	MA	19 / 19	Composition, Literature
David Rummler (**TA / A**)	M	MA	3 / 3	Composition
Debi Sheridan (Sirideain) (**A**)	F	MA	21 / 26	Composition, Developmental English, Literature
Deborah Davis (**A**)	F	MA	12 / 32	Composition
Devan Bailey (**TA**)	M	MS	2 / 2	Composition

Name A=Adjunct I=Instructor TA=Teaching Assistant	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Donald Carper (**A**)	M	MA	19 / 19	Composition
Eleanor Olson (**I**)	F	MA	20 /20	Composition, Teacher Education
Elizabeth Gillis (**A**)	F	MA	6 / 10	Composition
Elizabeth Jones (**TA**)	F	BA	4 / 4	Composition
Elizabeth Robison (**A**)	F	MA	5 / 5	Composition
Elizabeth Tanner (**TA**)	F	BA	1 / 1	Composition
Emily Whitby (**A**)	F	MA	11 / 11	Composition
Eric Riddle (**A**)	M	MS	2 / 2	Composition
Erin Guy (**TA**)	F	BA	2/ 2	Composition
Erin Thomas (**A**)	F	MA	1 / 5	Composition
Felicia Kucharski (**A**)	F	MS	1 / 2	Dev. English
Francia Henriquez De Benson (**TA**)	F	BA	1 / 1	Composition
Gail Yngve (**I**)	F	MA	27 /27	Composition, Literature, Creative Writing
Hana Jabr (**TA**)	F	BA	1 / 1	Composition
Hannah Holtry Brooks (**TA**)	F	BA	1 / 2	Composition
Hang Dunkley (**A**)	F	MA	1 / 3	Composition
Heidi Hart (**A**)	F	PhD	1 / 9	Composition, Creative Writing
Holly Hirst (**A**)	F	MA	14 / 14	Composition
Jaci West (**A**)	F	MS	1 / 1	Composition
Jan Hamer (**I**)	F	MA	16 /16	Composition, Literature, Creative Writing

Name A=Adjunct I=Instructor TA=Teaching Assistant	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Jean Little (**A**)	F	MS	1 / 1	Composition
Jennifer Perkins (**A**)	F	MA	1 / 4	PTW
Jennifer Tanner (**A**)	F	MA	1 / 1	Dev. English
Jennifer Waldrip (**TA**)	F	BA	1 / 1	Composition
Jeri Kyle (**TA**)	F	BA	1 / 1	Composition
Jessica Richards (**A**)	F	MA	5 / 5	Composition
Jim James (**A**)	M	MA	22 / 22	Composition
Joan Triplett (**A**)	F	MA	22 / 39	Composition
John Beal (**A**)	M	MA	23 / 23	Composition
Jonathan Evans (**A**)	M	MA	8 / 8	Composition
Jose Otero (**I**)	M	MA	7 /15	Composition, Literature
Joshua Terry (**A**)	M	MS	1 /1	Dev. English
Kamri Goff (**A**)	F	MA	14 /	Composition
Kase Johnstun (**A**)	M	MA	1 / 14	Composition, Creative Writing
Kaydee Summers (**A**)	F	MA	18 / 38	Composition
Kelly Hart (**TA**)	F	BA	1 / 1	Composition
Kimberly Clark (**A**)	F	MA	2 / 2	Composition
Kimberly Strickland (**A**)	F	MA	5 / 5	Composition
Kristen Morey Kitamura (**A**)	F	MA	5 / 14	Composition
Kristy Stewart (**A**)	F	MA	2 / 2	Composition
Kylie Williamson (**A**)	F	MA	1 / 1	Composition

Name A=Adjunct I=Instructor TA=Teaching Assistant	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Kyra Hudson (**I**)	F	MA	30 /30	Composition, Literature
Laura Stott (**I**)	F	MFA	15 /15	Composition, Literature, Creative Writing
Les Wade (**A**)	M	MA	29 /29	Composition
Linda Tobias (**A**)	F	MA	7 / 7	Composition
Logan Mickel (**A**)	M	MA	7 / 12	Composition, Professional & Technical Writing
Magen Olsen (**A**)	F	MA	2 / 2	Composition
Maria Georgiou (**A**)	F	MA	6 / 10	Composition
Marilee Mason (**A**)	F	MA	13 / 18	Composition, Developmental English
Marilyn Diamond (**A**)	F	MA	14 / 14	Composition
Matthew Winters (**A**)	M	MA	8 / 18	Composition
Megan Gadd (**A**)	F	MA	3 / 3	Composition
Megan Naihe (**A**)	F	MA	1 / 1	Composition
Melody Navarro (**A**)	F	MA	3 /3	Composition
Meridee Calder (**A**)	F	BA	4 / 12	Composition
Michael Hatch (**A**)	M	MA	2 / 4	Composition
Michael Wojciechowski (**A**)	M	MA	8 / 15	Composition
Mikayla Anderson (**TA**)	F	BA	1 / 1	Composition
Nancy Jarvis (**A**)	F	MA	4 / 4	Professional and Technical Writing
Natalie Martin (**TA**)	F	BA	1 / 1	Composition
Nathanael Myers (**A**)	M	MA	5/17	Composition

Name A=Adjunct I=Instructor TA=Teaching Assistant	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Nicholas Muranaka (**TA**)	M	BA	2 / 2	Composition
Nicole Butler (**A**)	F	MA	8 / 21	Composition
Nicole Thompson (**A**)	F	BA	4 / 4	Composition
Nicolle Brown (**TA**)	F	BA	1 / 1	Composition
Patricia Cieslak (**A**)	F	MA	3 / 3	Composition
Prasanna Reddy (**A**)	F	MA	44 / 44	Composition
Rachel Bryson (**A**)	F	MA	6 / 16	Composition
Rachel Cox (**A**)	F	MA	6 / 6	Dev. English
Richard Leary (**TA**)	M	BA	1 /1	Composition
Robert Macdonald (**A**)	M	MA	5 / 5	Composition
Rodney Marchant (**A**)	M	MA	11 / 15	Composition
Ryan Evans (**A**)	M	MA	8 / 13	Composition
Sarah Carter (**TA**)	F	BA	1 / 1	Composition
Sarah Jones (**TA**)	F	BA	1 /8	Composition
Sarah Vause (**I**)	F	MA	15 /16	Composition, Literature
Scott Forman (**A**)	M	MFA	20 / 41	Composition
Shandel Hadlock (**A**)	F	MA	9 / 9	Composition
Stacie Egan (**A**)	F	MA	20 / 20	Professional and Technical Writing
Stephanie Heath (**A**)	F	PhD	10 / 14	Composition
Steven Shurtleff (**A**)	M	MA	7 / 7	Composition
Sunni Wilkinson (**A**)	F	MFA	15 /15	Creative Writing, Composition
Susan Houtz (**A**)	F	MA	28 / 28	Composition

Name A=Adjunct I=Instructor TA=Teaching Assistant	Gender	Highest Degree	Years of Teaching at Weber State / In Total	Areas of Expertise
Sylvia Newman (**I**)	F	MA	26 /26	Composition, Literature
Teri Brown (**A**)	F	MS	1 / 1	Composition
Toni Asay (**I**)	F	MA	16 /17	Composition, Developmental English
Tonia Wilson (**A**)	F	MA	2 / 2	Composition
Tonya Simons (**TA**)	F	BA	1 /1	Composition
Tracy Cummins (**TA**)	F	BA	1 /1	Composition
Tyler Barnum (**A**)	M	MA	8 / 15	Composition
Tyler Chadwick (**A**)	M	MA	6 / 16	Composition
Walter Prothero (**A**)	M	MA	39 /39	Composition, Literature, Creative Writing
Whitney Laycock (**TA**)	F	BA	1 /1	Composition
Whitney Sorensen (**A**)	F	MA	3 / 3	Composition
William Pollett (**I**)	M	MA	18 /25	Composition, Literature, Creative Writing

Summary Information (as needed)

1. Adjuncts listed with a BA are Teaching Assistants in the Master of Arts in English graduate program.
2. The adjuncts listed with only one year of teaching experience are generally Teaching Assistants in the Master of Arts in English graduate program or adjuncts hired for one year who either left WSU or did not have their contracts renewed.

Appendix C: Staff Profile

Name	Gender	Job Title	Years of WSU Employment	Areas of Expertise
Kate Johnson Lyons	F	Administrative Specialist III	3	Business, Marketing, Education, Data Management
Robin Scott	F	Administrative Specialist I	16	Computer, Typing, Registration, Student Records, Customer service
Kimberly Webb	F	Administrative Specialist III	37	Scheduling, Customer Service, Office Management, Budget
Emily Cruz-Evensen	F	Work Study	4 (2 with COMM; 1 with ENGL; now entering 2nd year.	Media, Research, Writing, Clerical Work

Appendix D: Financial Analysis Summary
(This information will be provided by the Office of Institutional Effectiveness)

English Language & Literature					
Funding	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
Appropriated Fund	3,126,591	3,020,925	3,237,141	3,390,853	3,109,283
Other: IW Funding from CE	552,520	564,620	500,205	571,775	623,225
Special Legislative Appropriation					
Grants or Contracts	2,845	755	14,063	183	
Special Fees/Differential Tuition	2,620	3,185	1,524	780	7,158
Total	3,684,576	3,589,485	3,752,933	3,963,591	3,739,666

	15-16	16-17	17-18	18-19	19-20
Total FTE	966.0	945.9	956.5	966.4	964.3
Cost per FTE	$3,814	$3,795	$3,923	$4,102	$3,878

Appendix E: External Community Involvement Names and Organizations

National Undergraduate Literature Conference	Connects with various community entities in Ogden Area.
Ogden School Foundation	Supports Ogden public schools.
Metaphor & *Weber: The Contemporary West*	Journals that reach a wide audience at WSU, locally, statewide, nationally and internationally.
Weber School District	Teacher Education Program places student teachers and provides the Weber Writes Program.
Wasatch Range Writing Project	Provides area teachers with a summer program to help improve their teaching of writing in area public schools.
WITS: Writing in the Schools Program	Provides creative writing faculty to area schools to help engage students in creative writing.
Community Education and Concurrent Enrollment	We contribute to Community education classes. We serve students in our English 1010, 2010 and 2200 courses taught in public high schools. There were 3301 total students served by our Concurrent Enrollment courses in 2019-20.

Appendix F: Site Visit Team

Name	Position	Affiliation
Internal to College	Dr. Yu-Jane Yang	Brady Professor, DPA, WSU
External to College	Dr. Andrea Easter-Pilcher	Dean, College of Science, WSU
External to WSU	Dr. Kate McPherson	Honors Program Director, UVU
External to WSU	Dr. John Belk	Writing Program Administrator, SUU

Appendix G: Enrollment Data and Demographic Trends

(See following pages)

Undergraduate Program Review
Major Demographics

Unique Student Counts

Unique Count by Academic Year

11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
700	632	565	520	545	498	507	545	535	449

Official Fall Third Week Numbers

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
471	442	381	367	368	361	352	362	380	365

Gender Representation

Overall for Past 10 Academic Years

Female 69%   Male 31%

Official Fall Third Week Gender Counts

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	N	315	292	245	249	254	265	255	258	274	272
	%	67%	66%	64%	68%	69%	73%	72%	71%	72%	75%
Male	N	156	150	136	118	114	96	97	104	106	93
	%	33%	34%	36%	32%	31%	27%	28%	29%	28%	25%

University and College Comparisons
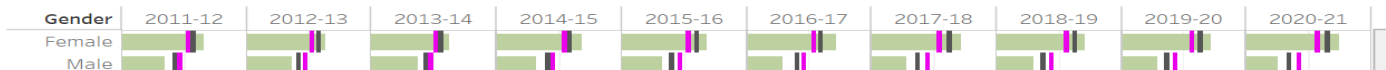
Gender	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female										
Male										

Green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the green bar passes the benchmark lines, then that measure is performing above what your college and/or the university is producing.

Ethnicity Classification

Overall for Past 10 Academic Years

81% White
8% Latinx
6% Other
5%

		11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Latinx	N	45	38	30	23	34	41	41	49	54	37
	%	6%	6%	5%	4%	6%	8%	8%	9%	10%	8%
Non-Reside..	N	5	5	6	7	8	3	1	4	4	1
	%	1%	1%	1%	1%	1%	1%	0%	1%	1%	0%
Other	N	31	34	18	25	26	29	26	38	28	24
	%	4%	5%	3%	5%	5%	6%	5%	7%	5%	5%
Unknown	N	51	40	41	24	28	22	18	16	19	14
	%	7%	6%	7%	5%	5%	4%	4%	3%	4%	3%
White	N	568	515	470	441	449	403	421	438	430	373
	%	81%	81%	83%	85%	82%	81%	83%	80%	80%	83%

University and College Comparisons

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Latinx										
Non-Reside..										

Undergraduate Program Review
Major Pipeline by Program Review Unit

WEBER STATE UNIVERSITY

Program Review Unit
English

Include Certificate & Associates Degrees?
Yes

Data as of: 11/16/2020 1:36:42 AM

Student Pipeline by Academic Year

Year	Graduated	Outgoing	Incoming	Continuing
2011-12	7%	20%	17%	55%
2012-13	7%	21%	16%	56%
2013-14	8%	20%	16%	55%
2014-15	8%	19%	17%	57%
2015-16	8%	22%	19%	51%
2016-17	8%	19%	18%	55%
2017-18	8%	20%	19%	53%
2018-19	8%	20%	19%	52%
2019-20	7%	19%	17%	57%
2020-21		59%	7%	33%

■ Graduated ■ Outgoing ■ Incoming ■ Continuing
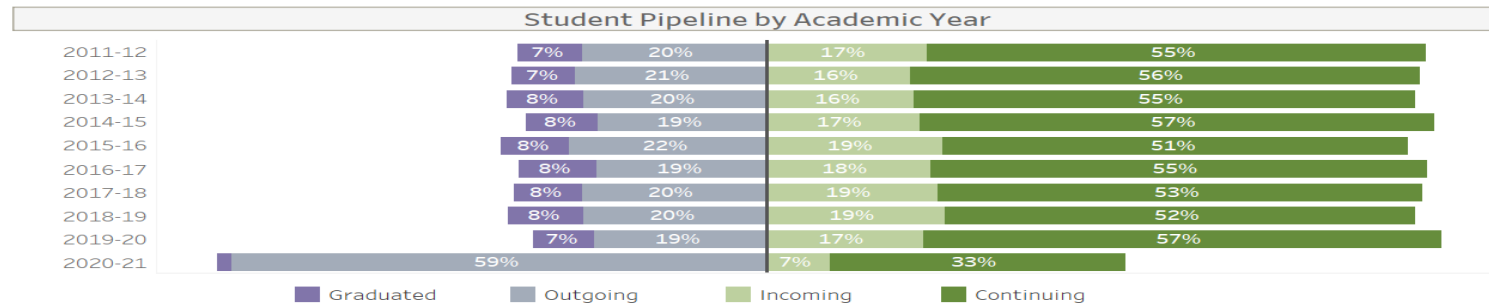
See Trends For:
Outgoing Students

Graduated
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Percentage	7%	7%	8%	8%	8%	8%	8%	8%	7%	1%

Stop-Out
11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
9%	12%	13%	12%	15%	13%	13%	11%	13%	

Switched Program Units
11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
11%	9%	7%	6%	6%	6%	8%	9%	6%	3%
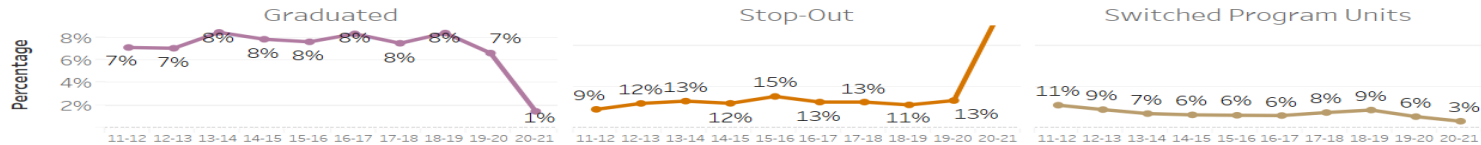
Switched Program Unit Information (10 Year Summary)
Click on a college to see corresponding program units.

Next College — Unique Number of Students

Next College	Unique Number of Students
Arts & Humanities	213
Social & Behavioral Science	116
Education	84
EAST	66
Business & Economics	52
Health Professions	47
General Studies & BIS	47
Continuing Education	35
Science	32
Dual Majors	

English BOR Self-Study 2015-20, 92
November 2020
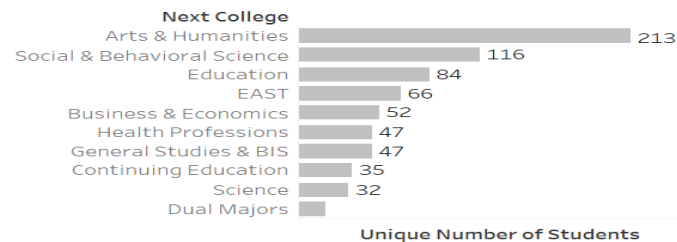
Undergraduate Program Review
Program Unit Information

Program Review Unit
English

Include Remedial/Developmental Courses?
Yes

Data as of: 11/16/2020 1:36:42 AM

Annual Undergraduate SCH/FTE

Program Unit SCH Trend

36,091 ... 6,513

11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21

Program Unit's Percentage of College and University SCH

42% 41% 42% 40% 38% 38% 39% 38% 38% 39%

8% 7% 7% 7% 6% 6% 6% 6% 6% 5%

11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21

Annualized FTE

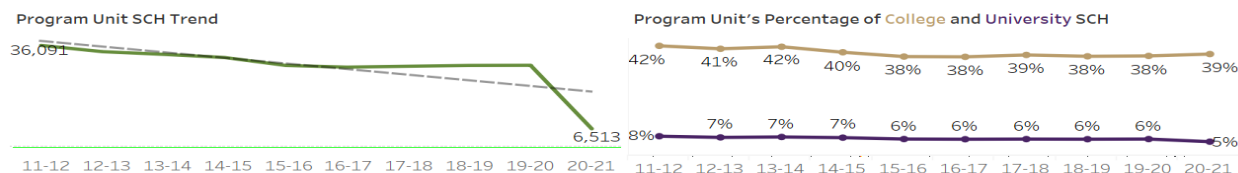|	University	College	Program Unit
2011-12	16,027	2,848	1,203
2012-13	16,012	2,747	1,129
2013-14	15,209	2,620	1,098
2014-15	15,239	2,666	1,060
2015-16	15,041	2,534	966
2016-17	14,887	2,488	946
2017-18	14,940	2,469	957
2018-19	15,183	2,529	966
2019-20	15,090	2,523	968
2020-21	4,013	555	217

Annual SCH

	University	College	Program Unit
2011-12	480,832	85,447	36,091
2012-13	480,353	82,411	33,879
2013-14	456,248	78,592	32,923
2014-15	457,183	79,973	31,803
2015-16	451,258	76,035	28,979
2016-17	446,612	74,657	28,376
2017-18	448,209	74,075	28,696
2018-19	455,494	75,856	28,991
2019-20	452,706	75,685	29,038
2020-21	120,383	16,665	6,513

Percent of Program Unit SCH Offered as General Education Courses by Academic Year

Year	General Education	Student in Program Unit	Service/Elective		GenEd %	Student %	Service %
2011-12	22,380		10,474		62%	9%	29%
2012-13	20,535		10,399		61%	9%	31%
2013-14	20,043		9,946		61%	9%	30%
2014-15	20,223		8,771		64%	9%	28%
2015-16	18,381		7,778		63%	10%	27%
2016-17	18,576		7,269		65%	9%	26%
2017-18	19,014		7,029		66%	9%	24%
2018-19	19,170		7,356		66%	9%	25%
2019-20	19,680		6,373		68%	10%	22%
2020-21	4,263				65%	10%	24%

Course Type
- Service/Elective
- Student in Program Unit
- General Education

Breakdown of Remedial/Lower/Upper Division SCH

Course Level		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Remedial	University Level	4.3%	4.2%	4.3%	3.2%	2.9%	2.9%	2.5%	2.5%	2.4%	1.9%
	College Level	7.0%	7.5%	7.8%	6.4%	5.7%	5.0%	5.1%	5.0%	3.4%	3.2%
	Program Unit Level	17.1%	18.6%	18.8%	16.6%	15.4%	13.1%	13.3%	13.2%	9.2%	9.2%
Lower	University Level	67.3%	67.5%	65.5%	66.7%	67.2%	68.0%	68.9%	68.8%	68.6%	64.7%
	College Level	71.4%	71.9%	70.2%	72.2%	73.1%	75.0%	76.0%	76.5%	78.1%	74.1%
	Program Unit Level	62.6%	62.3%	62.4%	65.8%	66.5%	70.2%	72.3%	73.3%	75.7%	70.9%
Upper	University Level	28.3%	28.3%	30.2%	30.1%	30.0%	29.2%	28.6%	28.7%	29.0%	33.4%
	College Level	21.5%	20.7%	22.0%	21.4%	21.2%	20.0%	18.9%	18.4%	18.5%	22.7%
	Program Unit Level	20.4%	19.1%	18.8%	17.6%	18.1%	16.6%	14.4%	13.5%	15.1%	20.0%

Undergraduate Program Review
Time to Baccalaureate Degree From 90 Credit Hours

WEBER STATE UNIVERSITY

Program Review Unit
English

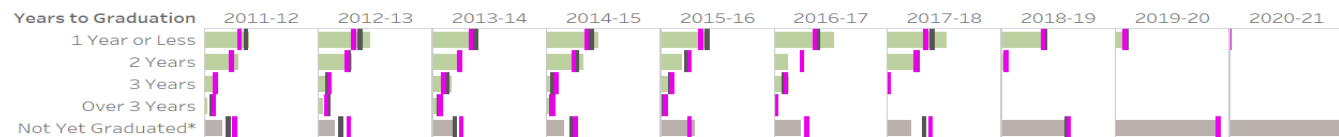Data as of: 11/16/2020 1:36:42 AM

Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?
Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.
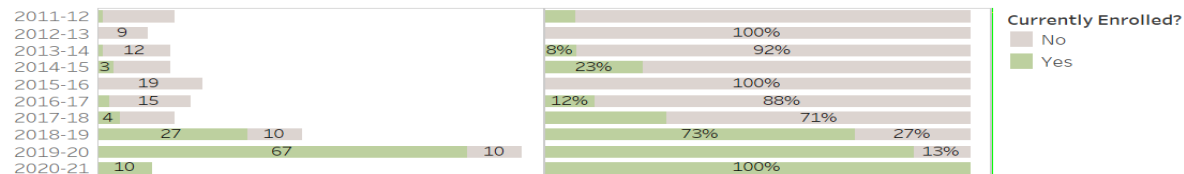
Years to Graduation	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 Year or Less										
2 Years										
3 Years										
Over 3 Years										
Not Yet Graduated*										

Additive Program Unit Percentages
Data for the most recent three years reflect in-progress students and may change over time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	40%	45%	37%	45%	40%	53%	51%	38%	9%	0%
In 2 Years or Less	70%	75%	57%	77%	58%	64%	78%	42%	9%	0%
In 3 Years or Less	80%	82%	75%	82%	69%	77%	79%	42%	9%	0%
At Any Point	84%	87%	79%	84%	71%	77%	79%	42%	9%	0%
Has Not Graduated	16%	13%	21%	16%	29%	23%	21%	58%	91%	100%

Has Not Graduated by Currently Enrolled

Currently Enrolled?
No
Yes

	Count		Percentage
2011-12			
2012-13	9		100%
2013-14	12		8% / 92%
2014-15	3		23%
2015-16	19		100%
2016-17	15		12% / 88%
2017-18	4		71%
2018-19	27 / 10		73% / 27%
2019-20	67 / 10		13%
2020-21	10		100%

Overall Numbers and Percentages

		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 Year or Less	University	923 (30%)	959 (31%)	986 (33%)	1046 (35%)	993 (35%)	1049 (36%)	1025 (34%)	1141 (37%)	274 (9%)	1 (0%)
	College	102 (37%)	94 (36%)	106 (37%)	118 (40%)	105 (41%)	118 (39%)	109 (39%)	108 (38%)	29 (9%)	0 (0%)
	Program	34 (39%)	30 (45%)	22 (35%)	37 (45%)	25 (38%)	39 (53%)	35 (51%)	24 (38%)	8 (9%)	0 (0%)
2 Years	University	718 (24%)	760 (25%)	714 (24%)	740 (25%)	704 (25%)	705 (24%)	769 (26%)	131 (4%)		
	College	67 (24%)	70 (27%)	68 (24%)	80 (27%)	57 (22%)	72 (24%)	75 (27%)	13 (5%)		
	Program	26 (30%)	20 (30%)	13 (21%)	26 (32%)	12 (18%)	8 (11%)	18 (26%)	3 (5%)		
3 Years	University	283 (9%)	296 (10%)	300 (10%)	273 (9%)	280 (10%)	303 (10%)	54 (2%)			
	College	29 (10%)	23 (9%)	37 (13%)	18 (6%)	20 (8%)	24 (8%)	4 (1%)			
	Program	9 (10%)	5 (7%)	11 (17%)	4 (5%)	7 (11%)	9 (12%)	1 (1%)			
Over 3 Years	University	275 (9%)	232 (8%)	192 (6%)	161 (5%)	125 (4%)	25 (1%)				
	College	21 (8%)	22 (8%)	15 (5%)	11 (4%)	7 (3%)	3 (1%)				
	Program	3 (3%)	3 (4%)	3 (5%)	2 (2%)	1 (2%)	0 (0%)				
Not Yet Graduated*	University	831 (27%)	797 (26%)	765 (26%)	770 (26%)	735 (26%)	859 (29%)	1161 (39%)	1812 (59%)	2729 (91%)	557 (99%)
	College	57 (21%)	52 (20%)	57 (20%)	66 (22%)	64 (25%)	86 (28%)	90 (32%)	161 (57%)	276 (90%)	45 (100%)
	Program	14 (16%)	9 (13%)	13 (21%)	13 (16%)	19 (29%)	17 (23%)	14 (21%)	37 (58%)	77 (91%)	10 (100%)

*Students who have not yet graduated may or may not be enrolled.

Undergraduate Program Review
Graduation Based Metrics

WEBER STATE UNIVERSITY

Program Review Unit
English

Data as of: 11/16/2020 1:36:42 AM

Undergraduate Degrees Awarded by Academic Year

Include Associates Degrees & Undergraduate Certificates?   Baccalaureate Degree

Number of Degrees Awarded By the Program Unit

83, 70, 75, 69, 72, 62, 64, 64, 60, 11
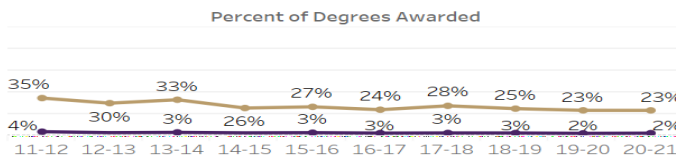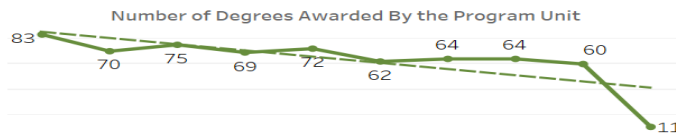
10YR -Total Degrees Awarded

University: 22,309
College: 2,287
Program Unit: 630

Academic Year..	University	College	Program Unit
11-12	2,180	239	83
12-13	2,390	233	70
13-14	2,359	226	75
14-15	2,516	270	69
15-16	2,490	270	72
16-17	2,458	258	62
17-18	2,415	232	64
18-19	2,452	256	64
19-20	2,604	256	60
20-21	445	47	11

Percent of Degrees Awarded

35%, 30%, 33%, 3%, 26%, 27%, 3%, 24%, 3%, 28%, 3%, 25%, 23%, 2%, 23%, 2%
4%
11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21

Median Hours Earned For Baccalaureate Degrees
Only uses records of students who admitted as new freshmen.

136.50, 144.00, 128.50, 135.50, 130.50, 138.00, 138.00, 134.00
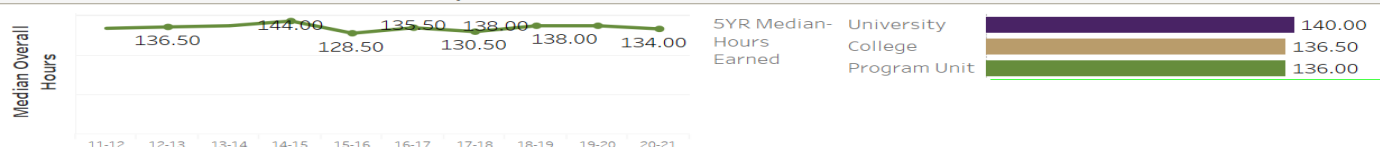
5YR Median- Hours Earned
University: 140.00
College: 136.50
Program Unit: 136.00

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
University	141.00	141.00	140.00	140.00	141.00	139.50	138.00	139.58	139.00	139.00
College	138.00	134.00	137.50	136.50	134.75	136.75	134.25	136.00	138.00	132.75
Program Unit	134.75	136.50	138.00	144.00	128.50	135.50	130.50	138.00	138.00	134.00

Median Years to Baccalaureate Degree For Entering New Freshmen
Uses first term after high school graduation date if high school graduation date is known, else first term non-concurrent enrollment.
Only uses records of students who admitted as new freshmen.

6.97, 5.67, 5.31, 5.69, 5.69, 5.69, 4.98, 5.14, 4.65, 5.59
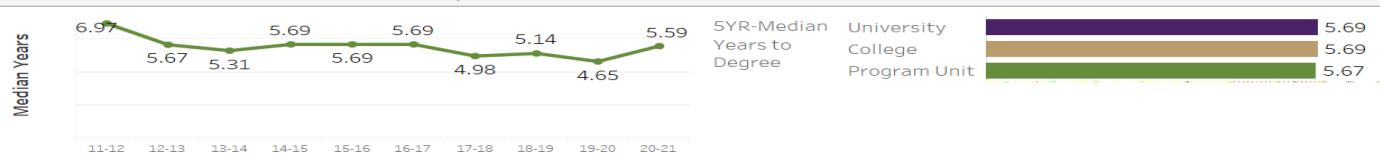
5YR-Median Years to Degree
University: 5.69
College: 5.69
Program Unit: 5.67

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
University	6.29	6.31	5.94	5.69	5.69	5.99	5.67	5.67	5.30	5.12
College	6.29	5.67	5.67	5.69	5.69	5.98	5.82	5.30	5.30	5.79
Program Unit	6.97	5.67	5.31	5.69	5.69	5.69	4.98	5.14	4.65	5.59

Appendix H: Sample Signature Assignments

WSU 1560 (SS, HU) People and Nature:

Signature assignment / Big Question Assignment:

Write a 5-page paper—not counting the MLA or APA format works cited page(s), which should be tacked on to that total—on one of the following topics:

1. Write a 5-page paper on one of the following topics, or suggest your own to us. Suggest or think of your own "Big Question" that you would like to answer. Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your topic (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

2. We have frequently discussed the notion of uncertainty. Choose one of the texts and explore how uncertainty has provided opportunities but also disruption, stress or suffering for those forced to confront it. What would be your conclusion about the role of uncertainty in a topic of your choosing? Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your idea (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

3. Choose a question that emerges from any of the reading or films and write a paper that seeks to answer that question (even if the answer, at this point, seems more of a hypothesis than a definitive answer). Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your question (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

4. In general, literature can help us think about a broad range of issues in imaginative ways that are often tied to our personal experience. There is something about the space that creative works, as distinct, say, from reports, textbooks, or data-heavy

white papers that provides an opportunity to reconsider our existing ideas across a range of issues. What would be one issue that you have encountered in the readings or films that has changed your way of thinking on a particular issue? Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your question (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

5. Write an alternative 'annual' report of the last five years of your life. Typically an annual report details a company's accomplishments over the preceding year. But an alternative annual report, as Hunter and Lovins write, "would describe [...] what the company would have liked to report what it had accomplished, had all the internal and external obstacles been removed that make what's good for the shareholders in the short run diverge from what's good for future generations worldwide." In your report, write what you would like to have been able to report if all the internal and external obstacles had been removed. And answer the following: What would you have been able to do differently? What would you have been able to accomplish? What is something you could have done that would be good for future generations? Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your question (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

6. Choose a question that emerges from any of the reading, talks, or films we will have considered by April 16th and write a research-based paper that seeks to answer that question (even if the answer, at this point, seems more of a hypothesis than a definitive answer). Please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your question (these will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (sources will further your understanding of the topic).

7. Consider the materials we have engaged with thus far in the semester and the ideas it has generated. What changes in your personal (self, family) or professional/work life do you think you might make as a result of this semester's readings and discussions? How has your thinking about a particular issue changed? Identify a specific topic or theme and then dig deeply into the specifics, showing in detail what the issues are, how you plan to address them (i.e., what tangible steps will you take). You may wish to work in an acknowledgement of the unintended consequences of your actions. This should be a well-researched paper that transcends a basic narrative of change. To that end, please incorporate quotations from the primary text (that is, the book chapter, article, film, etc.) that gave rise to your question (sources will give your essay specificity and color) and use at least 5 additional sources—either books or articles from library databases or Google Scholar (these will further your understanding of the topic).

ENGL 2010: Intermediate Composition:

Assignment:
For this assignment, you will write a research paper 4-6 pages in length (not including the title or References page) that makes an argument addressing the course's Big Question: Why is research and writing valuable to my future career? Your paper should address a specific issue and audience, provide a thorough analysis of the issue, and be supported with both primary and secondary evidence.

How to Proceed:
1. **Identify the Issue:** Conduct some preliminary research and identify conversations and issues related to the BQ.
2. **Identify the Audience:** Choose the audience for your paper. In other words, whom are you trying to convince of your argument? Identifying a specific audience will help you determine the most effective support to provide and the most appropriate tone to use.
3. **Review Course Content:** Consider what you have learned throughout the course from texts, presentations, discussions, and your own research and writing that you might apply to answering your research question.
4. **Conduct Secondary Research:** You may make use of the texts that we have read and the prior research that you have done, but you should also include at least three new sources that you have found specifically for this project.
5. **Conduct Primary Research:** Your primary evidence may come from interviews, observations, or surveys. 6. **Analyze your Research:** After collecting your primary and secondary evidence, consider how the various sources relate. You will undoubtedly notice both great and minor differences in perspectives. You will want to consider these various views as you develop your own position and decide how you will use this evidence to support your thesis.
7. **Construct a Thesis Statement:** Write a clear and detailed argumentative thesis statement that addresses the BQ. Feel free to use a simple phrase to set up your thesis, such as "In this paper, I argue. . ."
8. **Construct a Preview of Main Points:** Write a preview of main points that will let your reader know what will be happening in the body of the paper and in what order. You may need to provide more background information in the body, and the preview will let your readers know that that is what you will be doing. With that said, the preview should focus primarily on outlining the direct support that you will be providing for your thesis. Feel free to use a simple phrase, such as "In this paper, I will. . .," to introduce your preview.
9. **Outline your paper:** A basic outline for a paper of this length might look like this:
    o Plan an introduction of 1-2 paragraphs that introduces the topic and provides your thesis statement and a preview of main points. The introduction is also a good place to position yourself in relation to the topic. You might begin with a

brief personal narrative in the introductory paragraph and then transition into more scholarly work as you move toward introducing your thesis.

o Organize the body of your paper upon 3-4 supporting points. Each of your supporting points will likely have two or three subpoints. If you provide a paragraph for each subpoint, you can determine how to best outline your paper so that if falls into the 4-6-page range.

o In each body paragraph, consider how you will assert and explain your point or subpoint and connect it to the thesis. Also consider the types of evidence that you will provide to support each point and subpoint.

o Plan a concluding paragraph that summarizes the paper's main points, restates the thesis, and brings the paper to a close. Oftentimes, connecting to how the paper was introduced is a good strategy.

10. **Draft your Paper and Get Feedback:** Type a draft of your paper for peer review.

11. **Get Additional Feedback:** Consider getting additional feedback from a Writing Center tutor or by visiting me during office hours.

12. **Revise:** Use the feedback that you've received to make revisions and prepare the final copy of your paper.

13. **Format your paper in APA style:**
    o APA-style title page
    o One-inch margins, Times New Roman 12 point font, double-spaced
    o References page
    o An appendix for interview or survey questions and observation notes

Evaluation:

I will be looking for the following:
   o thoughtful and thorough engagement with the Big Question
   o a focused and clear thesis statement and preview of main points
   o clear explanations, sound reasoning, and effective use of primary and secondary evidence
   o an effective organizational structure and effective use of transitions
   o proper use of APA documentation both in-text and on the References page

Requirements of submission: The Signature Assignment should be 4-6 pages in length, not including the references page or title page, address the Big Question, and follow the following formatting guidelines: double spacing, 12-point Times New Roman font, one-inch margins, and APA-style title and references pages. *Failure to adhere to these requirements of submission may result in the paper being left ungraded. Since this is the final paper and the semester has ended, there won't be any opportunity to resubmit.*

ENGL 2200 HU/DV, Introduction to Literature:

SIGNATURE ASSIGNMENT: All WSU General Education classes have a Signature Assignment, which asks students to "integrate and apply course content to address a significant . . . question or issue." For this assignment, you will annotate a selection from one of our course readings, integrating research that illuminates that passage. This assignment is similar to an "annotated bibliography" but much more focused. An annotated bibliography might focus on a large topic; you're focusing on who has said what about a particular piece of text, and how/why this commentary is useful. As you do this assignment, you will be addressing this course's Big Question: How can reading fiction help us push beyond our own assumptions—about ourselves, others, the world, and the stories we read? NOTE: If you would like my feedback on this assignment, please also make sure to include the rubric. You may either add it at the end of your document or upload it as a separate entry. (Don't just submit it as a comment with the assignment.) (There is a rubric included with this assignment, but it's not the one I use to give feedback or assign grades--it's used by the General Education program to evaluate program learning objectives.)

ASSIGNMENT REQUIREMENTS In this assignment, you will do the following: Select a passage from a text we have read. (You must choose a different work than you chose for the first annotation assignment.) Using a word processor, create an electronic version of that passage. Find as much analysis as you can of the passage online (or in print). Add at least 10 footnotes on sections of the passage where you have found comments that you think are interesting or of special value. Include the quotations in the footnotes (along with attribution to the original author—use their full names and the page number) Critical Annotation (Signature Assignment) [UPDATED] https://weber.instructure.com/courses/503315/assignments/4509763 1 of 7 11/13/20, 1:49 PM and clearly explain the significance/usefulness of the quotations to understanding this passage (and/or the work as a whole). Use terminology from the course in your annotations. Write in complete sentences. Your audience is me—your professor—so your writing style should be formal and your analysis should be complex. You must use at least 6 different sources, at least 4 of which must be scholarly sources (i.e., academic books or peer-reviewed journal articles). Create a correctly formatted MLA-style Works Cited page listing the sources you identified (at the end of your document, on a separate page).

Finally, provide a short reflection of at least 300 words answering the following questions: What new insights did you gain from this research (about this text or any other issue)? How did your understanding of the text change as you read what other scholars had written? What assumptions about this literary work did you have when you began reading it, and how did your understanding of the text change as you continued to read it? How can the practice of close reading fiction help readers see some aspect of themselves, others, the world, or literature with more clarity, complexity, or insight? You may also add other reflections about your research / analysis. This assignment is going to require you to read a fair amount of analysis and make decisions about what you think is good or

useful and what you think is not. See "Resources" below for help on finding sources. Make sure to format your Works Cited page carefully, and to quote from your sources using MLA style. Accuracy will impact your grade. See "Resources" below for help. Here is an example of a successful critical annotation.

ENGL 2200 HU/DV:Introduction to Literature:

Signature Assignment:
Consider the function of speculative fiction as cautionary tale (about the state of the environment, population, war and weapons, technology--whatever might be addressed in the piece), focusing primarily on Kurt Vonnegut's Galapagos. You may refer to other works of literature (or other forms), too, but the main emphasis should be Galapagos. An example of outside reference might even be something like "Avengers: Infinity War"--kind of hard to watch that one without getting a message about overpopulation....

So in Galapagos, what are we being cautioned against (if you agree that we are...)? Is 1985 a dystopian society? How about a million years from then? Again, if you've watched "Handmaid's Tale," you might be reflecting on fertility in a way similar to Vonnegut's device for getting rid of most of the people on Earth.

Is speculative fiction effective as a warning to its reader/viewers? Did Vonnegut make you think about anything you do/rely on today?

ENGL 2710 HU/DV: Perspectives on Women's Literature

Your final paper (signature assignment) will be an essay focused on one text of your choice from our class (do not use a text that you already used for a presentation). You should trace the ideas and themes in that text and analyze it, with a **clear thesis statement/argument** that is backed up with evidence (quotations, ideas, scenes) from the text. You should engage in some **secondary research** (at least 5 other sources) to support your argument, citing what other scholars have said about that text.

Your paper should NOT be a retelling or a summary of the text. Feel free to include a short paragraph of background information if necessary after your introduction, especially if your text(s) needs to be grounded in cultural/historical/literary periods. But remember, I have already read the text, so I don't need you to retell the story to me. I need you to tell me what the story means. How can I interpret this story and what does that interpretation teach me?

Your essay should run **6 to 8 pages double-spaced** and include **correct in-text citations and MLA or APA formatting**.

English 3500 HU: Introduction to Shakespeare

Asking "Big Questions" About Shakespeare --Signature Assignments

What meaning might we find in Shakespeare? We can ask this in a slightly different way: still, from Shakespeare, what may be relevant to our concerns? Here, at the end of this course, you will submit an essay that answers, essentially, that "big question." What relevant point have you been able to find?

I reduce this question to a "point"—because, typically, good essays are focused efforts. A character analysis, for example, will restrict itself to the singular. If a character has any significance, there will be instance after instance of the character's development. The same applies to thematic development. There will be instance after instance of Shakespeare having advanced an important idea. Good interpretations cover the beginnings, the complications, and—most important—the resolutions of the conflicts. So there, in a nutshell, you have the common criteria for evaluating your choice of your topic. Is it focused? And is it comprehensive in its coverage of the text?

Here is a checklist for your own critique of your work.
(1) Your heading should include your name, my name and title, the date of the work, and a heading for the work, i.e., Final Paper, Shakespeare 3500.
(2) Your title should be a fulsome phrase of your point. How many is fulsome? I don't know that I have ever been able to title a term paper in anything less than half-a-dozen words. More may be better. The advice here: make your title convey essentially what you have to say. You are also welcome to use the popular format of your main title: and a subtitle. The subtitle is a good place to include Shakespeare's title, which you should take care to punctuate, either with quotation marks or in italics. While reading, I deliberately link titles and theses statements. Does the second clearly amplify the first? Together, do they effectively launch your argument?
(3) Your introduction should include a fulsome statement of your point (or of your thesis). Contrary to common mis-understandings, your thesis statement needn't be the first thing you say. If, in your judgment, your thesis needs an introductory sentence, or two, by all means, take advantage of those forewords. Furthermore, if you want to include what rhetoricians call "the occasion for the writing," you are welcome to the advantage of those

forewords. The "occasion" in this sense is a very brief story of how you got onto your topic. If you can tell a compelling story of your first interest, you stand a better than even chance of getting your readers interested. Bear in mind, however, the trick to the "occasion" is brevity. Don't let it distract you from job-   one, what you think about a good piece of Shakespeare.

(4) Your topic sentences (in your paragraphs) should lay out clear patterns of organization. There should be a seamless quality to the sequence of your ideas. There are two primary techniques to getting organized: (a) write your topic sentences so they echo your over-all point. For variety, you can use synonymous words to echo your points. Or you may repeat your established words. I am not one to see this sort of repetition as a weakness. And (b) you should use transition words—thus, hence, so, therefore, consequently, etc.—to clarify your logical connections. Likewise, transitions may also warn of sharp turns or of steep drop-offs. In short, post road signs. Get your readers safely through.

(5) You should prove your points with abundant quotation and paraphrase. In fact, you could support virtually every paragraph with something textual. Always work to make your ideas plausible with the text, your primary source. You should then support your quoting or paraphrasing with parenthetical notes, usually placed at the ends of your sentences. You should be able to recall my directions for adapting page notes into line notes: "xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx" (act #, scene #, line #). Follow that pattern exactly, and you will write your note as well as anyone will ever write one. Or make yourself even more plausible with a high-powered critic, or two. Again, I haven't been one to assign research papers—not in an introductory study of this sort. But I am one to welcome (and to reward) your inclusion of secondary sources. If you take this route, I will expect you to identify the critics by their names and to note the page numbers from which you took their observations of Shakespeare. Incidentally, these are the standards of the Modern Language Association (MLA), which you can find illustrated in the website, *The Owl at Purdue*. Check it out, if you haven't already. It could be a valuable guide for some of your other assignments. Finally, if all of this technical talk is as clear as a puddle of mud, you are welcome to visit with me. We could zoom, over which I will be able to hold up an illustration, or two.

(6) Finally, and forevermore, you should finish your paper with a bibliography, even if it's a single-entry—that to the play (or to a sonnet). If you have any secondary sources, you will follow the MLA's format for a bibliography.

(7) Your sentences will all reflect the principles of correct and of clear composition. So you should proofread for all you're worth. And why not get some help with proofing? There is nothing wrong with help, so long as you learn from it.

(8) Your over-all effort will amount to eight, or so, pages of double-spaced critique, polished in all of its particulars.

English 3750 HU: Fairy Tales

Presentation and Annotated Bibliography: Signature Assignment

There is a strong relationship between the historical fairy tale and many modern movies and stories. Choose a movie or contemporary story and explain the fairy tale elements. You could talk about Harry Potter as a Cinderella story that turns into a different type of fairy tale or the movie "Pretty Woman" as a Cinderella story. How have these changed or not changed the story? Or you could look at novels such as *Jane Eyre* or *Pride and Prejudice* as Beauty and the Beast stories.

You will trace the history of the fairy tale trope from its first recorded existence to its current deployment in your choice of story. What is the original cultural context? How has that changed? Why has it changed? Are there contemporary examples of the same tale that are different? Why is that? Consider culture, history, gender, nationality, religion. How and why did the story change? Use the essay as the basis or your oral presentation. Presentation around five minutes. Annotated bibliography about 6 citations.