WILLIAM WOODS
UNIVERSITY

English BA 5-Year Program Review
2022

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Program Review 2021-2022

English BA

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues with the program and its connection to the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The English program at William Woods has historically been small, a product of admissions and recruiting decisions and the general makeup of the student body at the school. Offerings in English serve a variety of students, including traditional literature students or students seeking to teach high school English (through the Secondary Education: English program), and creative writers, students interested in writing about film, and also students seeking curriculum in professional / technical writing as well as rhetorical criticism. The program also serves other programs, most notably the online and face-to-face ASL-ITP program.

For the last five years, the program had been mostly consistent, with 8-10 majors at any time, usually made up of native WWU students and one or two transfers, usually athletes. However, the covid pandemic and personnel changes led to changes that are still being integrated into the program. First, enrollment in the English program is unstable, with a higher than usual number of students who leave the program without graduating, which probably reflects covid stresses. The number of students enrolled is relatively consistent, but the numbers don't always signify the same students. Then, at the end of AY 2020-21, one of the four English professors left her teaching position, leading us to reconcpetualize the program requirements to reflect what we had the expertise and time to teach. The proposed changes are on a two-year timeline, some of them already in place and others to be introduced in AY 2022-23. Another faculty member is leaving teaching at the end of this academic year, and this will obviously have an impact on the program going forward, though those changes are hard to predict before someone new, with their own speciality, is in place. Depending on who is hired for that position, the English dept and its course offerings will change.

The program faculty, obviously, have ideas about how that position should be filled, and they are articulated below, but it's a University wide decision.

Program Mission

Provide the mission of the program and describe how the program aligns to the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Student Demographics

Student Demographic Reflection
Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

17-18: 10 majors, including 3 English Ed

18-19: 8 majors, inclding 3 Engish Ed

19-20: 10 majors, including 3 English Ed

20-21: 10 majors, including 4 English ed

21-22: 8, including 3 English Ed

Program Demographic Data

Concentrations
Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

There are no concentrations in the English program.

Concentrations Attachment
If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Reflection on Program Enrollment Data
Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specficy the details of the plan.

As alluded to above, covid has created unusual stresses on our program enrollment, even though the enrollment numbers are more or less consistent. We're struggling, some, to keep hold of the community our students should exist in. The most obvius manifestation of this is the reality that Sigma Tau Delta, the English honor society, hasn't met in more than a year. We think this group had an impact on keeping students connected, and we still haven't figured out how to nourish these connections without meeting face-to-face. One popular event tied to that group, the CMU Humanities Conference, has also been suspended for three years now. That was a special event for faculty and students.

In fall 2019, we had the first creative writing conference for high school students, which was fun and gave majors a chance to teach and use their organizational skills and ideas. We haven't had a follow-up to that inaugural event, but I'm hoping it will return in fall 2022. This, and ideas like reviving Sigma Tau Delta should make students feel more connected to the major and more likely to persist. If we keep it up, we should generate some interest on campus and off, which could lead to more students choosing the English major.

Additional Program Resources
If your program has any additional syllabi, handbooks, or policies that would be beneficial to an external reviewer and the academic council, please upload here.

Advising
Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Adviisng data:

Matt Dube: Advising load has generally been below 5 during this period. Advisees were taken away to allow to concentrate on online issues. The two I have now are English majors.

Erik Hillskemper: Average 8 advisees at a time, a mix of majors and non-majors.

Greg Smith: Does not advise, but regular "English Lab" tutoring hours fill in for this.

Stephanie Wells: Averaged 5 advisees at a time, none of whom are English majors

Internship & Placement

Student Internship Demographics
Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

The English program does not have an internship requirement, and for the last five years, no English majors have been placed in internships. Some students have worked with the public relations office, but those were work study jobs that, while they taught valuable skills, did not have an explicit academic component and did not generate academic or course credit.

Internship Data Upload
If you did not use the above text box for the internship data, please upload your data here.

Internship Placements
What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

None.

Graduate Placement Data

Employment in Field
What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline

Traditionally, teaching positions at the secondary level are considered "in the field," as are students enrolled in graduate schools for English or related programs. Teaching higher ed is also in the field, as are certain positions where writing is a significant part of the work duties (i.e., professional tutoring, editing for a magazine, or government / business positions that are writing intensive).

Graduate Placement Data
Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

The placement data for English graduates is attached. About half are working in the field, whether teaching, editing, or attending grad school. Some of the others have pursued predictably eccentric paths, whether that is working in the family business or continuing to play a sport semi-professionally. Others are just eccentric, but English is a discpline that teaches students to make a contribution to a lot of fields, and we hope as these students move to positons outside the service-industry, they'll find professional advantage resulting from their English coursework.

Graduate Placement Data
Please upload your demographic data on program graduates.

Student Name	Year Graduated	Employment	In field?
Katie Farrell	2021	Sales Associate at Blumenhof Winery	N
Grace Meinhardt	2021	Teaches English at Troy High School	Y
D'Aaron Owens	2021	Works for GBE (Athletic/ Fitness) Training	N
Hannah Cronin	2020	Works in Student Life at WWU	N
Stephanie Hernandez	2020	Works for Prospering Farm in Aubrey, TX.	N
Ashley Pendleton	2019	PhD Student at Florida State University	Y
Rachel Powers	2019	Pharmacy Tech at MU	N
Britini Cebulak	2018	Grant Writer at Preferred Family Healthcare	Y
Dany Paradis-Giroux	2018	Plays semi-pro baseball in Quebec, CA	N
Justin Queen	2018	Production Worker at True Manufacturing Jobs	N
Mya Moyer	2017	Applying to grad school/ tending bar	Maybe?
Rachel Skelton	2017	Founder, Editing Skeleton editing service	Y

Program Curriculum

Curriculum: Rotation
Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

Upper division course regularly struggle to make enrollment. This isn't a new challenge for the English department, and in previous years, we've trimmed our major, for example, removing concentrations, to reflect the fact that fewer majors meant more challenges filling seats, especially in upper-level classes.

Since the last five year report, two factors have changed regarding enrollment in upper-level courses. First, the University adopted a policy requiring 42 hours at the 300 and 400 level, which we, like most programs, anticipated would increase enrollment in upper-level courses University wide. For Engish, this has not materialized, though it has given an additional reason to offer these courses when they don't meet minimal enrollment (in other words, courses are taught with low enrollments because students need the upper level course, whether or not it is required for the English major).

The other factor is an increase in the numbers of students enrolling in upper-level film courses (ENG 316 and 327). These courses make more often than other 300- and 400-level English courses. This is, we suspect, due to the way these courses serve the COM film production program as well as the English program. This isn't so much a shock-- we recognize (see below) the advantages of shared curriculum. We hope that the online Film Production program will lead to even higher enrollments in ENG 316 and 327, which may lead to the need to move these courses online.

We have also made plans to reimagine some 200-level English courses, like ENG 239, to better reflect student interest instead of traditional academic categories. In practice, this means de-emphaszing the traditional American lit survey, for example, and offering an African-American lit survey in its place. A course like "Shakespeare and the Devil," a 200-level honors course, is another example of this, an attempt to rethink our offerings to attract wider student interest. We'll monitor enrollments and enthusiasm as we think about reshaping the program following the departure of another member of the English dept.

Curriculum: Delivery Mode
Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

Delivery mode has played a role in some ENG courses.

Currently, we offer five ENG classes online: ENG 101 and 102, ENG 215, ENG 239, and ENG 301.

ENG 101 and 102 are composition classes, and each is offered three times a year online. The effect on on-ground course offerings is marginal.

ENG 239 is offered online twice a year, and since 2019 or so, it is no longer offered on-ground. This has been a change, but given that the course was taught by an instructor who can only teach one course a semester, this has been a relief.

ENG 215 is offered online once a year, and this hasn't changed the on-ground offering much.

ENG 301 is offered online 3 times a year, and once on-ground every two years. This course is an elective in English, but serves a clear role for the online ASL-ITP program, which this online rotation serves effectively. It hasn't dramatically changed the on-ground enrollment, though it's possible if the online sections were taken away, it might be offered more often on-ground, maybe once a year.

Curriculum: Revision
Explain any curricular revisions made since the Ist Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

At the end of AY 2020-21, one member of the English dept left, which led us to reconcpetualize of the program, to focus our offerings more narrowly on what we thought made sense for the remaining faculty. That meant, mostly, stripping out those courses we don't teach (most professional writing courses), with the intent of reviewing and, when possible, refreshing what remained. These changes are still in the process of being implemented, but they will include offering an African-American lit course and a revised 300-level writing course whose focus will expand from creative writing to include creative, technical/ professional, and academic writing.

Other changes, like a film course with a new focus, were considered and abandoned, and a proposed world-lit style course on heroes and myth has been shelved after the course developer has stepped away from teaching at WWU. HIs departure might prompt further revisions, but at this time, his position is being reviewed, and any changes will wait till someone is hired to replace him. (This will all happen after AY 2021-22.)

Curriculum: Shared Curriculum
List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Most 200-level courses are general education courses, as are ENG 101 and 102. Several of 200-level courses (ENG 201, 202, 205, 206, 238, and 239) are taken by Engish Ed students to complete that program's subject-matter knowledge requirement.

ENG 327 is required for students in the COM digital filmmaking concentration, and ENG 210 and 215 are strongly encouraged for students in that concentration.

ENG 301 is a required elective for the ASL-ITP online program and an elective for the onground ASL-English Interpreting program.

Curriculum Enrollment
Attach the Curriculum enrollment for all program courses.

Course	Title	2016-2017		2017	2017-2018		2018-2019		2019	2019-2020		2020	2020-2021	
		Fall	Spring	Summer	Fall	Spring	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ENG 218	Intro to Creative Writing	/	19/20	/	/	18/20	/	19/20	/	/	20/20	/	/	18/18
ENG 222	Intro to Rhetoric	25/25	25/25	/	25/25	21/25	/	15/25	/	/	24/25	/	/	/
ENG 280	Intro to Literature	26/25	/	/	13/25	/	11/25	/	/	11/25	/	/	10/11	/
ENG 302	Technical Writing	/	/	/	/	7/20	/	/	/	/	11/20	/	/	/
ENG 308	Creative Writing	/	3/20	/	/	2/20	/	/	/	/	2/20	/	/	/
ENG 414	Shakespeare	/	11/20	/	/	/	/	6/20	/	/	5/6	/	7/11	/
ENG 440	Senior Semi/r	2/10	/	/	3/10	/	2/10	/	/	2/10	/	/	/	/
ENG 440 H	Senior Semi/r	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG 210	Intro to Film Studies	/	25/25	/	/	23/25	/	25/25	/	/	23/25	/	/	27/27
ENG 215	Film Genres	19/20	/	/	20/20	/	18/20	/	/	19/20	/	25/25	20/20	/
ENG 215 OLC	Film Genres	/	/	16/25	/	/	/	/	24/25	/	/	/	/	/
ENG 316	Special Topecs in Film	6/20	/	/	6/20	/	6/20	/	/	8/20	/	/	13/20	/
ENG 327	Film Theory/ Criticism	/	/	/	/	3/30	/	7/30	/	/	6/28	/	/	6/28

ENG 200	Introductory Projects						/	/	/	/	/	/	/	/
ENG201	World Masterpieces I	/	/	/	/	6/25	/	/	/	/	/	/	1/1	/
ENG202	World Masterpieces II	/	/	/	8/25	/	/	/	/	6/25	/	/	/	/
ENG226	Young Adult Literature	18/25	/	/	12/25	/	/	/	/	2/2	1/1	/	/	/
ENG234H	Shakespear and the Devil	5/20	/	/	/	18/20	/	26/26	/	/	13.2	/	/	11/15
ENG238	American Lit I	13/25	/	/	/	/	7/25	/	/	/	/	/	12/18	/
ENG239	American Lit II	/	/	/	/	4/20	/	23/25	/	/	/	/	/	/
ENG239 OLC	American Lit II	9/25	23/25	/	11/25	14/25	20/25	/	/	20/20	18/25	/	25/25	22/25
ENG 300	Independent Study	/	/	/	/	/	1/1	0/1	/	/	/	/	/	/
ENG319	History of the English Language	9/20	/	/	/	/	5/20	1/1	/	/	/	/	2/2	/
ENG328	Theory/crtsm Lit	/	3/24	/	/	/	/	/	/	/	/	/	/	/
ENG345	Grant Writing	/	15/15	/	/	/	/	/	/	/	7/11	/	/	7/11
ENG 373	Major Authors	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG 400	Advanced Projects	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG406	Topics in Contemporary Wriring	1/20	/	/	/	/	/	/	/	/	/	/	/	/
ENG411	rhetorical A/lysis and Criticism	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG 412	Composition for Prospective Teachers	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG 418	Methods of Teaching	/	/	/	/	/	1/20	/	/	1/20	1/20	/	3/20	/
ENG 451	ENG Internship II	/	/	/	/	/	/	/	/	/	/	/	/	/

ENG205	English Lit I	/	/	/	11/25	/	/	/	/	14/25	/	/	/	/
ENG206	English Lit II	/	10/20	/	/	/	/	/	/	/	11/11	/	/	11/11
ENG301	Grammar and Syntax	21/25	/	/	/	6/20	/	25/25	/	/	8/20	/	/	/
ENG301 OLC	Grammar and Syntax	/	16/25	20/25	17/25	10/25	13/25	/	21/25	16/20	13/25	23/25	19/25	22/25

Program Checklist
Attach the Program checklist from the most recent Academic Catalog

Checklist

English - 39 Credits	2122 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Bachelor of Arts degree programs require a minor and a year of a foreign language.
Minor:
Foreign Language:

Required Courses:15.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ENG 218	Introduction to Creative Writing -L	3.00			
ENG 280	Introduction to Literature -L	3.00			
ENG 308	Creative Writing	3.00			
ENG 414	Shakespeare	3.00			
ENG 440	Humanities Senior Seminar	3.00			

Required Electives: 3.00 - 18.00 credits

Required Electives: Required English Electives - 18 Credits (Must complete at least 3 Introductory Film Credits and at least 3 Upper Level Film Credits)

Credits:18.00

Notes: A course may not count for both elective and core credit.

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 200	Introductory Projects	3.00			
ENG 201	World Masterpieces I -L	3.00			
ENG 202	World Masterpieces II -L	3.00			
ENG 234	Shakespeare and the Devil -L	3.00			
ENG 238	American Literature I -L	3.00			
ENG 239	American Literature II-L	3.00			
ENG 300	Independent Study	3.00			
ENG 319	History of the English Language	3.00			
ENG 328	Theory and Criticism of Literature	3.00			
ENG 400	Advanced Projects	3.00			
ENG 412	Compositn for Prospective Teachers	3.00			
ENG 418	Methods of Teaching	3.00			
ENG 451	ENG Internship II	3.00			

Required Electives: Upper Level Film Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 316	Special Topics in Film	3.00			
ENG 327	Film Theory and Criticism	3.00			

Required Electives: Introductory Film Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 210	Introduction to Film Studies -L	3.00			
ENG 215	Film Genres -L	3.00			

Course Description

Upload program course descriptions from the most current Academic Catalog.

ENG 218 - Introduction to Creative Writing -L

Creative Writing is considered from aesthetic and structural perspectives: students read and discuss contemporary writing in poetry, fiction, creative non-fiction, and/or drama; develop their expressive writing skills through writing assignments; discuss and evaluate concepts related to the aesthetic challenges writers face.
Prerequisite - ENG101

ENG 222 - Introduction to Rhetoric -L

This course is an overview of rhetoric, defined as the art of persuasion. Students will evaluate persuasive messages, text, and images, that people encounter daily.
Prerequisite - ENG102

ENG 280 - Introduction to Literature -L

Students are introduced to the major genres of literature (fiction, poetry, and drama), as well as their attendant forms, conventions, and contexts. Students are also introduced to techniques for interpreting, analyzing, and commenting on literature, using the vocabulary of literary studies.
Prerequisites: ENG101

ENG 302 - Technical Writing

A study of the fundamental principles of technical writing as a professional tool. This course aims to prepare specialists in various professional fields to write clearly and effectively on their subject of non-specialist audiences. Includes practice writing feasibility studies, proposals, abstracts, instructions, correspondence, and other kinds of writing ordinarily required in professional careers. Junior or Senior standing recommended.
Pre-requisite - ENG102

ENG 308 - Creative Writing

Students will develop their skills as creative writers by completing writing assignments and crafting full length imaginative works. Workshops wherein each student's work is critiqued by all members of the class are a major part of this class.
*Course may be repeated one time, for additional credit
Prerequisite - ENG102

ENG 414 - Shakespeare
A study of Shakespeare's comedies, tragedies, and histories, and of his cultural background.
Prerequisites - ENG102

ENG 440 - Humanities Senior Seminar
Students design and create capstone projects and portfolios for the undergraduate English major, in which the program core objectives are synthesized and applied.
Prerequisites - ENG102 and Senior Standing

ENG 201 - World Masterpieces I -L
An introduction to some of the masterpieces of world literature through the Renaissance. All works will be read in English. Writers who have been studied include Homer, Sophocles, Wang Wei, Murasaki Shikabu, Dante, Mirabai, and Cervantes.
Prerequisite - ENG101

ENG 202 - World Masterpieces II -L
An introduction to some of the masterpieces of world literature since the Renaissance. All works will be read in English. Writers who have been studied include Voltaire, Goethe, Ibsen, Yukio Mishima, and Soyinka.
Pre-requisite - ENG101

ENG 226 - Young Adult Literature -L
This course is an overview of young adult literature, defined as coming-of-age novels and literary expression. Young adult literature has, since the mid-1990's, come of age as literature – literature that welcomes artistic innovation, experimentation, and risk-taking. It includes the themes of good and evil, problem-solving, self-expression and artistic expression. It is steeped in imagery and metaphor. Students will evaluate character, plot, stetting, and theme while paying particular attention to context and sub-text. The context of culture and society will be explored.

ENG 234 - Shakespeare and the Devil -L
Shakespeare and the Devil is an honors course exploring the plays of William Shakespeare within a historical, cultural, and religious context. Specifically, the content of his plays is related to Elizabethan and early Jacobean perceptions of the Christian hell, Satan, and the nature of sins and punishment at the turn of the 16th Century. Special consideration is given to the way that religiosity in 16th Century England informs and influences Christian beliefs in today's world, and the extent to which Shakespeare's works reflect, critique, and anticipate mainstream religious values.

ENG 238 - American Literature I -L
A survey of American literature to 1860 with emphasis on reading, interpretation, and criticism of representative works of major authors.
Prerequisite - ENG101

ENG 239 - American Literature II-L
A survey of American literature from 1860 to present with emphasis on reading, interpretation, and criticism of representative works of major authors.
Prerequisite - ENG101

ENG 319 - History of the English Language
A study of the origins, changes, and reasons for changes in the grammar, sounds and vocabulary of English from the beginnings of the language to modern times.
Prerequisite - ENG102

ENG 328 - Theory and Criticism of Literature
In this course, students will study the major schools of literary criticism, focusing on the formal (e.g. – deconstructive, reader-response, psychoanalytic) and the cultural (e.g. – Marxist, New Historicist, African American, feminist) aspects of theory. Students will apply these theories to assigned works with recognized significance in the field. Students will write short responses to the theory and apply them. They will also undertake a major project where they undertake a fuller exploration of the two main approaches to theory (formal and cultural).
Prerequisite - ENG280

ENG 345 - Grant Writing
Students practice the activities and skills involved in the research and writing of grant proposals for corporations, nonprofit organizations, small businesses, and government agencies.
Prerequisite - ENG102

ENG 373 - Major Authors
Major Authors is a semester long study of a single or small group of writers with a degree of attention not possible in a survey class. Students will read several works by the authors being considered, looking for connections between their work and the work of related authors. Authors studied in this class are selected on the basis of their significance to the development of English-language literatures and the high level of their accomplishment. Students will complete a written project of significant length focusing on one more of the authors studied that semester.
Prerequisite: ENG102

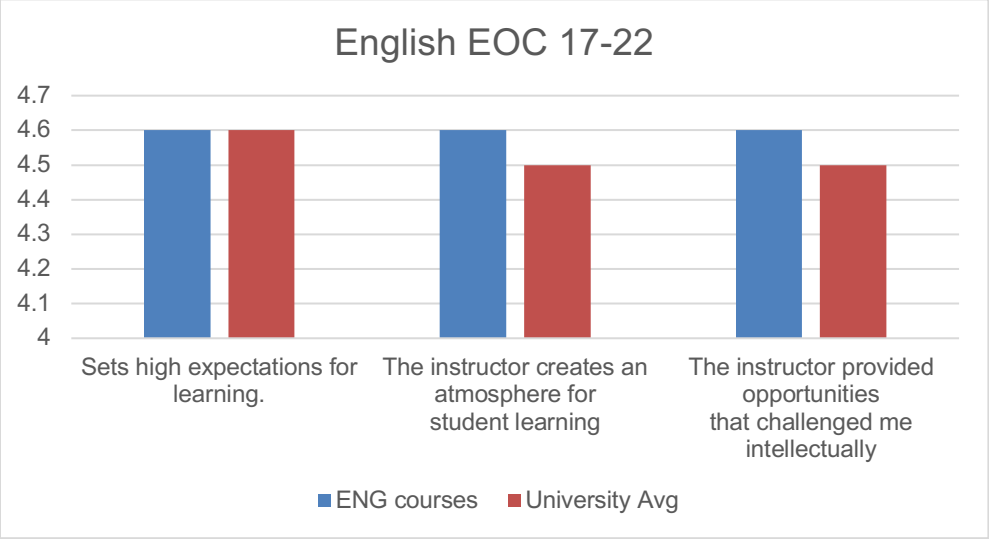
ENG 406 - Topics in Contemporary Writing
Instructor and students will dig deeply into an aspect of writing. Published works will be read closely to learn what lessons they have for us, and they will be applied to student writing. Discussions, readings, and workshops will make better writers and better writing. Topics will vary. *Course may be repeated one time, for additional credit.
Pre-requisite - ENG102

ENG 411 - Rhetorical Analysis and Criticism
We use language and other symbols to shape the world in which we live. Rhetorical theory and analysis encourages understanding of how those symbols function, and rhetorical criticism is the process through which we assess and analyze specific symbolic acts. This course will explore historic and current trends in rhetorical criticism and theory.
Prerequisite - ENG222

ENG 418 - Methods of Teaching
A theoretical and practical study of the teaching of English at the secondary level. Not creditable toward the English major or minor.

ENG 451 - ENG Internship II
Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires the permission of the division chair.

Summary of Teaching Effectiveness
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data consists of the responses from "creates an atmosphere for student learning", "sets high expectations for learning, and "instructor challenges me intellectually".



Faculty Response to Teaching Effectiveness
How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

With regard to our collective course evaluation scores, the English faculty are pleased to see that we scored 4.6 out of a possible 5.0 total for all three definitive category measurements indicated above. From our perspective, this evidences robust, accomplished approaches to student learning expectations, learning atmospheres, and intellectual challenges, all of which are cornerstone attributes of our ENG undergraduate program.

In all three cases, the ENG faculty are confident that these evaluation results reflect our commitment to a discerning, focused, flexible, and substantive undergraduate English program, and we see no current need to make significant changes based on this data. Nonetheless, we do take other factors into consideration when discussing teaching effectiveness, such as Student Performance Review data and ENG 440 Senior Seminar exit surveys, both of which help us to identify areas in which students can use further instructive support. For example, in the past, we have used Performance Review scores and ENG 440 exit survey feedback to tweak instructional focuses like informational literacy, scholarly secondary-source criticism, etc.

Additionally, we are glad to note on more involved level that our on-ground and online course evaluation scores are comparable, which speaks to the alacrity with which we approach course design and execution across the board. Our lowest scores--in the 3.5-3.9 range--are still relatively high on a 5.0 scale, and there are only four courses which fall into this lower score bracket, so we perceive this as anomalous rather than burgeoning. Overall, we read these results as confirming our dedication to our professional program and to our roles in conducting that program in a resonant, meaningful fashion

Faculty & Resources

Physical Facilities

Physical Space/Resources
Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources
Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

N/A

Recommendations to Improve Resources
Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

About ten years ago, the Engish dept spent development funds to equip one room (KAC 112) and to upgrade another (the Library auditorium) with theater-quality hardware for the film studies classes. Regular wear-and-tear alongside advances in consumer electronics means that both are in need of upgrades to retain their function as specialized spaces for film screenings.

There's a general request for higher streaming capabilities in classrooms. This may already be underway. English courses, and others, are taught in BUR 204, a classroom where the overhead projector has cables hanging from the

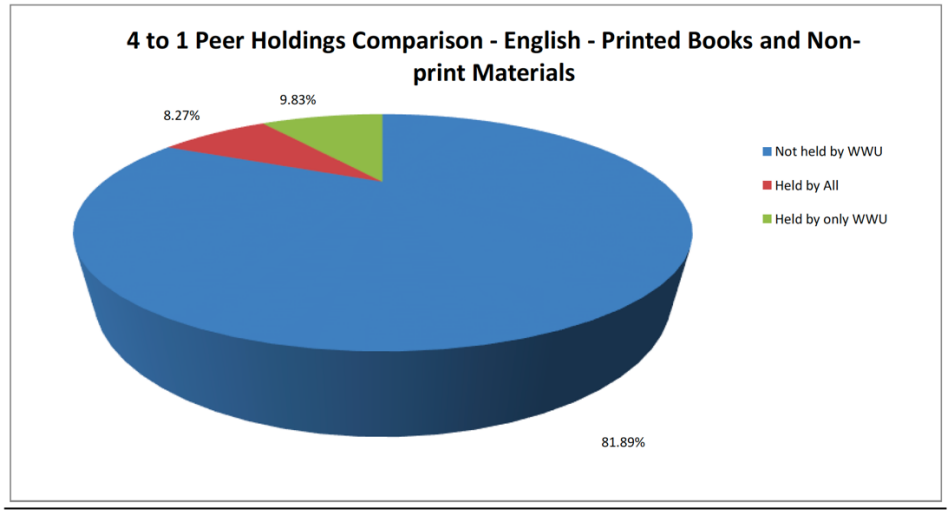
ceiling and the projector on a table that takes up a lot of real estate in the room. That could definitely be improved and make that room better for all stakeholders.

Technology Resources
List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?
The theater-quality projection systems, intended for KAC 112 and the library auditorium and mentioned above, could be upgraded.

Library Resources:
Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis
English as a discipline taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to acquire English and American literature, English composition, and English language materials in both digital and printed form. All printed and digital books, journal articles and non- print materials are available through Woods OneSearch. The printed book literature section has been extensively “weeded” (books that haven’t circulated in the last twenty years have been withdrawn) in order to make space for new materials in the main stacks of the Library.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:
Faculty response to the adequacy of library resources provided to the program?

The library resources are adequate to the needs of program students, mosty. It is sometimes a struggle to meet the research requirements of majors completing their capstones-- so, for example, a recent student was writing on film adaptations of Stephen King's novel _It_ and there were limits to the research available to her. But given the range of interests of our majors, it is challenging to think of a single resource we don't have that would meet all the students' needs.

English faculty would appreciate having access to the MLA Intl Bibliography, but that request has gone unfulfilled in the past, so we don't expect any changes.

Library Report
Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.
English_2022.pdf

Faculty and Staff Resources

Faculty
1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

1. Stephanie Wells, PHD, Communication, University of Missouri - Columbia, 16 years teaching full-time at William Woods University, with a 4/4 course load

Greg Smith, PHD, English, Western Michigan University, 17 years teaching full-time at William Woods University, with a 4/4 course load

Matt Dube, PHD, English, University of Lousiana--Lafayette, 16 years full-time teaching experience, with 1/1 load (3/4-time administrative appt as director of online education)

Erik Hillskemper, PHD, English, University of Aberdeen, Scotland, UK, 11 years full-time teaching experience at William Woods University, with a 4/4 course load

Kerry Conlan, 5+ years, 2 courses/ term, ENG 101, ENG 102

Ann Jones, 5+ years, 2 courses/ term, ENG 102, ENG 239, ENG 301

Paul Graham, PhD, English, University of Missouri, 2 courses/term, ENG 101, ENG 201, since 2019

Stacy Lynne Bonderer, EDS, Education, University of Missouri, 1 course/ term, ENG 418, since 2017

Daniel Green, PhD, English, University of Missouri, 2 courses/ term, ENG 101, since 2019

Courtney Montgomery, MA, English, University of MIssouri, 1 course/ term, ENG 101, since 2019

Laura Serwe, MA, English, University of Missouri, 2 courses/ term, ENG 101, ENG 102, since 2019

Betsy Tutt, PhD, English Education, University of Missouri, 1 course/ term, ENG 418, 5+ years

Anneta Lasley, 2 courses/ term, ENG 099, ENG 101, ENG 102

Andrew Mulvania, 1 course/ term, ENG 102

Faculty Demographic Spreadsheet
Attach the spreadsheet from HR listing all current (within 5 years)adjunct faculty including: Academic Credentials, Employment, Region, Courses approved to teach.
English_Adjunct_Qualifications.pdf

How many staff are designated to support the program?

Staff
Do you feel the program is adequately staffed in order to meet the goals of the program?
Yes (selected)
No

Staff
Are issues with staffing impacting student learning?
Yes
No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time
Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include the last 5 academic years' data.

Full-Time and Part-Time Teaching Assignments

Term	Courses taught by FT	Courses Taught by PT	Percentage taught by FT
Fall 21	11	5	69
Spr 22	11	5	69
Fall 20	12	6	75
Spr 21	14	5	79
Sum 21	2	2	50
Fall 19	14	7	66
Spr 20	13	3	81
Sum 20	1	3	25
Fall 18	14	9	60
Spr 19	14	6	70
Sum 19	1	2	33

Fall 17	14	9	60
Spr 18	14	2	87
Sum 18	1	3	25

Faculty Reflection on Teaching Load Distribution
Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

For the last five years, with exceptions, core classes have been taugh by full-time faculty. So, while adjuncts teach some classes online, most on-ground classes aside from comp are taught by full-time faculty. Full-time faculty also teach online, as Dr Smith does every summer when ENG 215 is offered in that modality. Eng 301 is taught three times a year by an online adjunct, but it is still taught on-ground by a full-time faculty member.

When one of the four of us left teaching at the end of AY 2020-21, we worked to consolidate course offerings, so that even though we were teaching the same number of courses, we'd still be teacing a high percentage of courses that serve the English major. This year, that wobbled a little bit, with courses like ENG 201 taken on by an adjunct, and with the departure of Dr Hillskemper, more courses will need to be taught by adjuncts, at least until he is replaced or the program is otherwise slimmed down again.

Like any program, there are classes that are required of all majors and that we perceive as being at the center of being enrolled in the ENG program at WWU, and we try to staff those with full-time faculty, because we have a specific understanding of what our objectives mean and how they matter. But given that we have fewer courses we can teach, that will suffer going forward, at least temporarily. We hope that by contining to have full time teach those upper level courses and especially the senior seminar course, where a certain about of remedial work can be undertaken, we can still maintain that vision of what we want our students to learn in the program.

Recommendation on Personnel
What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

At the start of this five year cycle, we were four faculty teaching 14 courses a semester. At the end of it, there are two of us teaching five courses a semester. That's a stark difference, even given the small number of majors we have. We feel like we need at least one more person for now, to allow us to offer some of the upper level and specialized courses (Brit Lit, Shakespeare, and History of the English Language feel especially necessary right now as courses with no one to teach them). There's an argument to be made that Dr Hillskemper should be replaced by someone with a developmental comp background, since Dr Smith might be drawn away from teaching composition and into teaching more sections of his film studies courses to support the COM BA film production program as that grows.

The size of the program currently is very small-- five majors-- which feels at least in part a reflection of the lower number of students on campus overall due to Covid. If the program grows back to its former size, somewhere around 10 majors, it might make sense to think about bringing on a fourth person, to be able to serve those majors more effectively.

Financial Analysis of the Program

Financial Analysis by Program
Discuss trends in the program budget and actual expenditures over the past 5 years or since the last program review. Include a listing of any current course fees (include the course, the fee, and how the fee is used).

The program budget is small; our primary cost is faculty salaries. The annual budget for the last several years has been $300. No English classes have course fees.

Financial Contributions
Discuss any significant donations that the program received over the past 5 years or since the last program review.

N/A

Financial Needs
Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.

If we had more money, I could quickly find a way to spend it in the creative writing conference for high school students, to bring in keynote writers to lead workshops and present their work to students. That could probably be accomplished for less than $1000/year.

Non Instructional Expenses
Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

N/A

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

The English program aligns with the University's Student Learning Objectives in the following ways:

Knowledge and scholarship: Students in English classes engage in the process of academic discovery through the collective exploration of texts, whether English language or in translation, including stories, poems, films, and more. In classroom discussions, students learn to interpret and understand not just the texts in front of them, but also to be prepared to engage with and interpret the meaning of new texts, whether those come from classic or foreign cultures or even texts not yet written. Given the increased interconnection between cultures and the reliance on texts more broadly as the lingua franca of culture, students who graduate from the English program have the ability to discover academic solutions to a variety of problems.

Institutional_Learning_Outcomes.docx

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

ENGLISH PROGRAM

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4	Semester assessed
ENG210	A	A			Spring
ENG 215	A	A			Fall
ENG218	A			A	Spring
ENG222	A	A			Spring

ENG280	A		A		Fall
ENG302		A		A	Fall odd
ENG 308	A			A	Spring
ENG316		A	A		Spring even
ENG 327		A	A		Spring odd
ENG440	A	A	A	A	Fall

ENGLISH EDU

Program Objectives Matrix

	Objective 1	Objective 2	Objective 3	Objective 4	
ENG201 or ENG202		A	A		Fall odd or spring even
ENG218	A			A	Spring
ENG222	A	A			Spring
ENG238		A	A		Fall Even
ENG239		A	A		Spring even
ENG280	A		A		Fall
ENG301		A	A		Spring even
ENG319		A		A	Fall even
ENG412	A		A		
ENG418					Fall
ENG440	A	A	A	A	Fall

Assessment Data

Annual Assessment Report 2020-2021

English_Annual_Assessment_2020_2021.pdf

Annual Assessment Report 2019-2020

English__Annual_Assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

english_annual_assessment_2018_2019_1.pdf

Annual Assessment Report 2017-2018

english_annual_assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

english_annual_assessment_2016_2017.pdf

Snapshot on Assessment (5-year)
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

First, a caveat: The objectives, both in aggregate and by semester, display a high percentage of "N/A" scores. This can be explained when you recognize that not all assignments measure all objectives. When an assignment doesn't measure an objective, we mark it "N/A." There are other assignments in the mix where, obviously, we do measure that objective. This means that when we see high percentages of N/A, that means a lot of assignments were not meant to measure that objective. To gain a sense of how students do at meeting the objectives, you need to look past the "N/A" scores and read what percentage of students score at the different levels of achievement to evaluate student performance.

Figuring in that caveat, the easiest way to read this data, for me, is to see what percentage of students are scoring below proficient. In nearly every case, less that 15% of students are scoring at this level. These results are consistent across online and on-ground modalities. We are satisfied with these results. The one outlier term here is fall1920, and we don't know exactly what happened here, but given the data from the other years, we are comfortable saying this is an anomolous semester.

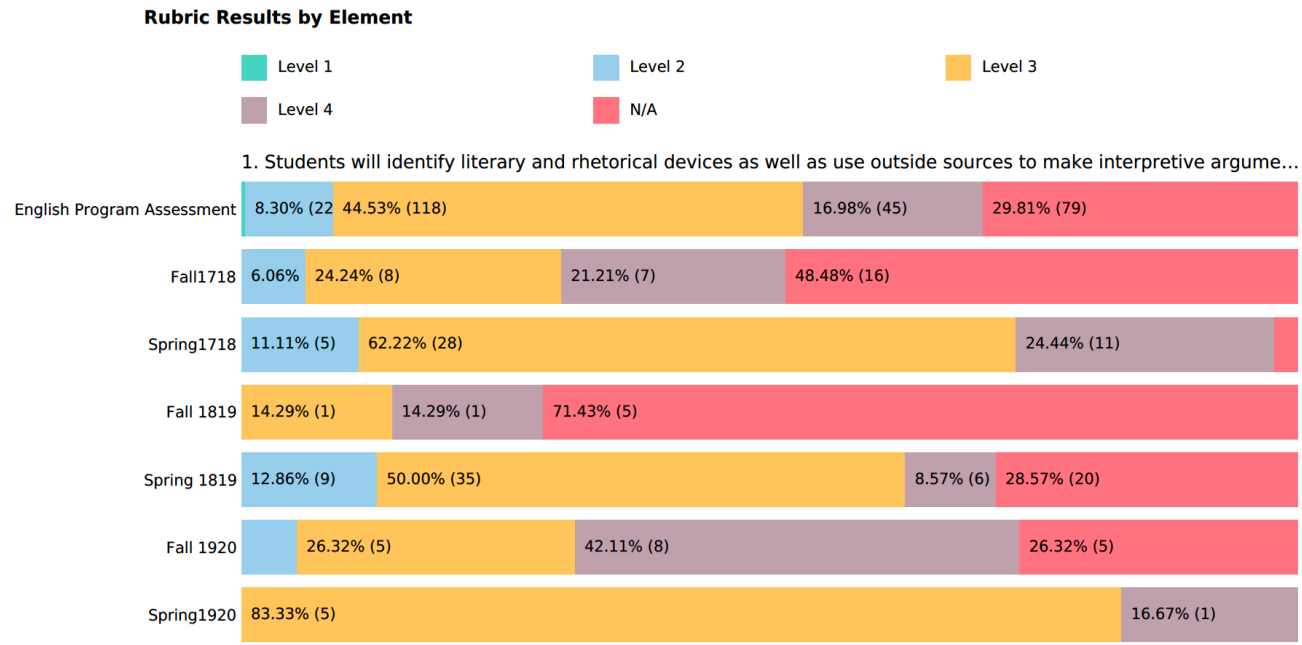
Some courses were not scored in VIA, because the instructor didn't put the assignment in VIA or didn't score it there. In those cases, the assessment results are recorded in individual annual reports. The results from those assessments track closely with what we are seeing here.

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

English /English Ed Program Objectives

Group by:	Element
Element:	1. Students will identify literary and rhetorical devices as well as use outside sources to make interpretive arguments. / 2. Students will recognize the way outside factors—culture, history, aesthetic and intellectual traditions—inform texts. / 3. Students will use recognized critical and theoretical orientations to interpret texts individually and in relation to larger canonical concerns. / 4. Students will reflect substantively upon their own aesthetic development as English majors.
Performance Level:	Level 1 / Level 2 / Level 3 / Level 4 / N/A
Standard:	-



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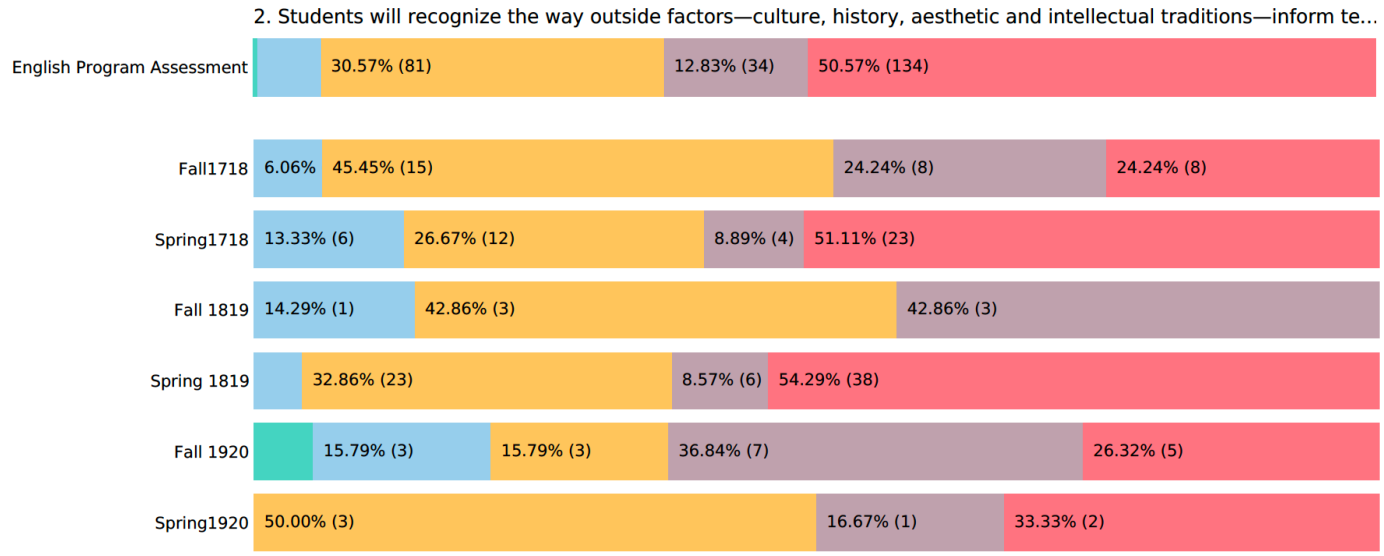
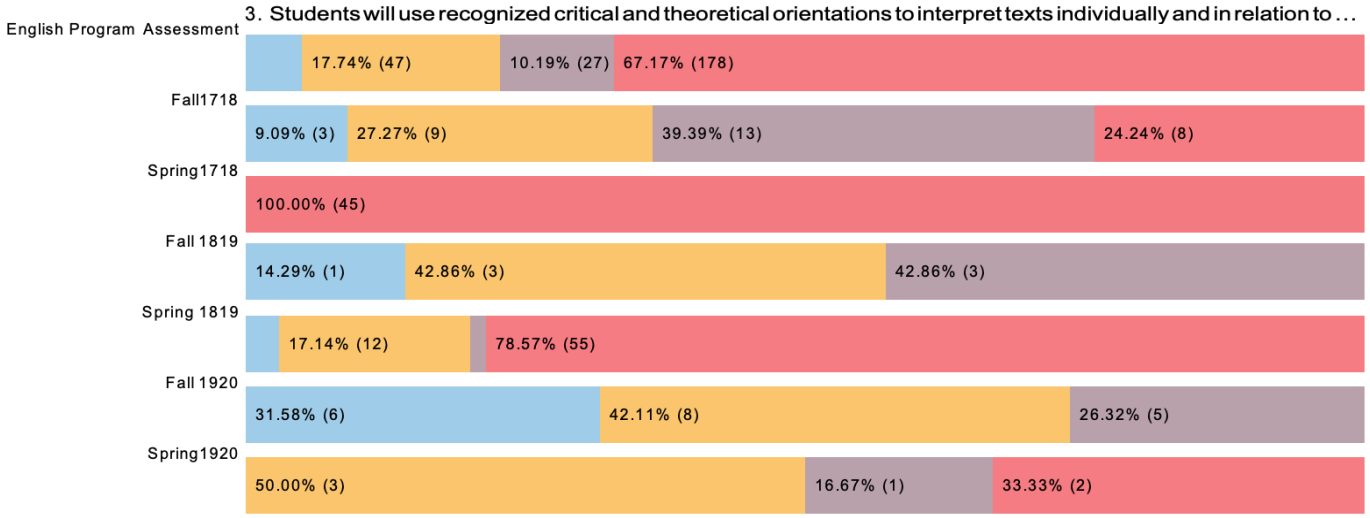
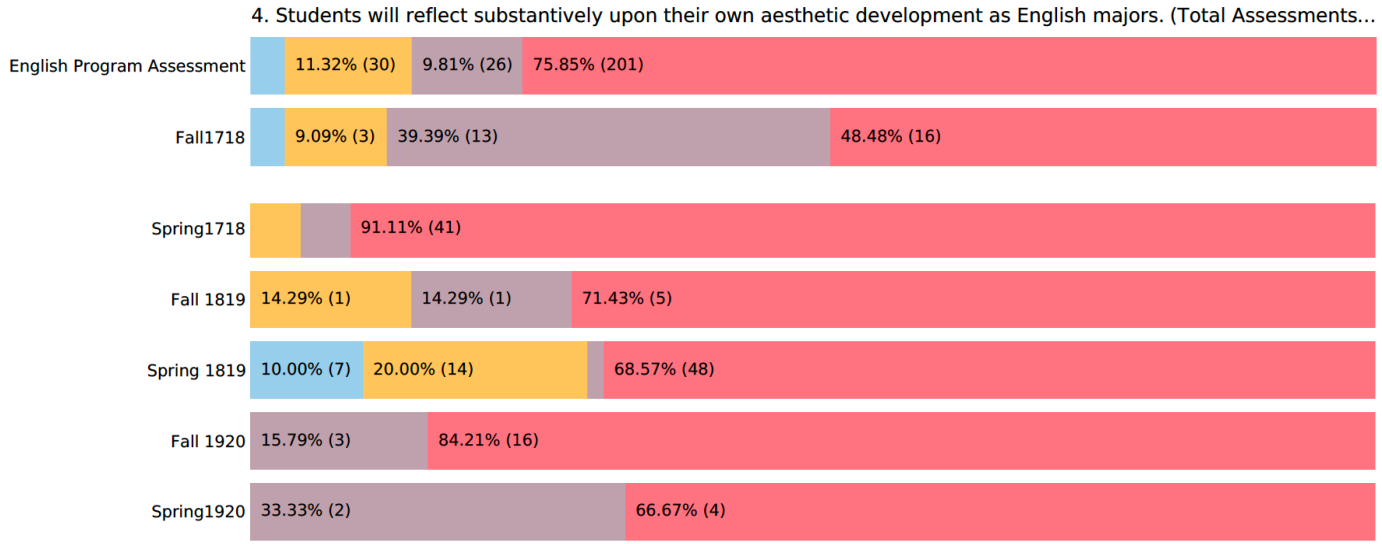

2. Students will recognize the way outside factors—culture, history, aesthetic and intellectual traditions—inform te...
English Program Assessment
30.57% (81)
12.83% (34)
50.57% (134)
Fall1718
6.06%
45.45% (15)
24.24% (8)
24.24% (8)
Spring1718
13.33% (6)
26.67% (12)
8.89% (4)
51.11% (23)
Fall 1819
14.29% (1)
42.86% (3)
42.86% (3)
Spring 1819
32.86% (23)
8.57% (6)
54.29% (38)
Fall 1920
15.79% (3)
15.79% (3)
36.84% (7)
26.32% (5)
Spring1920
50.00% (3)
16.67% (1)
33.33% (2)


3. Students will use recognized critical and theoretical orientations to interpret texts individually and in relation to ...
English Program Assessment
17.74% (47)
10.19% (27)
67.17% (178)
Fall1718
9.09% (3)
27.27% (9)
39.39% (13)
24.24% (8)
Spring1718
100.00% (45)
Fall 1819
14.29% (1)
42.86% (3)
42.86% (3)
Spring 1819
17.14% (12)
78.57% (55)
Fall 1920
31.58% (6)
42.11% (8)
26.32% (5)
Spring1920
50.00% (3)
16.67% (1)
33.33% (2)



Element	Query	Level 1	Level 2	Level 3	Level 4	N/A	Mean	Stdev
1. Students will identify literary and rhetorical devices as well as use outside sources to make interpretive arguments.	English Program Assessment	0.38% (1)	8.30% (22)	44.53% (118)	16.98% (45)	29.81% (79)	0	0
	Fall1718	0.00% (0)	6.06% (2)	24.24% (8)	21.21% (7)	48.48% (16)	0	0
	Spring1718	0.00% (0)	11.11% (5)	62.22% (28)	24.44% (11)	2.22% (1)	0	0
	Fall 1819	0.00% (0)	0.00% (0)	14.29% (1)	14.29% (1)	71.43% (5)	0	0
	Spring 1819	0.00% (0)	12.86% (9)	50.00% (35)	8.57% (6)	28.57% (20)	0	0
	Fall 1920	0.00% (0)	5.26% (1)	26.32% (5)	42.11% (8)	26.32% (5)	0	0

	Spring1920	0.00% (0)	0.00% (0)	83.33% (5)	16.67% (1)	0.00% (0)	0	0

2. Students will recognize the way outside factors—culture, history, aesthetic and intellectual traditions—inform texts.	English Program Assessment	0.38% (1)	5.66% (15)	30.57% (81)	12.83% (34)	50.57% (134)	0	0
	Fall1718	0.00% (0)	6.06% (2)	45.45% (15)	24.24% (8)	24.24% (8)	0	0
	Spring1718	0.00% (0)	13.33% (6)	26.67% (12)	8.89% (4)	51.11% (23)	0	0
	Fall 1819	0.00% (0)	14.29% (1)	42.86% (3)	42.86% (3)	0.00% (0)	0	0
	Spring 1819	0.00% (0)	4.29% (3)	32.86% (23)	8.57% (6)	54.29% (38)	0	0
	Fall 1920	5.26% (1)	15.79% (3)	15.79% (3)	36.84% (7)	26.32% (5)	0	0
	Spring1920	0.00% (0)	0.00% (0)	50.00% (3)	16.67% (1)	33.33% (2)	0	0
3. Students will use recognized critical and theoretical orientations to interpret texts individually and in relation to larger canonical concerns.	English Program Assessment	0.00% (0)	4.91% (13)	17.74% (47)	10.19% (27)	67.17% (178)	0	0
	Fall1718	0.00% (0)	9.09% (3)	27.27% (9)	39.39% (13)	24.24% (8)	0	0
	Spring1718	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (45)	0	NaN

	Fall 1819	0.00% (0)	14.29% (1)	42.86% (3)	42.86% (3)	0.00% (0)	0	0
	Spring 1819	0.00% (0)	2.86% (2)	17.14% (12)	1.43% (1)	78.57% (55)	0	0
	Fall 1920	0.00% (0)	31.58% (6)	42.11% (8)	26.32% (5)	0.00% (0)	0	0
	Spring1920	0.00% (0)	0.00% (0)	50.00% (3)	16.67% (1)	33.33% (2)	0	0
4. Students will reflect substantively upon their own aesthetic development as English majors.	English Program Assessment	0.00% (0)	3.02% (8)	11.32% (30)	9.81% (26)	75.85% (201)	0	0
	Fall1718	0.00% (0)	3.03% (1)	9.09% (3)	39.39% (13)	48.48% (16)	0	0
	Spring1718	0.00% (0)	0.00% (0)	4.44% (2)	4.44% (2)	91.11% (41)	0	0
	Fall 1819	0.00% (0)	0.00% (0)	14.29% (1)	14.29% (1)	71.43% (5)	0	0
	Spring 1819	0.00% (0)	10.00% (7)	20.00% (14)	1.43% (1)	68.57% (48)	0	0
	Fall 1920	0.00% (0)	0.00% (0)	0.00% (0)	15.79% (3)	84.21% (16)	0	0
	Spring1920	0.00% (0)	0.00% (0)	0.00% (0)	33.33% (2)	66.67% (4)	0	0

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
English Program Assessment	40	0	0
Fall1718	17	0	0
Spring1718	0	0	NaN
Fall 1819	2	0	0
Spring 1819	4	0	0
Fall 1920	3	0	0
Spring1920	1	0	NaN

Analysis on Assessment
What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The assessment process for the English program is built mostly around collecting artifacts from English courses and evaluauting them using the English/ English Ed objectives rubric. These artifacts are generally submitted to and scored on VIA, which allows us to access them collectively and write reports. There are minor issues with this process: at least one faculty member is resistant to uploading and scoring artifacts on VIA. There's another class where a technical issue we've been trying to solve for at least two years has prevented us from attaching the right rubric to the assignment. That said, we find that our assessment results are sufficiently robust even with these holes in the data.

Student Performance Review Days give us another chance to assess student progress, but our program is so small, and the results we see on SPR so out of step with what we usually see from classroom performance, that while we structure our activities around demonstrating our program objectives, we don't collect or report assessment data from those activities. We communicate feedback to students, but it's formative and not worth recording.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

This segment of the self-study told me everything I needed to know about the program's history, including reflections on recent student demographic and staffing changes.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3

It is exceedingly clear that this program's mission is well articulated and aligned with the university's mission statement. I would go further and say that the University needs a robust English program in order to fulfill its admirable mission. This is true with regard to the program's massive contribution to general education, and to its B.A. program, which is historically small but crucial.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify

your rating in the below section.

2

Absolutely fine. The self-study reflects on difficulties in maintaining student activities during these Covid years, and this is understandable. Activities such as Writer's Ink have been admirably maintained, and STD activities, the high school creative writing conference, and attending the CMU Humanities conference can and should be reimplemented as possible.

1.4 Program has clearly defined strategies for retention and graduation rates of students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

Regarding retention, the program is doing what it can, especially given their short-staffing and lack of any appreciable budget. Regarding graduation rates, I see no evidence of problems. Students are being advised, getting the courses that they need, and graduating. I do think that the program has to engage in some gymnastics occasionally in dealing with canceled courses. Cancelations should be minimized especially in a period of overall enrollment contraction.

1.5 Program advising loads are appropriately delegated throughout the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

In light of forthcoming staffing changes, it seems to make sense that Prof. Smith take on English major advisees, unless there is something that I'm not understanding. Prof. Dubie can continue to advise a small number of students befitting his position, which includes significant release time.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

I don't see any evidence of problems here.

1.7 Comprehensive accounting of graduates in internship placements.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Students are not pursuing and holding internships. This seems fine to me for an English program, especially a small one. Perhaps the program would like to implement some sort of internship initiative? That would be up to the program.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Completely fine here, totally similar to programs at comparable institutions, such as my own.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Same as above; similar to programs at comparable institutions, such as my own.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

With such limited faculty resources, firm rotations are challenging; however, these faculty are getting students through their degree programs in a timely way. In addition, it is the nature of English programs to vary their topical offerings so as to keep courses fresh and relevant. The William Woods English program allows appropriate space for this variety. Tutorial/independent study courses are problematic only when they are necessary to move students through their degrees. This does occasionally happen, and it is also the responsibility of administration to minimize it.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

I would have liked to see a little more in this regard, but I do come away with the sense that courses are small and sometimes fail to make minimum enrollments. In a time of enrollment contraction, it is especially important that such courses be allowed to run whenever possible so that students can complete their degrees in a timely way. The University must ensure that enrollment trends to do not disadvantage currently enrolled students and do not overextend its faculty.

2.3 Course offerings appear appropriate for the needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

It is very important for such a small group of faculty to be able to teach in generalist ways but also to offer courses in their areas of specialty. I do see that this is occurring. That the program is able to get students through a degree with such minimal faculty is very admirable. The course offerings are appropriate within the state of the discipline.

2.4Discussion on curriculum changes based on assessment are clearly explained and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Assessment has not appeared to call for curriculum changes, and I agree that this appears to be appropriate.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The program cannot do very much based on such small n-numbers. My sense is that the assessment plan for the department is appropriate.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Teaching appears to be professionally done and engaging to students. I spoke with a student who expressed high praise for her faculty and stated that she became an English major due to her level of engagement in their courses. I did not see evidence of deficiencies in teaching effectiveness.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Descriptions for English courses appear to be well articulated. It would have been helpful in the self study if the titles of courses (not just numbers) were included so that I didn't have to keep paging to the program plan.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

No summary here, but I think that's fine, given the nature of the program.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

There is no summary here, but I think that's fine. Physical space is adequate.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

KAC 112 and the Library Auditorium should be upgraded to retain their functionality for film screenings.

Higher screening capabilities in classrooms is advisable.

BUR 204 is not effectively arranged. The overhead projector should not have cables hanging fromt the ceiling, and the table for the projector should not take up so much space in the room.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The MLA International Database is a standard resource for students working in Communication, English, and other modern language fields. William Woods students currently do not have access to it, and should.

3.5 Faculty qualifications and specific competencies are fully and accurately described.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

I see no problems here. These faculty are called upon to teach in a wide variety of courses and are doing an admirable job.

Also noting here that the English program relies on a significant number of adjunct faculty, all of whom appear to be qualified. However, it is far from ideal to rely on a sizable pool of contingent labor, which is, despite everyone's best efforts, changeable and difficult to manage. Hiring additional full-time faculty will help to address this problem.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

The program has been entirely too polite in expressing the very serious need for an additional faculty member in English.

I discussed this matter with Drs. McCray, Dubie, and Smith. The English faculty agree that hiring a specialist in rhetoric and composition would be an advantageous decision. This individual could administer composition teaching, and teach in the program as well. I would certainly support this decision for a hire. But in any case, the English program requires a new faculty member, especially given its outsized role in supporting General Education.

If the English major returns to typical size following enrollment contraction (likely do to Covid-19), hire of a fourth English faculty member may be indicated.

Please see my note in 3.5 regarding reliance on adjunct faculty.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

See above. "The program has been entirely too polite in expressing the very serious need for an additional faculty member in English."

Assigning "1" to this both 3.6 and 3.7 because I want readers of this external review report to take notice. The program needs an additional faculty member and, moving forward, will not be able to serve students in core ways without such a hire.

As I state above, "If the English major returns to typical size following enrollment contraction (likely do to Covid-19), hire of a fourth English faculty member may be indicated."

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

I do not see "cost per major" but think this is too granular a requirement for the English program self-study.

The budget for the English program is inadequate - just $300. Compate this to the budget of the English program at my institution, around $4500, with which we are able to bring in speakers, and hold catered student events, and more.

The self-study states that $1000 would be a very useful number for the budget, and I agree. This money could be used for:

-Creative writing conference for high school students (a valuable recruiting and publicity opportunity)

-Keynote writers to lead workshops and present their work to students (standard for English programs - we bring in at least one a year at Columbia College. The William Woods English program is disadvantaged without this opportunity)

-And more.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

I would have liked to hear more here about how the English program supports the University-wide Learning Outcomes. It is convincing to me that the program aligns with "Knowledge and Scholarship," but what about the others - ? The program is essential and should sell itself better.

4.2 Includes program learning outcomes and assessment, which are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

These outcomes are appropriate for an English program at a student-centered instutution such as William Woods. They are in line with other such statements that I've seen. All courses are aligned to these outcomes in the provided spreasheet.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The data appears to show that the English program is meeting its own objectives, with most students demonstrating proficiencey and above with regard to these objectives.

I noted some discussion of research project requirements in courses at the 300-level. Has this been followed up upon? For my own part, I think this is a good idea.

The program is meeting its current goals but might consider doing something aspirational, such as adding an indicator for research to its assessment plan.

4.4 The student learning objectives are appropriate for the specific discipline.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Yes they are; see my response to 4.2.

4.5 Includes a longitudinal view of assessment for each program learning outcome.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The summary is fine, although I would have liked to see more. Is there something aspirational that the program would like to do, moving forward, such as the component I mention in 4.2?

4.6 Discussion on the assessment process over the 5-year span.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

2

The gist I got from this discussion is that there have been a few challenging technical problems. These should be solved.

External Reviewer Summary Statements

● What do you see as strength's for the program's?

The English program is essentially two faculty at this point, one of whom has very significant release time for doing important work in service of the University's online education program. The other faculty member serves the English program and also the B.A. in film production. It seems more than evident that these are incredibly valuable faculty who are dedicated to their work and have persevered in the face of a enrollment declines and a dearth of resources. They have made smart choices in steering the program such that it can serve majors given these factors, and such that it can serve General Education students responsibly. This is the strength of the program, which the University should do all it can to support.

I am also very impressed by the creative writing conference for high school students that was held, and by the Writer's Ink organization, and by the use the program has made of Sigma Tau Delta. The program also brings students to the CMU Undergraduate Humanities Conference whenever possible, and I have been pleased to participate in this event with Prof. Dubie and his students).

(Please do remove the apostrophes from "strength's" and "program's" above.)

● Does the program have components that distinguish it from other programs?

The requirement that students take film couses does distinguish it, and I expect, increases its attractiveness.

I would once again note that the student with whom I spoke expressed high regard for her faculty and particulary singled out Drs. Dubie and Smith. She wants to be a creative writer after college and told me about a particularly interesting analysis she did of *The Shining*.

● What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?

The program needs to hire an additional faculty member with specialization in Rhetoric and Composition, or at least the ability to administer and teach composition courses. I would have liked the self-study to be more forceful about the necessity of an additional hire.

Please also pay close attention to my recommendations regarding resources in 3.3 and 3.4.

● Should the program be expanded, maintained at its current size, reduced, or eliminated?

The program should be expanded. It is in need of an additional full-time faculty member, as discused multiple times in this external review report.

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

Thank you for the opportunity to provide my feedback, and please let me know if you need anything further.

Conclusions and Recommendations

Program Response to the External Review Report:
Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

In prompts 3.6 and 3.7, the external reviewer noted our staffing situation, how following the departure of Dr Hillskemper, we were not really able to cover the classes in our school. This is certainly the case, that between the two of us and the five courses the two of us teach each semester, we can't sustain a program and teach our GE courses, etc.

Since the external reviewers visit, a position in English has been posted. The position described there is for a comp specialist, who would take some of the teaching load off of us and might be able to manage the adjuncts and otherwise improve some of the staffing issues. This hire would go a long way toward addressing the reviewer's concerns.

There are a few lingering concerns, among them the need for someone to teach comp at Mexico Military Academy. This course is a burden, in terms of the time spent commuting and teaching, the way the school there doesn't support the teaching, etc. Usually, Dr Smith teaches this course. When the new comp person comes in, that situation will need to be revisited with an eye toward integrating the comp person into this off-campus teaching.

Another concern deals with those other classes in the program that Dr Smith does not teach, mostly literature courses. We can remake the program to suit our existing interests and skills, but if we continue to support the Secondary Education-English program, we still need to offer some core classes that currently fall outside of our teaching schedules. These can be taught be adjuncts temporarily, but if the number of English majors increases, we will look for someone who can teach some of those lit classes.

Though he didn't score it as an area "needing improvement," the reviewer suggested that Dr Smith return to advising. Smith moved away from advising to focus on tutoring, which he's grown quite skilled at over the last ten years, and the need for tutoring is not decreasing. For that reason, he should keep his tutoring position and not be assigned new advisees. Dube can take on more advisees, until such time as there are enough majors to support another faculty member. Then, the advisees can be shared out more equitably.

Program Identified Strengths:
Discuss strengths of the program as they impact student learning.

Both faculty members are well-versed in their field and able to keep current in their areas of interest (film and creative writing). Students speak highly of our teaching and our ability to work closely with them, as seen by the success of recent English graduates who turned in award winning senior projects.

Because we are a small program, we are able to devote a lot of time to working with our majors to nurture and develop their interests, even when our own numbers are reduced.

Program Identified Challenges:
Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

The number of adjuncts is, as the reviewer noted, a challenge. On the one hand, these instructors know the material well enough to teach sophomore surveys, but they don't necessarily know the students and the program and how the courses develop and reinforce the program objectives.

Another challenge is the changes in the program required following the departure of 50% of our instructors. A lot of course substitutions were needed when one faculty member left teaching, and that process might intensify following the departure of a second (though there is more cross-training in the subject matter of the second). While the program is in a state of flux related to who is teaching in it, it will also be a little topsy-turvy in terms of meeting student expectations for a clear and consistent four-year course of study.

Action Plan
What is the plan for the program moving forward? What anticipated changes will be implemented as a result of this report

We are looking forward to returning some of the more showy in person activities in 2022-23, to attract attention to the English program and give students a sense of community. To this end, we want to revive Sigma Tau Delta and hold regular meetings and award cords for graduates. In collaboration with faculty in the COM program, Dr Smith is reconstituting the Film Club, including the First Flight film festival. This should also attract more attention to that part of our program. Plans are underway to revive the high school creative writing conference, which should be positive for recruiting and also give a strong experience to interested English and Secondary Ed-English students. If CMU revives their spring humanities conference, we'll try to get a group back to present their work there.

It wasn't a consideration during the writing of this report, but we'd like to return to the idea of designating a small lounge for English majors, where they could connect and share resources for grad school, classes, and the life of an English major outside of class. The office at ADM 209 has been empty for at least a year, and it would be a perfect spot and mostly easy to convert to a student lounge if there aren't already plans for its use. This conversion could be done relatively cheaply (>$100) and might have a strong positive effect on our majors.

Academic Council Review

3=Exemplary 2=Adequate 1=Needs Improvement 0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments: The mission is complex and could be simplified. The current mission has limited information about student's preparation for career specific areas and seems to focus specifically on text analysis. Would the program be more attractive if the mission were on more practical applications relating to publication? Could we revitalize the major through an updated mission?		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: The program has limitations due to the low emphasis from recruiting and it is recognized that the faculty have attempted to attract high school students into the major. Much of the conversation is on past events and not what is done currently or moving forward. Sigma Tau Delta, the CMU Humanities conference, and the creative writing conference sound like good ways to create a sense of community for students. Hopefully this will resume and be part of the program strategy moving forward.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	1
Comments: The strategies to address retention and graduation rates were missing. A solid discussion on past activities but the report was lacking on current goals and actions of the faculty.		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments: It was unclear if program faculty assisted in advising other majors as well? From the data provided the advising loads did not seem equally assigned, but overall, not problematic for the number being advised.		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	1
Comments: This was not clearly evidenced in the report		
1.7	Comprehensive accounting of graduates in internship placements	N/A
Comments:		

1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments: Tracking of former students is provided.		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
Comments: Employment field is diverse when reviewing where students end up.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: Upper division courses struggle to make load, but this is due to enrollment and not advising. It is unlikely that the program can completely avoid independent studies due to current enrollment.		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments: Discuss options of offering courses based on student need/success in the program rather than faculty specialty.		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	2
Comments: It would be helpful to include a comprehensive list of curricular changes over a 5-year period to see how stable/unstable a program has been over time. The program has had to reimagine the curriculum as a result of numerous personnel changes and departures. Faculty have attempted to make meaningful changes with students' interest in mind.		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments:		

Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.2	Summarizes the physical space available to the program	NA
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments: The report could have provided more information on administration staffing used to support the program and areas that speak to a loss of faculty or the need to hire new faculty.		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments: The program needs additional faculty for upper division courses and technical writing courses.		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	1
Comments: The financial report is lacking in detail. This part of the report needs more direction so that the expectation of reporting is clear.		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2

Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments: The learning objectives are clearly articulated. The English Edu matrix could come off this report, but it is data that they are collecting.		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments: The report could provide more detail on how data could be more meaningful. There are numerous data points marked “Not Applicable” so it seems that some review of the rubrics or assignments would benefit the assessment.		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
Comments: The assessment is included but as noted, there are gaps and areas where the assessment needs to be fixed. Stability in faculty should also help this issue.		
4.6	Discussion on the assessment process over the 5-year span.	2
Comments: The data pulls from a few classes that are taken by a variety of students so they are picking classes that will capture enrollments. The selection of classes was intentional to provide for a large enough sample of student data to review. Gaps in collection are problematic and need to be discussed on how the program will fix this issue.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments:		
5.2	Response to the external review is complete and detailed	2
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	3
Comments:		
6.2	Challenges of the program are discussed.	2

Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments:		

Noted strengths of the program:

- Faculty are passionate about their students and their program.
- Faculty are significantly committed to service to the university through their GE contribution and supporting other majors on campus.
- All faculty seem to be willing to go the extra mile for the program and students' success. They have been quick to adjust in a time of change.
- Students who are declared majors are engaged in the program and activities that are organized.
- The faculty have worked hard to collaborate and diversify their offerings for students (film).
- Despite turnover, the program has remained stable, and students speak highly of faculty and the writing center.

Noted challenges of the program:

- The program needs assistance in getting traction on enrollment and advertising of the program.
- Faculty turnover is also a challenge for the program.
- The current personnel situation limits what the program can do. With only three faculty, and one dedicated to composition, one teaching only one class a semester, and then another committed to teaching at MMA – it is hard to see how they could manage a more diverse course offering.
- Due to course content/specialties the program is using adjunct faculty to teach upper-level courses that should be taught by full-time faculty.
- The program needs updated film screenings spaces.

Recommendations moving forward:

- Work with the leadership and recruitment to devise a strategic plan for increasing enrollment.
- The program should look at opportunities to increase student engagement and investigate the revitalization of the Honor Society and other in person activities (Writers' Ink).
- The program could look to collaborate with other programs beyond the GE curriculum and consider self-paced courses, micro-courses that could engage populations beyond the traditional student.
- Purchase the MLA Intl Bibliography
- Work with leadership to add a faculty line for upper-level courses, or look at how the curriculum can be modified to meet the skills already on staff
- Set 1–5-year goals for the program.
- Set an initiative to encourage internships for students.
- Recommendation for an additional full-time hire
- The program needs additional funding in the budget to plan and program for student activities

Appendix:

Checklist

English - 39 Credits	2122 Catalog
ID#:	
Name:	
Advisor:	

Students are required to have 122 distinct credits for graduation

Bachelor of Arts degree programs require a minor and a year of a foreign language.
Minor:
Foreign Language:

Required Courses:15.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ENG 218	Introduction to Creative Writing -L	3.00			
ENG 280	Introduction to Literature -L	3.00			
ENG 308	Creative Writing	3.00			
ENG 414	Shakespeare	3.00			
ENG 440	Humanities Senior Seminar	3.00			

Required Electives: 3.00 - 18.00 credits

Required Electives: Required English Electives - 18 Credits (Must complete at least 3 Introductory Film Credits and at least 3 Upper Level Film Credits)

Credits:18.00

Notes: A course may not count for both elective and core credit.

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 200	Introductory Projects	3.00			
ENG 201	World Masterpieces I -L	3.00			
ENG 202	World Masterpieces II -L	3.00			
ENG 234	Shakespeare and the Devil -L	3.00			
ENG 238	American Literature I -L	3.00			
ENG 239	American Literature II-L	3.00			
ENG 300	Independent Study	3.00			
ENG 319	History of the English Language	3.00			
ENG 328	Theory and Criticism of Literature	3.00			
ENG 400	Advanced Projects	3.00			
ENG 412	Compositn for Prospective Teachers	3.00			
ENG 418	Methods of Teaching	3.00			
ENG 451	ENG Internship II	3.00			

Required Electives: Upper Level Film Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 316	Special Topics in Film	3.00			
ENG 327	Film Theory and Criticism	3.00			

Required Electives: Introductory Film Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 210	Introduction to Film Studies -L	3.00			
ENG 215	Film Genres -L	3.00			

Signatures:

Student:	Date:
Advisor:	Date:
Division Chair:	Date:

Pool, Lisa

From: Dube, Matt
Sent: Thursday, March 10, 2022 8:23 AM
To: Pool, Lisa
Subject: follow-up on instructor credentials

Lisa--
Thanks for sending me the breakdown on instructors in ENG classes going back a couple years.

For the program review, I'm being asked to give a little more info on the adjunct/ PT folks. Specifically, I'm being asked for Academic Credentials, Employment, Region, Courses approved to teach. Is there an easy way to send me that info? I was thinking maybe send me the credential forms, which would have most of that info, but I don't know if there's a form like that for the trad adjuncts?

Anyhow, here are the folks I'm looking for info on:
Paul Graham
Kerry Conlan*
Ann Jones*
Stacy Lynne Bonderer
Daniel Green
Courtney Montgomery

Laura Serwe
Betsy Tutt
Anneta Lasley

Thanks. And if there's an easier way to share that info with me, I'm open to it.

Matt
*I've got credential forms on these two already.

Matt Dube (he/ him/ his)
Professor in English
Director of Online Education
William Woods University
One University Avenue
Fulton, MO 65251
573-592-4355

matt.dube@williamwoods.edu

CANDIDATE NAME: Paul Graham	SCANNED **Course(s) with supporting material**

SECTION 1

1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	Master
2. Hire date	24 June 19
3. Enter discipline(s) and courses for which credential approval is being sought	BUS 335, BUS 539

Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.

SECTION 2

DOCTORALLY QUALIFIED

1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	☐ Click here to enter text.
2. Hold a doctorate in the field with professional certification in the area of teaching responsibility.	☐ Click here to enter text.
3. Hold a doctorate in the field with five or more years of professional and management experience **directly related** to the area of teaching responsibility	☐ Click here to enter text.
4. Hold a Juris Doctor (JD) and teach in an area with predominantly legal content.	☒ Dr. Graham holds a JD and a Ph.D. in English from the University of Missouri.
5. Hold a Juris Doctor (JD) and hold a master's degree with a specialization in the area of teaching responsibility.	☐ Click here to enter text.
6. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of certification.	☐ Click here to enter text.
7. Hold a Juris Doctor (JD) and have five or more years of professional and management experience **directly related** to the area of teaching responsibility.	☐ Click here to enter text.
8. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity in the discipline considered as expert work by external colleagues or papers presented at a national meeting.	☐ Click here to enter text.
9. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	☐ Click here to enter text.

designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.	SCANN...

SECTION 4

MINIMALLY QUALIFIED

The minimum qualifications for a faculty member must include a master's degree in a related discipline. William Woods University may make an exception to this requirement **only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need [limited to 10% of the faculty teaching in any calendar year].**	☐ Click here to enter text.

SECTION 5

For each faculty member, provide a response to each of the following items:

Doctoral Discipline	J.D. and Ph.D. in English
Master's Level Discipline (s)	English
Number of hours graduate course work in teaching discipline	48
Professional Certification(s)	Missouri Bar #30416, US District Court, Western District, US Circuit Court of Appeals, 8th Circuit.
Number of years of professional/management experience directly related to teaching discipline	Over 30 years of experience in Law.
Number of years of teaching experience	10 Years
Name of post-graduate training program(s)	Law and English

SECTION 6

Check each item that is complete and filed in the faculty member's professional file at the University:

Current C.V.	☒
Transcript of all degree work (Official)	☐
Scholarly Activity (List all publications and presentations)	☒
Professional Certifications	☒
Evidence of successful student outcomes	☐

Name of person completing this form: Stephen Forsha Date: 24 June 19

CANDIDATE NAME: Click here to enter text. Paul Graham	**Course(s) with supporting material**
SECTION 1	
1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	Bachelor
2. Hire date	1/1/2022
3. Enter discipline(s) and courses for which credential approval is being sought	English: ENG 101, 102, 201
Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.	
SECTION 2	
DOCTORALLY QUALIFIED	
1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	☒ Click here to enter text.
2. Hold a doctorate in the field with professional certification in the area of teaching responsibility.	☐ Click here to enter text.
3. Hold a doctorate in the field with five or more years of professional and management experience **directly related** to the area of teaching responsibility	☐ Click here to enter text.
4. Hold a Juris Doctor (JD) and teach in an area with predominantly legal content.	☐ Click here to enter text.
5. Hold a Juris Doctor (JD) and hold a master's degree with a specialization in the area of teaching responsibility.	☐ Click here to enter text.
6. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of certification.	☐ Click here to enter text.
7. Hold a Juris Doctor (JD) and have five or more years of professional and management experience **directly related** to the area of teaching responsibility.	☐ Click here to enter text.
8. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity in the discipline considered as expert work by external colleagues or papers presented at a national meeting.	☐ Click here to enter text.
9. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	☐ Click here to enter text.

CANDIDATE NAME: Stacey Bonderer	**Course(s) with supporting material**
SECTION 1	
1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	Master
2. Hire date	5/1/2017
3. Enter discipline(s) and courses for which credential approval is being sought	Education Courses - Graduate
Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.	
SECTION 2	
DOCTORALLY QUALIFIED	
1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	☒ EDS in Information Science & Learning Technologies – Technology in Schools
2. Hold a doctorate in the field with professional certification in the area of teaching responsibility.	☐ Click here to enter text.
3. Hold a doctorate in the field with five or more years of professional and management experience **directly related** to the area of teaching responsibility	☒ 30 Years of classroom experience.
4. Hold a Juris Doctor (JD) and teach in an area with predominantly legal content.	☐ Click here to enter text.
5. Hold a Juris Doctor (JD) and hold a master's degree with a specialization in the area of teaching responsibility.	☐ Click here to enter text.
6. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of certification.	☐ Click here to enter text.
7. Hold a Juris Doctor (JD) and have five or more years of professional and management experience **directly related** to the area of teaching responsibility.	☐ Click here to enter text.
8. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity in the discipline considered as expert work by external colleagues or papers presented at a national meeting.	☐ Click here to enter text.
9. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	☐ Click here to enter text.

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designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.	

SECTION 4

MINIMALLY QUALIFIED

The minimum qualifications for a faculty member must include a master's degree in a related discipline. William Woods University may make an exception to this requirement **only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need [limited to 10% of the faculty teaching in any calendar year].**	☐ Click here to enter text.

SECTION 5

For each faculty member, provide a response to each of the following items:

Doctoral Discipline	EDS in Information Science and Learning Technologies
Master's Level Discipline (s)	MED in Curriculum and Instruction
Number of hours graduate course work in teaching discipline	62
Professional Certification(s)	Professional Learning Communities Training, Speech and Theatre 7-12, English 7-12
Number of years of professional/management experience directly related to teaching discipline	30 Years
Number of years of teaching experience	30 Years
Name of post-graduate training program(s)	University of Missouri

SECTION 6

Check each item that is complete and filed in the faculty member's professional file at the University:

Current C.V.	☒
Transcript of all degree work (Official)	☒
Scholarly Activity (List all publications and presentations)	☒
Professional Certifications	☒
Evidence of successful student outcomes	☒

Name of person completing this form: David Hollingshead Date: 6/6/2017

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Stacey Bonderer

5595 County Road 335 Fulton MO 65251

Phone: 573-642-5638 or 573-310-9570

Email: sbonderer912@gmail.com; Professional Portfolio: Stacey Bonderer

EDUCATION and CERTIFICATION

University of Missouri
EdS, Information Science and Learning Technologies
Educational Technology, Technology in Schools (May 2017—*anticipated graduation*)
Cumulative GPA: 3.966

University of Missouri
MED, Curriculum and Instruction—Secondary Education (August 1990)
Cumulative GPA: 3.93

NCATE Accredited Certification
Missouri Permanent, English 7-12 (December 1986)
Missouri Permanent, Speech and Theatre 7-12 (February 1987)

BSED—Secondary Education, Curriculum and Instruction (December 1986)
Cumulative GPA: 3.195

EXPERIENCE

Fulton Public Schools
English, Debate, Public Speaking Teacher/Debate Coach (2012-present)

- Member, Building Leadership Team, 2015-present.
- Mentor, Fulton Public Schools, 2015-present.
- Participant, Missouri End of Course ELA Item Writing Workshop, 2016.
- President, Fulton Community Teachers Association, 2015-present.
- Faculty Adviser, National Honor Society, 2012-present.
- Coached two students to Missouri State High School Activities Association district titles, 2015.
- Graduation Coach for three high school students.

Columbia Public Schools
English, Debate, Public Speaking Teacher/Debate Coach (1987-2012)

- Coached five debate teams to National Forensic League national competition.
- Awarded Pattonville High School NFL Outstanding Coach Award, 2010.
- Earned National Forensic League Second Diamond Coach Award, 2010.
- Coached numerous debate teams to Missouri State High School Activities Association district championships and/or titles.
- Established Rock Bridge Senior High School competitive debate team.
- Directed Rock Bridge Senior High School all-school plays, 9 years.

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ADDITIONAL ACTIVITIES/AWARDS

Premier Dance Company LLC
Co-Owner (2013-present)

Missouri State High School Activities Association
District Speech and Debate Tournament Manager (2007-2012)
Speech Advisory Board Member (2008-2012)

VFW Teacher of the Year, Post 280 Columbia (2009)

St. Thomas More Newman Center
Catholic Education Program, Co-Director Junior Program (1997-1990)

CANDIDATE NAME: Daniel Green	**Course(s) with supporting material**
SECTION 1	
1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	Bachelor
2. Hire date	8/21/2019
3. Enter discipline(s) and courses for which credential approval is being sought	English
Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.	
SECTION 2	
DOCTORALLY QUALIFIED	
1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	☒ Click here to enter text.
2. Hold a doctorate in the field with professional certification in the area of teaching responsibility.	☐ Click here to enter text.
3. Hold a doctorate in the field with five or more years of professional and management experience **directly related** to the area of teaching responsibility	☐ Click here to enter text.
4. Hold a Juris Doctor (JD) and teach in an area with predominantly legal content.	☐ Click here to enter text.
5. Hold a Juris Doctor (JD) and hold a master's degree with a specialization in the area of teaching responsibility.	☐ Click here to enter text.
6. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of certification.	☐ Click here to enter text.
7. Hold a Juris Doctor (JD) and have five or more years of professional and management experience **directly related** to the area of teaching responsibility.	☐ Click here to enter text.
8. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity in the discipline considered as expert work by external colleagues or papers presented at a national meeting.	☐ Click here to enter text.
9. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	☐ Click here to enter text.

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designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.	

SECTION 4

MINIMALLY QUALIFIED

The minimum qualifications for a faculty member must include a master's degree in a related discipline. William Woods University may make an exception to this requirement **only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need [limited to 10% of the faculty teaching in any calendar year].**	☐ Click here to enter text.

SECTION 5

For each faculty member, provide a response to each of the following items:

Doctoral Discipline	English
Master's Level Discipline (s)	English
Number of hours graduate course work in teaching discipline	96
Professional Certification(s)	N/A
Number of years of professional/management experience directly related to teaching discipline	10+
Number of years of teaching experience	10+
Name of post-graduate training program(s)	N/A

SECTION 6

Check each item that is complete and filed in the faculty member's professional file at the University:

Current C.V.	☒
Transcript of all degree work (Official)	☒
Scholarly Activity (List all publications and presentations)	☒
Professional Certifications	☒
Evidence of successful student outcomes	☒

Name of person completing this form: Erik Hillskemper Date: 10/10/2019

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University of Missouri – Columbia

Official Transcript

Name:	**Green,Daniel Keith**
Student ID:	08131456
Date of Birth:	02/13/XXXX
Soc. Sec. Number:	XXX-XX-4773

This transcript has been produced for:

WILLIAM WOODS UNIVERSITY

Course Number	Course Title	Grade	Hours	Remarks

Degrees Awarded
University of Missouri - Columbia
English-PHD 08-04-1989
English-MA 08-06-1982
English-BA 05-10-1980

FALL 1975	**Mineral Area College**				
E	1	Composition & Rhetoric I	B	3.0	T
P	12	General Chemistry I	W	0.0	T
S	3	American History I	C	5.0	T
I	1	Elementary French	B	3.0	T
SPNG 1976	**Mineral Area College**				
B	1	General Biology	B	5.0	T
E	2	Composition & Rhetoric 2	B	3.0	T
E	3	Intro to Literature	B	3.0	T
M	11	College Algebra	C	3.0	T
S	4	American History II	A	3.0	T
FALL 1976	**Mineral Area College**				
00A		Theatre Practicum	A	1.0	T
00P		Table Tennis	C	1.0	T
113		Public Speaking	B	3.0	T
113.		West Civilization I	B	3.0	T
113..		Amer Nat Govt	B	3.0	T
233		English Literature 1	B	3.0	T
243		Amer Literature I	A	3.0	T
SPNG 1977	**Mineral Area College**				
00F		Beg Golf	B	1.0	T
143		Exposition	B	3.0	T
162		Apprec of Music	A	2.0	T
193		Beg Acting	B	3.0	T
234		English Lit II	A	3.0	T
244		Amer Lit II	A	3.0	T

Course Number	Course Title	Grade	Hours	Remarks

FALL 1978 Univ of MO-Col Ugrd
English-BA

Englsh	50	Creatve Writng: Shrt Sty	A	3.0
Englsh	320	Hist of the English Lang	A	3.0
French	2	Elementary French 2	C	5.0
Phil	5	Intro to Philosophy	A	3.0
Psych	1	General Psychology	B	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	17.0	17.0	55.00	3.235
UGRD CUM:	17.0	77.0	55.00	3.235

WINT 1979 Univ of MO-Col Ugrd
English-BA

Englsh	303	The Writing of Fiction	A	3.0
Englsh	351	Early 17Th-Cent Poet Prs	B	3.0
French	106	French Composition	C	3.0
Phil	346	Contemporary Philosophy	B	3.0
Sociol	1	General Sociology	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	15.0	15.0	48.00	3.200
UGRD CUM:	32.0	92.0	103.00	3.219

FALL 1979 Univ of MO-Col Ugrd
English-BA

Englsh	302	The Writing of Fiction	C	3.0
Englsh	355	Lit Restoratn & 18Th Cen	B	3.0
Geol	1	Principles of Geology	D	5.0
Hist	318	Medieval Culture	B	3.0 *
Phil	345	19Th-Century Philosophy	B	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	17.0	17.0	38.00	2.235
UGRD CUM:	49.0	109.0	141.00	2.878

WINT 1980 Univ of MO-Col Ugrd
English-BA

Englsh	367	Age Victoria Prse Ptry D	A	3.0
Englsh	375	American Romanticism	B	3.0
Englsh	393	Mod Shrt Stry 1900-Prsnt	B	3.0
Hist	358	Our Times: US Since 1945	C	3.0
Psych	150	Psych of Sleep & Dreams	B	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	15.0	15.0	45.00	3.000
UGRD CUM:	64.0	124.0	186.00	2.906

FALL 1980 Univ of MO-Col Grad
English-MA

Englsh	378	The Rise of Realism	B	3.0
Englsh	404	Rhet Theo & Tchng Englsh	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	6.0	6.0	21.00	3.500
GRAD CUM:	6.0	6.0	21.00	3.500

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Brenda K. Selman

University Registrar

Section 5: **Each item in this section must be addressed. If an item is not applicable, please write NA in the column next to the item. This section includes a summary of all of the ways a person can be qualified as a faculty member.**

Section 6: **Check with HR to determine what items are on file with the office. Transcripts are required. In addition, a current C.V. that lists all work experience, scholarly work, and publications is required (serves as support for qualifying non-doctoral holding faculty). If the person has a professional certification, i.e., CPA, then these certifications are listed here. Evidence of successful student outcomes may be teaching experience with other institutions, graduate teaching fellowships, or actual student evaluation data. Just because a candidate has no teaching experience does not mean the candidate cannot be appointed to teach. However, initial teacher evaluations will be critical in establishing teaching success in the first few courses taught.**

Section 7: **Column 1 includes the recommendation for hiring and level, i.e., recommend for graduate faculty in EQS or recommend for undergraduate faculty in English. Column 2 lists the specific courses for which you are approving the faculty member.**

A few additional items for good practice: While we are proud of our graduates in all of our programs, WWU attempts never to exceed 25% of our teaching faculty (full-time or adjunct) holding the WWU degree as the highest degree. Selecting candidates who hold a WWU graduate degree as the highest degree should only be done for exceptional candidates.

WWU must have documentation for any person teaching for the University. Contracts will not be sent to candidates until all support materials are filed with the HR Office.

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CANDIDATE NAME: Courtney Montgomery	Course(s) with supporting material
SECTION 1	
1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	
2. Hire date	
3. Enter discipline(s) and courses for which credential approval is being sought	
Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.	
SECTION 2	
DOCTORALLY QUALIFIED	
1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	
2. Hold a doctorate in the field with professional certification in the area of	

especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities, (b) demonstrate effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.	
22. Hold an out of field doctorate, (a) have completed a special post-graduate program especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities, (b) demonstrate effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	
23. Hold an out of field doctorate, (a) have completed a special post-graduate program especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities, (b) demonstrate effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant consulting in the teaching area.	
SECTION 3	
PROFESSIONALLY QUALIFIED: ***To be considered professionally qualified, a faculty member may:***	
1. Hold a master's degree in the field **plus** 3 years relevant work and/or teaching experience to be qualified to teach principle or introductory courses.	X ENG 099, ENG 101, ENG 102
2. Be ABD (All But Dissertation, meaning the individual has completed all course work required for the doctorate, passed the qualifying exams, but has not completed the dissertation) with a major, minor, or concentration in the area of assigned teaching	

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Name of post-graduate training program(s)	Masters in English
SECTION 6	
Check each item that is complete and filed in the faculty member's professional file at the University:	
Current C.V.	X
Transcript of all degree work (Official)	X
Scholarly Activity (List all publications and presentations)	
Professional Certifications	
Evidence of successful student outcomes	
Name of person completing this form: Erik Hillskemper Date: 11/18/2019	

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University of Missouri – Columbia

Official Transcript

ENTERED

Name: **Montgomery,Courtney Dael-Jon**
Student ID: 01028730
Date of Birth: 10/30/XXXX
Soc. Sec. Number: XXX-XX-8560

This transcript has been produced for:

WILLIAM WOODS UNIVERSITY

Course Number	Course Title	Grade	Hours	Remarks

Degrees Awarded
University of Missouri - Columbia
English-MA 12-18-2015
Anthropology-BA 12-15-2006
English-BA 05-20-2001

FALL 1993 Univ of Missouri - Kansas City

Hist	201	Westrn Civ to 1600	NR	3.0	
Psych	210	General Psychology	A-	3.0	

WINT 1994 Univ of Missouri - Kansas City

Hist	202	Westrn Civ Since 1600	A	3.0	

FALL 1994 Univ of MO-Col Ugrd
Pre-Law,A&S

French	1	Elementary French 1	D	5.0	
Math	108	Calculus Soc & Nat Sci 1	D	3.0	M
Math	10EX	Exempt	E	0.0	
Phil	1	Gen Intro to Philos GH	A	3.0	H
Pol Sc	55	Internatnl Relations GH	A	3.0	H
Pol Sc	290	Proseminar Political Sci	S	1.0	
Psych	190	Social Psychology	A	3.0	

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	17.0	18.0	44.00	2.588
UGRD CUM:	23.0	24.0	67.10	2.917

WINT 1995 Univ of MO-Col Ugrd
Pre-Law,A&S

Englsh	20GH	Hnr:Expositn Engl	A	3.0	H
French	1	Elementary French 1	B	5.0	
Gn Hon	104GH	The Modern Era	A	3.0	H
Hist	251	Twentieth Centry America	A	3.0	

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	14.0	14.0	51.00	3.643
UGRD CUM:	37.0	38.0	118.10	3.192

Course Number	Course Title	Grade	Hours	Remarks

FALL 1995 Univ of MO-Col Ugrd
Pre-Law,A&S

Bio Sc	10	General Biology GH	C+	5.0	H
Chem	31	General Chemistry 1	W	3.0	
French	2	Elementary French 2	W	5.0	
Gn Hon	101GH	The Ancient World	B	3.0	H

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	8.0	8.0	20.65	2.581
UGRD CUM:	45.0	46.0	138.75	3.083

WINT 1996 Univ of MO-Col Ugrd
Pre-Law,A&S

French	2	Elementary French 2	D	5.0	
Gn Hon	10GH	Car Exp:Exp: Higher Educ	S	1.0	H
Gn Hon	102GH	Middle Ages & Renaissanc	B	3.0	H
Stat	31	Elementary Statistics	F	3.0	M
Theatr	44	Acting for Non-Majors	A	3.0	

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	14.0	12.0	26.00	1.857
UGRD CUM:	59.0	58.0	164.75	2.792

FALL 1996 Univ of MO-Col Ugrd
Pre-Law,A&S

French	2	Elementary French 2	D	5.0	
Gn Hon	103GH	The Early Modern World	B	3.0	H
Hist	20	American History	C	5.0	

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	13.0	13.0	24.00	1.846
UGRD CUM:	72.0	71.0	188.75	2.622

WINT 1997 Univ of MO-Col Ugrd
Pre-Law,A&S

French	2	Elementary French 2	F	5.0	
Phil	51	Introduction to Ethics	I	3.0	
Phil	52	Introduction to Logic	F	3.0	
Stat	31	Elementary Statistics	F	3.0	M

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	11.0	0.0	0.00	0.000
UGRD CUM:	83.0	71.0	188.75	2.274

FALL 1998 Univ of MO-Col Ugrd
Pre-Law,A&S

Englsh	206	Thm:Trvl Wrt Amr to 1850	A	3.0	
Englsh	370	Genres	F	3.0	W
Stat	31	Elementary Statistics	D	3.0	M
Theatr	311	Beginning Playwriting	B+	3.0	

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
UGRD Term:	12.0	9.0	24.90	2.075
UGRD CUM:	95.0	80.0	213.65	2.249

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Brenda K. Selman

University Registrar

University of Missouri – Columbia

Date: 08/08/2018 Page: 1 of 1

Official Transcript

Name: **Serwe,Laura Anne**
Student ID: 14278375
Date of Birth: 01/21/XXXX
Soc. Sec. Number: XXX-XX-6117

This transcript has been produced for:

HUMAN RESOURCES
WILLIAM WOODS UNIVERSITY
1 UNIVERSITY AVE
FULTON, MO 65251-2388

Course Number	Course Title	Grade	Hours	Remarks

Degrees Awarded
University of Missouri - Columbia
English-MA 05-11-2018
University of Wisconsin-Green
BA 01-2014

FALL 2016 Univ of MO-Col Grad
English-MA

English	8005	Intro to Graduate Study - Intro to Graduate Studies	A	1.0
English	8250	Smr 19Th Cent Brtsh Lit - Ballads & Revivals	A	3.0
English	8320	Smr 20Th Cent Amer Lit - Post-1960 U.S. Literature	A	3.0
English	8530	Adv Writing of Poetry	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	10.0	10.0	40.00	4.000
GRAD CUM:	10.0	10.0	40.00	4.000

SPNG 2017 Univ of MO-Col Grad
English-MA

English	7950	Internship in Publishing - Publishing/EditingPersea Books	A	3.0
English	8001	Tpc: English - General - Preparing to Teach ENGLSH 100	A	1.0
English	8200	Smr in Old English Lit - Beowulf	A-	3.0
English	8530	Adv Writing of Poetry	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	10.0	10.0	39.10	3.910
GRAD CUM:	20.0	20.0	79.10	3.955

Course Number	Course Title	Grade	Hours	Remarks

FALL 2017 Univ of MO-Col Grad
English-MA

English	8090	Masters Thesis Rsch	S	3.0
English	8220	Smr in Rensn Britsh Lit - Knowledge/Renaissance Drama	A-	3.0
English	8530	Adv Writing of Poetry - Dialogic Composition	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	6.0	9.0	23.10	3.850
GRAD CUM:	26.0	29.0	102.20	3.931

SPNG 2018 Univ of MO-Col Grad
English-MA

English	7950	Internship in Publishing - Publishing/EditingPersea Books	A	3.0
English	8090	Masters Thesis Rsch	S	3.0
English	8510	Adv Writing of Fiction	A	3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	6.0	9.0	24.00	4.000
GRAD CUM:	32.0	38.0	126.20	3.944

Brenda K. Adelman

University Registrar

CURRICULUM VITAE

BETTY R. TUTT

Vice President of External Initiatives

Professor of Education
Tenured

William Woods University
One University Avenue
Fulton, Missouri 65251
Office (573) 592 – 4354
Fax (573) 592 – 1164
E-mail btutt@williamwoods.edu

Home (573) 642 – 7921
901 St. Louis Road
Fulton, Missouri 65251

EDUCATION

Post-Graduate Work	University of Missouri, Columbia, MO *Supervision, School Personnel Administration, Outcome-Based Education, Educational Finance, Educational Administration, and the Superintendency*
	William Woods University, Fulton, MO *Managerial Accounting and Accounting for Managers*
Ph. D.	University of Missouri, Columbia, MO *English Education*
M. A.	University of Illinois, Champaign, IL *Oral Interpretation of Literature*
B. A.	Miami University, Oxford, OH *English*

Missouri Life Certification in the Teaching of Speech and English (grades 7 – 12)

183603 TUTT, BET RUT (BLATTNER)

STUDENT NUMBER	COURSE	DEPT.	COURSE NUMBER	TERM	NORMAL CREDIT HOURS	MEARN	GRADE	CREDIT HOURS GRANTED	REMARKS
	UNIVERSITY OF ILLINOIS-CHAMPAIGN								
	S-1967 TO BE GRANTED ONE YEAR RESIDENCE CREDIT TOWARDS THE DOCTOR OF PHILOSOPHY DEGREE FOR THE A.M. DEGREE IN SPEECH AWARDED AT THE UNIVERSITY OF ILLINOIS-CHAMPAIGN, AUGUST 1971.								
C & I 183603	LIT FOR CHILDREN & YOUTH	T409	SS87	3.0		A	3.0	
C & I 183603	INTERNSHIP IN CURR & INS	T480	SS87	3.0		A	3.0	
C & I 183603	SEM LANG THEORISTS	T410	FS87	3.0	H	H		
ENGLSH 183603	MOD SHRT STRY 1900-PRSNT	393	FS87	3.0		A	3.0	
C & I 183603	RESEARCH IN CURR & INSTR	T490	SS88	1.0		A	1.0	
183603	Passed Comprehensives	Curriculum & Instruction					07/27/88	
C & I 183603	RESRCH: ENGLISH EDUC	T490	FS88	2.0		A	2.0	4/90
C & I 183603	RSRCH: ENGLISH LANG ARTS	T490	WS89	2.0		A	2.0	4/90
C & I 183603	RSRCH: ENGL LANG ART ED	T490	SS89	1.0		A	1.0	4/90
C & I 183603	RSRCH: ENGLISH EDUC	T490	FS89	2.0		A	2.0	4/90
C & I 183603	RSRCH: ENGL LANG ARTS ED	T490	WS90	2.0		A	2.0	5/90
SPC ED 183603	ED OF EXCEPTNL STUDENTS	L339E	NO90	3.0		A	3.0	
C & I 183603	SEM:COOPERATIVE LEARNING	T310	SX91	1.0	H	H		
ED ADM 183603	ISSUES IN SCHOOL FINANCE	C440	FS92	3.0		A	3.0	
ED ADM 183603	SEM IMPLEM OBS IN MO	C410	SX93	1.0	H	H		
ED ADM 183603	SCHL STAFF PERSONNL ADMN	C451	FS93	3.0		A	3.0	
ED ADM 183603	THE SUPERINTENDENCY	C412	SS94	3.0		A	3.0	
ED ADM 183603	FOUNDATNS OF ED ADMIN	C401	SS95	3.0		A	3.0	
ED ADM 183603	ELE SEC SCHL SUPERVISION	C404	SS96	3.0		A	3.0	

CANDIDATE NAME: Annetta Lasley	**Course(s) with supporting material**
SECTION 1	
1. Teaching level requested (Bachelor, Master, Specialist, Doctoral)	Bachelor
2. Hire date	1/25/2016
3. Enter discipline(s) and courses for which credential approval is being sought	ENG 099; ENG 101; ENG 102
Indicate level of faculty qualification by marking with an "X" AND include courses for which you are qualifying the faculty member to teach.	
SECTION 2	
DOCTORALLY QUALIFIED	
1. Hold a doctorate in the field with a graduate level major, minor, or concentration in the area of teaching responsibility.	☐ Click here to enter text.
2. Hold a doctorate in the field with professional certification in the area of teaching responsibility.	☐ Click here to enter text.
3. Hold a doctorate in the field with five or more years of professional and management experience **directly related** to the area of teaching responsibility	☐ Click here to enter text.
4. Hold a Juris Doctor (JD) and teach in an area with predominantly legal content.	☐ Click here to enter text.
5. Hold a Juris Doctor (JD) and hold a master's degree with a specialization in the area of teaching responsibility.	☐ Click here to enter text.
6. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of certification.	☐ Click here to enter text.
7. Hold a Juris Doctor (JD) and have five or more years of professional and management experience **directly related** to the area of teaching responsibility.	☐ Click here to enter text.
8. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity in the discipline considered as expert work by external colleagues or papers presented at a national meeting.	☐ Click here to enter text.
9. Hold an out of field doctorate, (a) 15 hours of graduate work in the field, (b) demonstrate teaching effectiveness in teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.	☐ Click here to enter text.

SAMPLE

University of Missouri – Columbia

Official Transcript

Name: **Lasley,Annetta**
Student ID: 08317352
Date of Birth: 04/01/XXXX
Soc. Sec. Number: XXX-XX-9146

This transcript has been produced for:

WILLIAM WOODS UNIVERSITY
ATTN: DIANE ABBOTT
ACADEMIC BLDG., ROOM 103
ONE UNIVERSITY AVE.
FULTON, MO 65251

Course Number	Course Title	Grade	Hours	Remarks

Degrees Awarded
University of Missouri - Columbia
Curriculum & Instruction MED 12-15-2006
Learning & Instruction
Northwest Missouri State Unive
BSE 08-1973

SUM 1999 Northwest Missouri State Unive
Educ 550 Act Contxt Clsrm Cmmnctn A 1.0 T

FALL 1999 Northwest Missouri State Unive
Educ 559 Cooperative Learn Strat A 2.0 T
Educ 559 Kagan Coop Lrng Institut A 2.0 T

FALL 2001 Univ of MO-Col Grad Nond_Grad
C I T410 Smr:Adv Classrm Stratgs A 3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	3.0	8.0	12.00	4.000

WINT 2002 Univ of MO-Col Grad Nond_Grad
C I T410 Smr:Topics in Education A 3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	6.0	11.0	24.00	4.000

FALL 2002 Univ of MO-Col Grad Nond_Grad
C I T445 Secondary School Curric A 3.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	9.0	14.0	36.00	4.000

Course Number	Course Title	Grade	Hours	Remarks

WINT 2003 Univ of MO-Col Grad Nond_Grad
C I T446 Curr Cnstrc for Sec Schl A 3.0 *

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	12.0	17.0	48.00	4.000

FALL 2004 Univ of MO-Col Grad CI_Med
C I 8900 Smr:Rdg Improv Stdnt A 3.0 *

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	15.0	20.0	60.00	4.000

WINT 2005 Univ of MO-Col Grad CI_Med
C I 8900 Smr:Speclzd Action Rsch A 3.0 *

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	12.00	4.000
GRAD CUM:	18.0	23.0	72.00	4.000

SUM 2005 Univ of MO-Col Grad CI_Med
C I 7587 Smr:Force/Motion Wrkshp A 3.0
C I 7587 Smr:Implemp Force/Motn A 1.0 *
C I 8615 Mo Writing Project A 4.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	8.0	8.0	32.00	4.000
GRAD CUM:	26.0	31.0	104.00	4.000

FALL 2005 Univ of MO-Col Grad CI_Med
Esc Ps 7115 Human Learning B 3.0 *

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	3.0	3.0	9.00	3.000
GRAD CUM:	29.0	34.0	113.00	3.897

FALL 2006 Univ of MO-Col Grad CI_Med
Misc 8999 Graduate Examination 0.0

	GPA Hrs Att	Hrs Ern	Qual Pt	GPA
GRAD Term:	0.0	0.0	0.00	
GRAD CUM:	29.0	34.0	113.00	3.897

SCANNED

In accordance with the Family Educational Rights and Privacy Acts of 1974, information from this transcript may not be released to a third party without written consent of the student. If you are unable to comply fully with this requirement, please return this record to us immediately. Note this *SafeImage*® security paper is watermarked. Hold up to transit light to verify.

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RAISED SEAL
NOT REQUIRED

Brenda K Selman

University Registrar

William Woods University - Dulany Library
COLLECTION ANALYSIS

March 2022

In Support of the Following Academic Program: **English**

I. **MOBIUS Holdings** (Subject Search):

American literature – 46,203 items
American literature-18th century – 584 items
American literature-19th century – 6,168 items
American literature-20th century – 16,054 items
American literature-21st century – 1,982 items
American literature-Study and teaching – 901 items
English literature – 55,730 items
English literature-17th century – 3,836 items
English literature-18th century – 5,174 items
English literature-19th century – 9,374 items
English literature-20th century – 8,554 items
English literature-21st century – 719 items
English literature-Study and teaching – 1,577 items
English language – 66,558 items
Grammar-English language – 9,142 items

II. **William Woods University Holdings**:

Digital

Ebooks:

American literature – 1,993 items
American literature-18th century – 13 items
American literature-19th century – 216 items
American literature-20th century – 338 items
American literature-21st century – 60 items
American literature-Study and teaching – 14 items

English literature – 1,839 items
English literature-17th century – 16 items
English literature-18th century –174 items
English literature-19th century – 295 items
English literature-20th century – 198 items
English literature-21st century – 16 items
English literature-Study and teaching – 35 items
English language – 4,597 items
Grammar-English language – 198 items

Journals - Electronic Full-text:

American literature – 43 titles
English literature – 16 titles
Grammar – 4 titles
Language & linguistics - 20 titles
Literature & writing (general) – 311 titles
Literary theory & criticism – 38 titles
Poetry – 65 titles

Streaming Video:

Language – 1,040 items
Literature – 523 items
Writing – 73 items
Grammar - 61 items

Books (Printed) and Non-print Materials:

A. By Publication Date

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
American Literature	6983	4	2442	34	20	38	68	91	141	454	430	707	1011	681	366	334	45	46	6	65
Comics and Comic Literature	54	0	0	0	0	0	0	1	0	1	4	1	3	30	7	5	1	1	0	0
Drama, General	53	0	0	0	2	0	1	2	2	18	13	4	6	4	1	0	0	0	0	0
English Literature	3071	0	57	71	88	84	94	100	209	769	525	346	307	208	77	102	10	8	3	13
English Philology & Language	384	0	3	1	5	4	8	6	11	25	38	61	102	93	17	5	0	2	0	3
Fiction in English	1100	0	273	12	31	50	76	117	146	162	218	8	1	2	0	0	0	0	0	4
Juvenile Literature, American & English	3280	0	4	6	10	12	54	96	170	305	548	380	783	469	179	215	29	19	1	0
Literature - Authorship & Criticism	475	0	4	1	1	6	10	10	17	92	71	84	95	57	9	11	0	0	0	7
Literature - Collections	332	0	21	3	1	4	17	16	10	66	50	41	64	27	8	4	0	0	0	0
Philology, Linguistics	268	0	4	1	0	2	1	4	4	18	25	28	68	76	10	19	5	0	0	3
Poetry, General	73	0	1	1	0	2	1	2	3	25	5	7	17	6	2	1	0	0	0	0
Prose Technique	193	0	0	0	0	2	7	6	11	35	44	33	29	15	7	2	0	0	0	2

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
English Literature Totals	3071	57	71	88	84	94	100	209	769	525	346	307	208	77	102	10	8	3	13
Anglo-African Literature	63	0	0	0	0	0	0	0	4	10	30	9	5	2	2	1	0	0	0
Anglo-Indian Literature	6	0	0	0	0	0	0	0	0	0	1	0	3	0	2	0	0	0	0
Australian Literature	17	0	0	0	0	0	0	0	0	1	7	1	3	3	2	0	0	0	0
Canadian Literature	76	0	0	0	0	0	0	0	0	4	14	21	11	10	9	2	1	2	2
English Literature	22	0	0	0	1	0	0	1	2	1	2	8	4	0	3	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
English Literature - 17th, 18th Centuries	188	8	4	1	6	6	5	18	78	35	14	7	3	0	0	0	1	0	2
English Literature - 1900-1960	544	1	2	15	26	28	31	58	135	94	60	44	34	2	9	0	1	0	4
English Literature - 1961-	280	0	0	0	0	0	0	1	17	36	53	25	46	35	57	6	4	0	0
English Literature - 19th Century	838	33	47	56	36	33	42	55	216	170	52	59	20	12	5	0	0	0	2
English Literature - Anglo Saxon	14	0	0	2	0	2	1	1	4	3	0	0	1	0	0	0	0	0	0
English Literature - Anglo-Norman, Early Middle Eng	68	2	3	1	0	1	3	9	26	9	6	6	2	0	0	0	0	0	0
English Literature - Collections	131	2	0	4	3	7	4	8	32	24	18	19	8	1	1	0	0	0	0
English Literature - Drama	35	1	0	1	2	0	0	1	16	9	2	2	0	0	0	0	0	1	0
English Literature - Folklore & Folk Literature	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
English Literature - History & Criticism	35	0	0	0	2	1	1	6	6	6	2	6	4	0	1	0	0	0	0
English Literature - New Zealand	9	0	0	0	1	0	0	0	0	1	2	1	1	2	1	0	0	0	0
English Literature - Poetry	91	1	0	1	1	1	0	9	56	13	2	2	3	2	0	0	0	0	0
English Literature - Prose. Oratory. Letters. Humor	116	0	0	0	2	1	0	3	17	16	27	31	8	3	7	1	0	0	0
English Literature - Provincial & Local - Ireland	11	0	0	0	1	0	0	0	7	2	0	1	0	0	0	0	0	0	0
English Literature - Provincial, Celtic, Scotland	6	0	0	0	0	0	0	0	3	1	1	0	0	0	0	0	0	0	1
English Literature - Renaissance Prose & Poetry	37	0	2	1	0	0	1	2	19	10	2	0	0	0	0	0	0	0	0
English Literature - West Indies	14	0	0	0	0	0	1	0	1	2	5	4	0	0	1	0	0	0	0
English Renaissance Drama - Anonymous Plays	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
English Renaissance Drama - by Playwrights A-SH	33	0	0	1	1	0	0	3	21	4	2	1	0	0	0	0	0	0	0
English Renaissance Drama - by Playwrights SH-Z	4	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
History of English Literature (General)	58	3	0	1	1	3	2	3	12	11	6	10	4	2	0	0	0	0	0
History of English Literature by Period	118	3	2	1	1	5	3	6	37	20	15	19	6	0	0	0	0	0	0
Shakespeare	255	3	11	3	0	6	6	24	58	42	23	29	42	3	2	0	1	0	2

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
American Literature Totals	6983	4	2442	34	20	38	68	91	141	454	430	707	1011	681	366	334	45	46	6	65
American Literature	17	0	0	0	0	0	0	0	0	0	0	2	9	4	1	0	0	0	0	1
American Literature - 1900-1960	1032	0	0	4	5	20	36	59	79	210	147	172	190	74	15	17	2	1	1	0
American Literature - 1961-	2071	0	1	0	0	0	0	1	8	47	111	288	458	445	321	301	42	43	5	0
American Literature - 19th Century	647	1	157	26	11	8	18	13	27	109	53	68	98	45	6	4	0	1	0	2
American Literature - Collections	371	0	4	3	2	4	9	9	11	31	54	64	105	54	12	4	1	1	0	3
American Literature - Colonial Period	14	0	0	0	0	0	3	0	0	4	5	0	0	2	0	0	0	0	0	0
American Literature - Drama	18	0	0	0	0	0	0	0	0	3	2	5	6	2	0	0	0	0	0	0
American Literature - Folklore & Folk Literature	6	0	0	0	0	0	0	2	0	1	0	1	1	1	0	0	0	0	0	0
American Literature - General Criticism, History	2583	3	2280	1	0	6	2	5	10	29	29	61	76	21	1	1	0	0	0	58
American Literature - Poetry	44	0	0	0	2	0	0	0	1	5	7	8	12	9	0	0	0	0	0	0
American Literature - Prose. Letters. Wit & Humor	180	0	0	0	0	0	0	2	5	15	22	38	56	24	10	7	0	0	0	1

B. By Format

Subject	Totals	Audiobooks	Books	Computer Files	Games (All)	Images	Interactive Multimedia	Journals/Magazines	Newspapers	Videos
American Literature	6983	17	6776	0	0	0	0	126	0	64
Comics and Comic Literature	54	0	49	0	0	0	0	3	0	2
Drama, General	53	0	47	0	0	0	0	6	0	0
English Literature	3071	5	2928	0	0	0	0	88	0	50
English Philology & Language	384	0	332	0	1	1	0	42	0	7
Fiction in English	1100	0	1093	0	0	0	0	7	0	0
Juvenile Literature, American & English	3280	14	3258	2	0	0	0	0	0	6
Literature - Authorship & Criticism	475	0	372	0	0	0	0	96	3	4
Literature - Collections	332	2	307	0	0	0	0	19	0	4
Philology, Linguistics	268	0	123	2	0	0	1	131	0	10
Poetry, General	73	0	70	0	0	0	0	3	0	0
Prose Technique	193	0	166	0	0	0	0	18	0	7

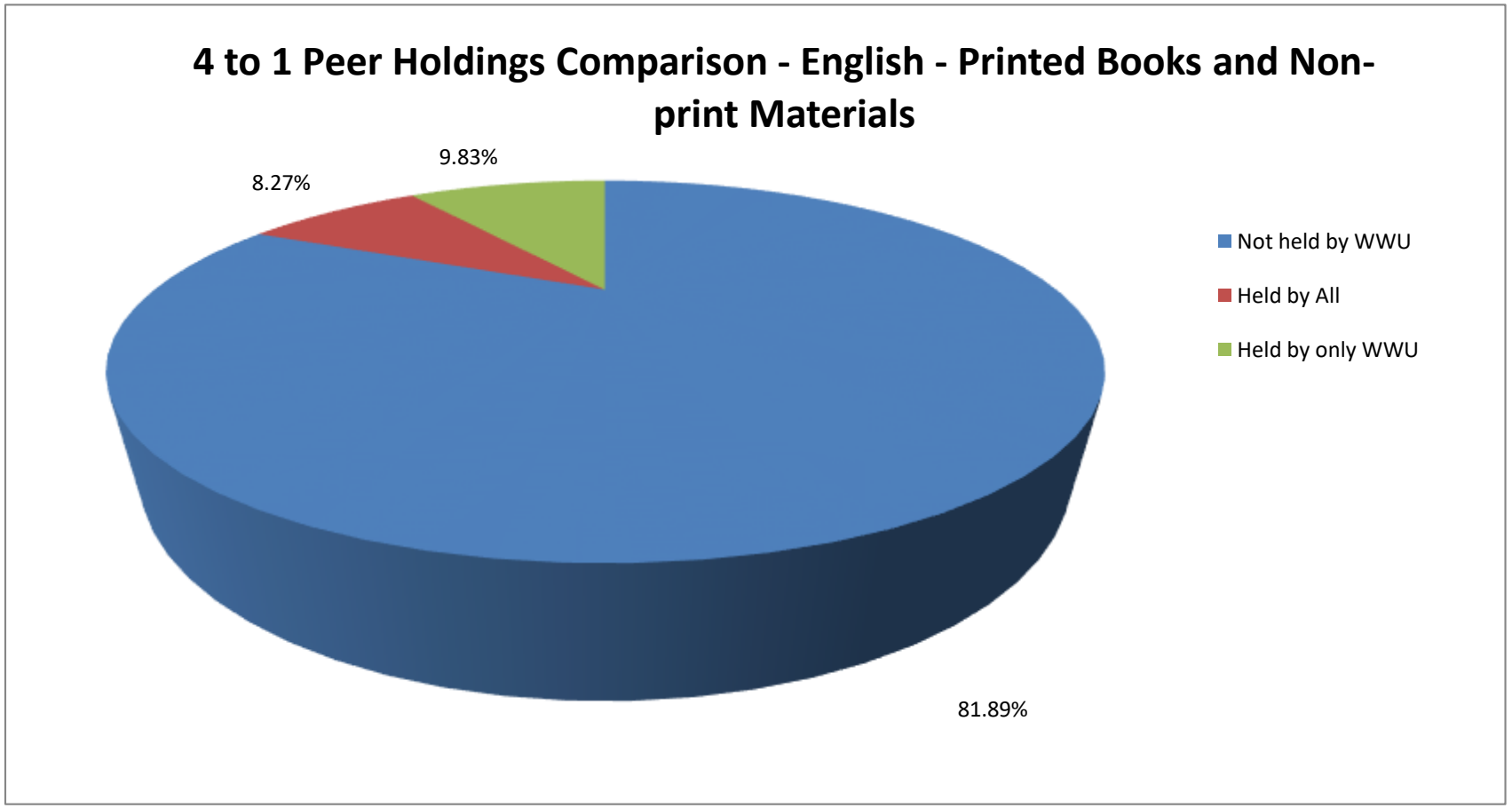
Subject	Totals	Audiobooks	Books	Journals/Magazines	Videos
English Literature Totals	3071	5	2928	88	50
Anglo-African Literature	63	0	61	2	0
Anglo-Indian Literature	6	0	5	0	1
Australian Literature	17	0	16	1	0
Canadian Literature	76	0	72	4	0
English Literature	22	0	19	3	0
English Literature - 17th, 18th Centuries	188	0	184	4	0
English Literature - 1900-1960	544	0	524	8	12
English Literature - 1961-	280	1	272	0	7

English Literature - 19th Century	838	0	818	11	9
English Literature - Anglo Saxon	14	0	14	0	0
English Literature - Anglo-Norman, Early Middle Eng	68	0	67	1	0
English Literature - Collections	131	0	127	4	0
English Literature - Drama	35	0	34	1	0
English Literature - Folklore & Folk Literature	1	0	1	0	0
English Literature - History & Criticism	35	0	11	24	0
English Literature - New Zealand	9	0	7	1	1
English Literature - Poetry	91	0	89	1	1
English Literature - Prose. Oratory. Letters. Humor	116	0	112	4	0
English Literature - Provincial & Local - Ireland	11	0	10	1	0
English Literature - Provincial, Celtic, Scotland	6	0	5	1	0
English Literature - Renaissance Prose & Poetry	37	0	37	0	0
English Literature - West Indies	14	0	14	0	0
English Renaissance Drama - Anonymous Plays	1	0	1	0	0
English Renaissance Drama - by Playwrights A-SH	33	1	31	1	0
English Renaissance Drama - by Playwrights SH-Z	4	0	4	0	0
History of English Literature (General)	58	0	58	0	0
History of English Literature by Period	118	0	113	5	0
Shakespeare	255	3	222	11	19

Subject	Totals	Audiobooks	Books	Journals/Magazines	Videos
American Literature Totals	6983	17	6776	126	64
American Literature	17	0	11	5	1
American Literature - 1900-1960	1032	3	991	14	24
American Literature - 1961-	2071	6	2031	3	31
American Literature - 19th Century	647	4	629	7	7
American Literature - Collections	371	2	302	66	1
American Literature - Colonial Period	14	0	14	0	0
American Literature - Drama	18	0	17	1	0
American Literature - Folklore & Folk Literature	6	0	6	0	0
American Literature - General Criticism, History	2583	0	2561	22	0
American Literature - Poetry	44	1	37	6	0
American Literature - Prose. Letters. Wit & Humor	180	1	177	2	0

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

English as a discipline taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to acquire English and American literature, English composition, and English language materials in both digital and printed form. All printed and digital books, journal articles and non-print materials are available through *Woods OneSearch.* The printed book literature section has been extensively "weeded" (books that haven't circulated in the last twenty years have been withdrawn) in order to make space for new materials in the main stacks of the Library.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

English

Annual Assessment 2016-2017
Created on the Assessment Insight System

Annual Assessment 17-18

English BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2016-17

Student Minors 2016-17

Student Majors 2017-18

Student Minors 2017-18

Concentrations 2016-17

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

No concentrations.

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

No concentrations.

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

We would like to grow the program from its current number of a little less than ten students to more like twenty students. To accomplish these, we reguarly stage LEAD events we think of as outreach events, whether tied to film screenings, the OneRead and LEADRead programs, or National Poetry Month, etc. We also recently met with admissions to talk with them about the way they present the program when they are meeting with interested students. That said, the size of our program is largely dependent on the overall enrollment at the school, and it has always been that. In short, we'd like to be a larger program, we put ourselves out there, but when the student body as a whole is historically small, as it is now and is anticipated to be for the next couple years, the program is likely to remain small as well.

Our persistence and degree completion is about where we'd expect it to be. Sometimes we have students who graduate in three years, though this is rare. I can't remember anyone who is not a dual major taking more than four. Retention is about where you'd expect, though when we lose one student, is really affects us statistically because the program is so small.

We remain open to working with transfer students, and we think that our program, with its manageable core of classes and its deliberate structure, does make ours a program that is attractive to transfer students who are looking to graduate in two years.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditonal focuses of literature and creative writing.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Curriculum Map(Imported)

ENG Curriculum Map(Imported)

	ENG 210	ENG 215	ENG 218	ENG 222	ENG 280	ENG 302	ENG 308	ENG 316	ENG 327	ENG 440
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A		A			A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A		A		A	A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.					A			A	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A			A	A			A

Assessment Findings

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students scored developing or better.	ENG_210_Data_S18.docx	

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 assessed as developing or better.	ENG_215_Assessment_Data.docx	

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	20/21 students scored developing or better.	Via___ENG__218__Introduction_to_Creative_Writing__L___01___FUL___3__Spring_1718_Activity_Assessments_Aggregated_Result_05_02_2018_121043.pdf	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students	10/13 scored developing or better.	Eng_222.pdf	

	assessed as developing or better been met yet? Met			

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 students scored developing or better.	Eng_308.pdf	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students assessed as developing or better	ENG_210_Data_S18.docx	- : Course not offered this year.

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 scored developing or better.	ENG_215_Assessment_Data.docx	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/13 scored developing or better.	Eng_222.pdf	

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Dr Wells did not finish the semester; no data was colelcted		- : Course not offered this year.

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 scored developing or better.	ENG_316_Assessment_Data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this academic year.		- Enrollment Requirements: Course not offered this year.

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 scored developing or better.	ENG_316_Assessment_Data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this academic year.		- Enrollment Requirements: Course not offered this year.

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.4 Students will reflect substantively on their growth as writers and scholars

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet?	20/21 students assessed as developing or better.	Eng_218_Final_001.jpg	

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Dr Wells did not finish the semester; no data was collected.		- : Course not offered this year.

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 students scored developing or better.	Eng_308.pdf	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Most of our program level assessment happens in courses, where specific assignments are identified and scored with the program objectives rubric. We have traditionally also collected assessment data during student performance review days, but we've never been thrilled with the data we collected there, since the format (extemperaneous interviews) doesn't completely align with our course objectives. This year, we kept the interview format but didn't record data based on those interviews.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 210
Assessment Measure	Direct - Essay
Assessment Findings	Met
Improvement Narrative	**Improvement Type** / **Summary**: Course not offered this year.

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 302
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	**Improvement Type** / **Summary**: Course not offered this year.

Standard/Outcome	ENG.4 Students will reflect substantively on their growth as writers and scholars
Legend	A
Course/Event	ENG 302
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr><tr><td></td><td>Course not offered this year.</td></tr></table>

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 327
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr><tr><td>Enrollment Requirements</td><td>Course not offered this year.</td></tr></table>

Standard/Outcome	ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
Legend	A
Course/Event	ENG 327
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr></table>

	Enrollment Requirements	Course not offered this year.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Sophomores and juniors presented an artifact they had created for a course and defended/ talked about how it reflected their interests and skills, including reflections on improvement since the narrative was created. Freshmen observed the interview process; seniors sat with faculty as evaluators and asked questions of the sophomore and jumior students presenting their work. More granular detail can be found in the attached schedule.

Because the interview/ defense format of the assessment day proceedings is so far from what we ask of students in our program, we did not record assessment data. Instead, we met with students after their interviews and tried to talk to them about the strengths and weakenesses of their presentation. Then, any notes were burned in a fire in the woods.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Days_Schedule_for_English.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Three students presented as part of the senior showcase, reflecting on the process they went through to develop their senior project and more broadly on where they think their work might go next. Through questioning, faculty were able to ascertain, at least verbally, a sense of where students were in regard to program objectives. These impressions from the senior showcase are shared with the instructor for that course and are used, in conjunction with an assessment of the senior portfolio all students submit, to evaluate student performance.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Program_Objectives_Rubric_1.doc

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

English program faculty hosted several LEAD events this year.

These included LEAD events related to the OneRead selection and the summer LEADReads program.

One faculty member sponsored a "Scary Stories" LEAD event. Another faculty member hosted three additional film screenings as LEAD events, as well as other film screenings.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

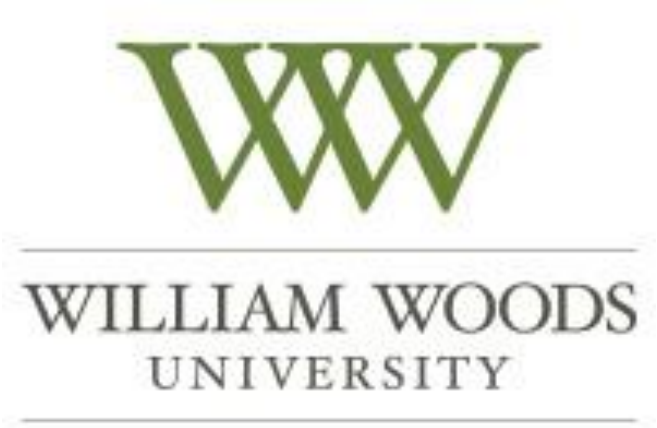
Two students presented their work at the 8th Annual Humanities Conference at Central Methodist University. One student was awarded the Distinguished Scholar award and also one the "Historical Research Essay" of the year by the History Society student organization.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
A faculty member gave three presentations at the University of Missouri on team building and one on grant writing.
A faculty member worked with a colleague to develop a new major in film. This program will be supported with current offerings in english and comm.
A faculty member published four stories in literary journals.

Annual Assessment Rubric

Total Score: 13/15 (86.67%)

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:					



English Annual Assessment 17-18

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Program Profile 3

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Annual Assessment 17-18

English BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

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These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Program Data

Delivery Method

Traditional on Campus
Online
Hybrid (selected)

Students Majors 2016-17	Student Majors 2017-18
6	9

Student Minors 2016-17	Student Minors 2017-18
16	8

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

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We remain open to working with transfer students, and we think that our program, with its manageable core of classes and its deliberate structure, does make ours a program that is attractive to transfer students who are looking to graduate in two years.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval? Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditional focuses of literature and creative writing.

Program Assessment

Standard/Outcome

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WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will

	enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
MO-SPE-TC.2C5	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
MO-SPE-TC.2C6	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
MO-SPE-TC.3	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

MO-SPE-TC.3C1	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
MO-SPE-TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE-TC.3C3	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
MO-SPE-TC.4	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.
MO-SPE-TC.4C1	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
MO-SPE-TC.4C2	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
MO-SPE-TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE-TC.5	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
MO-SPE-TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE-TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE-TC.5C3	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
MO-SPE-TC.6	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
MO-SPE-TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE-TC.6C2	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.
MO-SPE-TC.6C3	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
MO-SPE-TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
MO-SPE-TC.7	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE-TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE-TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE-TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to

	teach students to set learning goals.
MO-SPE-TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE-TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
MO-SPE-TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
MO-SPE-TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE-TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE-TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE-TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE-TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE-TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.
MO-SPE-TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE-TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns is addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serve as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serve as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serve as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ENG Curriculum Map (Imported)

	ENG 210	**ENG 215**	**ENG 218**	**ENG 222**	**ENG 280**	**ENG 302**	**ENG 308**	**ENG 316**	**ENG 327**	**ENG 440**
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A		A			A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A		A		A	A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.					A			A	A	A
ENG.4 Students will reflect substantively on their growth as			A			A	A			A

writers and scholars										

Missouri Content Standards (Imported)

	EDU 200
MO-SPE-TC.1 Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.	
MO-SPE-TC.1C1 Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.	
MO-SPE-TC.1C2 Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	
MO-SPE-TC.1C3 Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.	
MO-SPE-TC.1C4 Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	
MO-SPE-TC.1C5 Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.	
MO-SPE-TC.2 Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.	
MO-SPE-TC.2C1 Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	
MO-SPE-TC.2C2 Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	
MO-SPE-TC.2C3 Theory of Learning: The teacher candidate applies knowledge of the theory of learning.	
MO-SPE-TC.2C4 Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.	
MO-SPE-TC.2C5 Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.	
MO-SPE-TC.2C6 Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.	
MO-SPE-TC.3 Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.	
MO-SPE-TC.3C1 Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.	

MO-SPE-TC.3C2 Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	
MO-SPE-TC.3C3 Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.	
MO-SPE-TC.4 Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.	
MO-SPE-TC.4C1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.	
MO-SPE-TC.4C2 Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	
MO-SPE-TC.4C3 Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.	
MO-SPE-TC.5 #5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.	
MO-SPE-TC.5C1 Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	
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MO-SPE-TC.6C2 Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.	
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MO-SPE-TC.6C4 Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.	
MO-SPE-TC.7 Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.	
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to teach students to set learning goals.	
MO-SPE-TC.7C4 Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.	
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MO-SPE-TC.7C6 Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.	
MO-SPE-TC.8 Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.	
MO-SPE-TC.8C1 Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.	
MO-SPE-TC.8C2 Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.	
MO-SPE-TC.8C3 Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.	
MO-SPE-TC.9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.	
MO-SPE-TC.9C1 Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.	
MO-SPE-TC.9C2 Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.	
MO-SPE-TC.9C3 Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.	

Assessment Findings

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

Assessment Measures

Eng. 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students scored developing or better.	ENG_210_Data_S18.docx	

Eng 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 assessed as developing or better.	ENG_215_Assessment_Data.docx	

Eng 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	20/21 students scored developing or better.	Via___ENG__218___Introduction_to_Creative_Writing__L___01___FUL___3__Spring_1718_Activity_Assessments_Aggregated_Result_05_02_2018_121043.pdf	

Eng 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/13 scored developing or better.	Eng_222.pdf	

Eng 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	

Eng 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 students scored developing or better.	Eng_308.pdf	

Eng 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

Assessment Measures

Eng 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students assessed as developing or better	ENG_210_Data_S18.docx	-: Course not offered this year.

Eng 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 scored developing or better.	ENG_215_Assessment_Data.docx	

Eng 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/13 scored developing or better.	Eng_222.pdf	

Eng 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Dr. Wells did not finish the semester; no data was collected		-: Course not offered this year.

Eng 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 scored developing or better.	ENG_316_Assessment_Data.docx	

Eng 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this academic year.		- Enrollment Requirements: Course not offered this year.

Eng 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better	3/3 scored developing or better.	Eng_440.docx	

	been met yet? Met			

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

Assessment Measures

Eng 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	

Eng 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 scored developing or better.	ENG_316_Assessment_Data.docx	

Eng 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this academic year.		- Enrollment Requirements: Course not offered this year.

Eng 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.4 Students will reflect substantively on their growth as writers and scholars

Assessment Measures

Eng 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet?	20/21 students assessed as developing or better.	Eng_218_Final_001.jpg	

Eng 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Dr. Wells did not finish the semester; no data was collected.		-: Course not offered this year.

Eng 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 students scored developing or better.	Eng_308.pdf	

Eng 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

Assessment Findings for the Assessment Measure level for Missouri Content Standards (Imported)
Not included in this report, this is in the Education Report.

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Most of our program level assessment happens in courses, where specific assignments are identified and scored with the program objectives rubric. We have traditionally also collected assessment data during student performance review days, but we've never been thrilled with the data we collected there, since the format (extemporaneous interviews) doesn't completely align with our course objectives. This year, we kept the interview format but didn't record data based on those interviews.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 210
Assessment Measure	Direct - Essay
Assessment Findings	Met
Improvement Narrative	**Improvement Type** / **Summary**: Course not offered this year.

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 302
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	**Improvement Type** / **Summary**: Course not offered this year.

Standard/Outcome	ENG.4 Students will reflect substantively on their growth as writers and scholars
Legend	A
Course/Event	ENG 302
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr><tr><td></td><td>Course not offered this year.</td></tr></table>

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
Legend	A
Course/Event	ENG 327
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr><tr><td>Enrollment Requirements</td><td>Course not offered this year.</td></tr></table>

Standard/Outcome	ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
Legend	A
Course/Event	ENG 327
Assessment Measure	Direct - Essay
Assessment Findings	Not met
Improvement Narrative	<table><tr><th>Improvement Type</th><th>Summary</th></tr><tr><td>Enrollment Requirements</td><td>Course not offered this year.</td></tr></table>

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Sophomores and juniors presented an artifact they had created for a course and defended/ talked about how it reflected their interests and skills, including reflections on improvement since the narrative was created. Freshmen observed the interview process; seniors sat with faculty as evaluators and asked questions of the sophomore and junior students presenting their work. More granular detail can be found in the attached schedule.

Because the interview/ defense format of the assessment day proceedings is so far from what we ask of students in our program, we did not record assessment data. Instead, we met with students after their interviews and tried to talk to them about the strengths and weaknesses of their presentation. Then, any notes were burned in a fire in the woods.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Days_Schedule_for_English.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Three students presented as part of the senior showcase, reflecting on the process they went through to develop their senior project and more broadly on where they think their work might go next. Through questioning, faculty were able to ascertain, at least verbally, a sense of where students were in regard to program objectives. These impressions from the senior showcase are shared with the instructor for that course and are used, in conjunction with an assessment of the senior portfolio all students submit, to evaluate student performance.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Program_Objectives_Rubric_1.doc

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the

past academic year. Include a total number of lead events program faculty sponsored.

English program faculty hosted several LEAD events this year.

These included LEAD events related to the OneRead selection and the summer LEADReads program.

One faculty member sponsored a "Scary Stories" LEAD event. Another faculty member hosted three additional film screenings as LEAD events, as well as other film screenings.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Two students presented their work at the 8th Annual Humanities Conference at Central Methodist University. One student was awarded the Distinguished Scholar award and also one the "Historical Research Essay" of the year by the History Society student organization.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
A faculty member gave three presentations at the University of Missouri on team building and one on grant writing.
A faculty member worked with a colleague to develop a new major in film. This program will be supported with current offerings in English and comm.
A faculty member published four stories in literary journals.

Assessment Rubric

Annual Assessment Rubric — 11.000 pts 91.67%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:	The learning objectives are fine but the report needs to separate the objectives from the English and the English Education report.				
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:	There are several assessments for each objective. the faculty have also made sure that the assessment is more than a written paper. The portfolio is a nice addition to the assessment process.				
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A
Comment:	I did not see any changes to the assessment or changes to curriculum noted in the report.				

English Annual Assessment 2018-2019

ENGLISH BA **3**

PROGRAM PROFILE 3

PROGRAM ASSESSMENT 5

CURRICULUM MAP 6

ASSESSMENT FINDINGS 8

PROGRAM ACTIVITIES 13

ASSESSMENT RUBRIC 16

Annual Assessment 18-19

English BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2017-18	Student Majors 2018-19
9	4

Student Minors 2017-18	Student Minors 2018-19
8	6

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

No concentrations.

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

No concentrations.

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

We would like to grow the program from its current number of a little less than ten students to more like twenty students. To accomplish these, we reguarly stage LEAD events we think of as outreach events, whether tied to film screenings, the OneRead and LEADRead programs, or National Poetry Month, etc. We also recently met with admissions to talk with them about the way they present the program when they are meeting with interested students. That said, the size of our program is largely dependent on the overall enrollment at the school, and it has always been that. In short, we'd like to be a larger program, we put ourselves out there, but when the student body as a whole is historically small, as it is now and is anticipated to be for the next couple years, the program is likely to remain small as well.

Our persistence and degree completion is about where we'd expect it to be. Sometimes we have students who graduate in three years, though this is rare. I can't remember anyone who is not a dual major taking more than four. Retention is about where you'd expect, though when we lose one student, is really affects us statistically because the program is so small.

We remain open to working with transfer students, and we think that our program, with its manageable core of classes and its deliberate structure, does make ours a program that is attractive to transfer students who are looking to graduate in two years.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditonal focuses of literature and creative writing.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Two faculty worked on redeveloping the marketing one-sheet that is used to promote the program through admissions.

The webpage for English is OK; we'd give it a low B. The student profile on Ashley is the strongest piece there. We could probably generate some new alumni quotes, maybe from Leigh Rice and Brittni Cebulak. But most of the information that is there is accurate, even if it could maybe be pared back some.

Marketing Material

webpage1.PNG
webpage2.PNG
webpage3.PNG
webpage4.PNG
webpage5.PNG

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ENG Curriculum Map(Imported)(Imported)

	ENG 210	**ENG 215**	**ENG 218**
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A	
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.			
ENG.4 Students will reflect substantively on their growth as writers and scholars			A

	ENG 222	**ENG 280**	**ENG 302**
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A		A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.		A	
ENG.4 Students will reflect substantively on their growth as writers and scholars			A

	ENG 308	**ENG 316**	**ENG 327**
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A		
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.		A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.		A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars	A		

	ENG 440
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.	A
ENG.4 Students will reflect substantively on their growth as writers and scholars	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for ENG Curriculum Map

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

Assessment Measures

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 (100% of) students assessed as developing or better.	210AssessmentS19.pdf	

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (18 of 18) assessed as developing or better.	ENG_215_and_316_data.docx	

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	16/18 (89%) of students scored developing or better.	Eng_218_Obj1.pdf	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/14 students (93%) of students scored developing or better.	Via_Eng_222_Narrative_Paper_1.pdf	

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/11 (91%) of students scored developing or better.	Eng_280_Assessment_data.docx	

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	2/2 (100% of) students assessed as developing or better.	327_440AssessmentS19.docx	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

Assessment Measures

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 (100% of) students assessed as developing or better. Data attached to obj 1		

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (18 of 18) assessed as developing or better.	ENG_215_and_316_data.docx	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/14 (93%) of students scored developed or better. Data attached to objective one for this class.		

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (6 of 6) assessed as developing or better.	ENG_215_and_316_data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	7/7 (100% of) students assessed as developing or better.	327_440AssessmentS19.docx	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	2/2 (100% of) students assessed as developing or better. Data attached to obj 1		

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

Assessment Measures

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	11/11 (100% of) students assessed as developing or better.Data attached to obj 1	Eng_280_Assessment_data.docx	

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (6 of 6) assessed as developing or better.	ENG_215_and_316_data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	7/7 (100% of) students assessed as developing or better. Data attached to obj2		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	2/2 (100% of) students assessed as developing or better. Data attached to obj 1		

ENG.4 Students will reflect substantively on their growth as writers and scholars

Assessment Measures

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% of students who took part in the final scored developing or better		

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	2/2 (100% of) students assessed as developing or better. Data attached to obj 1		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The English program has been working, for a couple years, to get to a place where we are getting most of our assessment data out of class work. This works well for us because we have a small number of majors but have a lot of

contact hours with students more generally, especially because we teach so many 200-level gen ed courses. That means that at the 200-level at least, by adding the Eng/ Eng Ed rubric to assignments in some of those courses, we've been able to gather a lot of data about how successful those courses are at meeting program objectives.

There are some dark patches in those silver clouds: low enrollment means that classes, especially but not exclusively those at the 300- and 400-level, are canceled. This means that there are some areas of our program that we can't really assess. It's also the case that some of our online sections are still not assessing student work for how well it meets the program objectives. There's an irony here: those courses were first to have students upload assignments, before there even was an Eng / Eng Ed rubric, and as a result, the templates for those assignments lack that rubric. Right now, technical issues in VIA prevent us from adding the rubric to that template, which means it needs to be added in a more ad hoc manner. We're going to try to hoc better about adding the rubric to next year's classes.

When we met this year, we talked about what we'd like our data to tell us that maybe it doesn't right now. We met on Wed, 5/8, and posed three questions that are at least adjacent to assessment. First, there's a prereq of ENG 102 doe most 200-level Eng courses. Is this prereq necessary? Can it be modified to allow students to enroll in 200-level courses if they are *simulatenously* enrolled in Eng 102? (This is allowed now with permission, but we wonder if we should make it automatic.) Second, we wondered about the relative success rates of transfer and traditional students at 300- and 400-level courses. Though the sample size is vanishingly small for these populations, it would tell us if lower level courses were necessary preparation for upper-level work. And finally, faculty observed that students struggle to find and integrate research appropriately into their work, especially at the upper levels. Faculty are considering adding a research-based assignment to all 300-level courses and maybe generating a one objective rubric to see how well students do this. This would mean assessing something we're not assessing now, but it might yield results that would lead us to revise our program curriculum.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students will present on songs that belong in the "21st Century American songbook" by giving a short oral argument why, accompanied by a written outline.

This will allow us to informally gauge student comprehension of objectives 2, 3, and 4, though we are not looking for assessment data out of this event, since we feel like we get enough data oit of coursework.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two English students presented at the senior showcase on Nov 29. They presented on the essays they had written in the capstone class, which us usually an expansion of an essay created in another class. Faculty give feedbak to the senior seminar leader; that leader, this year Dr Smith, uses that feedback to assess student achievement of program objectives.

The primary gain is to create an event to honor our students' work and to create an opportunity to question students about their work in a context that is larger than an ordinary class.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
ENG_Program_Objectives_Rev_Fall_13.doc

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

2 film screenings, one tied to the OneRead text and another tied to a WWU Theater mainstage production.

Senior showcase presentations were a LEAD event.

Two additional events tied the OneRead book were LEAD events.

The Halloween "Scary Stories" reading and a "creative writers reading" event were both LEAD events.

'First Flight" Film Festival

Alumni-Student Creative Writing Mixer and Reading

Two events where a pair of outside readers read to students.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

One senior student received a perfect score on the GRE writing exam.

One senior was accepted to two graduate programs in English and will start her program in the fall at UMKC where she has funding as a TA.

One student was selected as distinguished schiolar for English and the Cockrell Award.

3 students presented at the 9th annual CMU Humanities conference.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

One student published a version of essay she'd written for her senior seminar in an academic journal.

Another student is opening her own editing service and published an article in Spine magazine.

Another student has started a content marketing service in St Paul, Minnesota.

Another student is an on-air radio personality in Mexico, MO.

Anoter student won statewide recognition for her teaching at the high school in Hermann, MO.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
One faculty member gave seven presentations to the MU School of Health on leadership and group cohesion. She also co-authored a published academic paper.
That faculty member also oversaw an independent study.
Another faculty member held private tutoring sessions with students from the ASL-ITP program to prepare for the Test of English Proficiency.
Another faculty member served as the faulty English tutor in the Academic Success Center and reviewed film textbook for a publisher.
Another faculty member published several stories, poems, and s single essay. as well as presenting at the College English Association national conference and at a Watermark-branded event in Springfield, MO.
Two faculty members collaborated with admissions to reformat and revise the department's marketing materials.

Assessment Rubric

Annual Assessment Rubric 2018

30.000 pts 76.92%

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:	The program has laid out their assessment across the curriculum and faculty so that it is equally distributed by load and course designation. The program does a good job of articulating their results and providing the evidence for their claims.			
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	The program did not use any Improvement Narratives			
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:	The program put on several LEAD events for the campus community.			
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:	It is a small program but still they included information on students and faculty in their reporting.			

English Annual Assessment 2019-2020

Annual Assessment 2019-2020

English BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

	Majors	Minors	Concentrations
2018-19	4	5	N/A
2019-2020	4	6	N/A

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditonal focuses of literature and creative writing.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The webpage materials on the English major and minor are ok, with one exception. In snip 3, the heading says "Pursue an exciting career as a/ an" and then lists field (editing, publishing) instead of the titles for those positions. As written, it should say "publisher, editor," etc. I think the best fix would be the edit the heading to read "Pursue an exciting career in." That removes the awkward a/ an construction and also makes it so you can work in publishing without being the publisher, which feels more likely.

Marketing Material

Marketing_Web_Page.zip

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural

	and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars
MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
MO-SPE-TC.2C5	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
MO-SPE-TC.2C6	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
MO-SPE-TC.3	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
MO-SPE-TC.3C1	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
MO-SPE-TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE-TC.3C3	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
MO-SPE-TC.4	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.
MO-SPE-	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The

TC.4C1	teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
MO-SPE-TC.4C2	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
MO-SPE-TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE-TC.5	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
MO-SPE-TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE-TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE-TC.5C3	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
MO-SPE-TC.6	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
MO-SPE-TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE-TC.6C2	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.
MO-SPE-TC.6C3	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
MO-SPE-TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
MO-SPE-TC.7	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE-TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE-TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE-TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.
MO-SPE-TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE-TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.

MO-SPE-TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
MO-SPE-TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE-TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE-TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE-TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE-TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE-TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.
MO-SPE-TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE-TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

Alignment to the University Objectives
Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

1) Interdisciplinary

Several English faculty have found ways to engage in interdisciplinary work in the classroom.

One faculty brought in the PHL prof to talk to his classes about existentialism to deepen the students’ understanding of Camus’ The Stranger.

In Film studies classes, students look at elements of film production alongside COM students studying the same elements on the side of film production.

2) Reflective (current events)

English classes long have and continued to engage contemporary issues and concerns. For example, composition classes discussed abortion and trafficking as well as analyzing political rhetoric. A World Lit class looked at the ways Chinese literature from the 1920s might be used by both sides of the contemporary strife over Hong Kong political autonomy.

3) Reflective (self-assessment)

The English curriculum regularly asks students to assess their own work to identify its strengths and weaknesses. For example, in one comp class, students write short reflective essays on their growth as writers after reflection on a portfolio of their writing in the class.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ENG Curriculum Map(Imported)(Imported)(Imported)

	ENG 210	ENG 215	ENG 218	ENG 222	ENG 280
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A	
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.					A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A		

	ENG 302	ENG 308	ENG 316	ENG 327	ENG 440
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.		A			A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A		A	A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.			A	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars	A	A			A

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for ENG Curriculum Map(Imported)(Imported)(Imported)

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 (95%) students assessed as developing or better.	ENG_210.docx	

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	95% (18 of 19) assessed as developing or better.	ENG_Data_Fall_19.docx	

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	19/19 (89%) of students scored developing or better.	ENG_218.pdf	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	16/16 students (100%) of students scored developing or better.	ENG__222___Introduction_to_Rhetoric__L.pdf	

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet?	11/11 (100%) of students scored developing or better.	Eng_280.pdf	

	Met			

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 (100%) students scored developing or better.	Eng_308.pdf	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 (100%) students assessed as developing or better. Data attached to obj 1		

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	95% (18 of 19) assessed as developing or better. Data attached to objective 1.		

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	16/16 (100%) of students scored developed or better. Data attached to objective one for this class1		

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	10/11 (89%) students scored developing or better. Data attached to objective four.		

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (6 of 6) assessed as developing or better.	ENG_215_and_316_data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 (100%) students assessed as developing or better.	ENG_327_Data.docx	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	11/11 (100% of) students assessed as developing or better.Data attached to obj 1	Eng_280.pdf	

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (7 of 7) assessed as developing or better. Data attached to ENG 215 objective 1.		

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 (100%) students assessed as developing or better. Data attached to obj2		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

ENG.4 Students will reflect substantively on their growth as writers and scholars

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	This assessment was tied to the final exam, which didn't happen as planned because COVID. No data to report.		

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	10/11 (89%) students scored developing or better.	ENG_302_Spring_20_Data.docx	

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 (100%) students scored developing or better. Data attached to objective 1.		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what

activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The English and English Ed programs are generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particulalry useful, so we no longer collect data from that event.

This year we again ran into problems collecting data from our online clases (ENG 239 and ENG 301). This is because the templates for assignments in those classes don't have the right rubrics attached. I've tried to fix this but it hasn't work, so I think I'll need to create a new template and start using that instead of the ones that appear impossible to fix.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Student Performance Days Plan for Feb 18 and 19, 2020

This year, we will again give students a prompt that they will use to make a presentation to the collected faculty. We'll schedule them for these presentations/ interviews for 20 minute blocks on Tuesday and Wednesday morning. On Wednesday afternoon, we'll also have a "performance review practice session," which we think might be a way to give students some help at navigating the CLA, and if nothing else, will help them know what to expect.

Prompt for interviews: choose a fictional character from the past who you feel is especially relevant in 2020. Why?

Performance task: You are the CEO of Film Production for the Star Wars franchise at Disney. Given the differences between two approaches to the film universe, represented by the work of Rian Johnson (The Last Jedi) and JJ Abrams (The Rise of Skywalker), review the provided documents and chart a path for new Star Wars movies.

The interviews will not be scored on a rubric or assessed. We get plenty of good data from our classes, but the interviews, when we don't assess them, give us an opportunity to push students to think about the task in ways we hope they will find helpful.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Student_Performance_Reviews_Sched_2020.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain

from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two students, one English and one History, presented their senior projects at the end of the fall semester. We feel like asking the students to make a presentation of the process behind the final project they created in senior seminar makes the students reflect on their work in ways we and they find helpful. It means they need to find the big take-away from their project, but it also allows them to talk about the challenges they faced and to see the sweat equity of their final project.

We assess their presentation as part of the grade for their final senior project, because being able to present and defend your work is an important skill. But it's a small part of the overall grade. We don't use a rubric for it, findng instead that an email chain is usually good enough to identify what we need to know.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

The English program sponsored several LEAD events in fall 2019, including Film Club LEAD events, including one that was part of suicide prevention month and another tied to Halloween.

The English dept also sponsored a Halloween creative writing event as well as several events tied to NOMDLAND, this year's OneRead book.

The Film Club sceened the movie *Hidden Figures* as a LEAD event to celebrate Black History Month.

Also, the English senior seminar presentation was a LEAD event.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

One student published a poem in the online journal Little Death. Another student studied in South Korea.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate

school, employment or professional milestones. Include recent graduates.

One student was voted the president of grad program's chapter of Sigma Tau Delta, the English Honor Society.

Another student launched an editing company.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

One faculty was a contributing co-author of an article published in a medical journal as well as editing editing grant proposals in collaboration with WWU's Office of Advancement
Another worked with COM faculty to develop and revise an article submitted for publication
A third published creative in online and print journals.

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	N/A
Comment:	The section of the report for a discussion on retention numbers is not completed. The program needs to speak to this issue in the future. How does the program plan to retain and work with, or recruit new students to the major.			
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:	There are no external accreditation standards for the program			
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	✓ The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:	the program does a great job of spreading out the assessment in a variety of courses, but also within the diverse range of courses that are offered by the program faculty.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:	Each objective assessed has the supporting data behind it and the faculty do a nice job of laying it out. Any issue with data collection are addressed and a plan is in place to figure out how to remedy the problem.			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	The program did not use any Improvement Narratives as the only "Not Met" objective was not met due to complications with COVID in the term.			
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				

WILLIAM WOODS
UNIVERSITY

English Annual Assessment 2020-2021

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Annual Assessment 2020-2021

English BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2019-2020

7

Student Minors 2019-20

Student Majors 2020-2021

Student Minors 2020-2021

Concentrations 2019-2020
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Concentrations 2020-2021
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved?

We'd like to grow the major, but with enrollment down across the board, we've seen our program shrink along with the rest of campus

Optimal Enrollment
Considering current human and physical resources, what is the optimal enrollment for the program?

20

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

We reviewed the material on the webpage. The prose seems a little purple, even for us. I would suggest some editing, and I'd be willing to help with that. Also, going forward without Stephanie might mean some shifts in orientation that will be reflected in the webpage going forward, but that can't be blamed on the current webpage, which is current as of this writing.

We've suggested in the past some more recent grads who could be approached to offer testimony. I'm not sure if they refused or were never approached, but we'd still like to try to refresh that section a little.

Marketing Material

Marketing_Materials_May21.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars
MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, and Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
MO-SPE-TC.2C5	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
MO-SPE-TC.2C6	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
MO-SPE-TC.3	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
MO-SPE-TC.3C1	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
MO-SPE-TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE-TC.3C3	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
MO-SPE-TC.4	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? Development and critical thinking, problem solving, and performance skills including instructional resources.
MO-SPE-TC.4C1	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical

	thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
MO-SPE-TC.4C2	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
MO-SPE-TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE-TC.5	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
MO-SPE-TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE-TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE-TC.5C3	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
MO-SPE-TC.6	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
MO-SPE-TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE-TC.6C2	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? Communications.
MO-SPE-TC.6C3	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
MO-SPE-TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
MO-SPE-TC.7	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learners progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE-TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE-TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE-TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.
MO-SPE-TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE-TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
MO-SPE-TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.

MO-SPE-TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE-TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE-TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE-TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE-TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE-TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.
MO-SPE-TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE-TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

1) Interdisciplinary

Several English faculty have found ways to engage in interdisciplinary work in the classroom.

One faculty brought in the PHL prof to talk to his classes about existentialism to deepen the students’ understanding of Camus’ The Stranger.

In Film studies classes, students look at elements of film production alongside COM students studying the same elements on the side of film production.

2) Reflective (current events)

English classes long have and continued to engage contemporary issues and concerns. For example, composition classes discussed abortion and trafficking as well as analyzing political rhetoric. A World Lit class looked at the ways Chinese literature from the 1920s might be used by both sides of the contemporary strife over Hong Kong political autonomy.

3) Reflective (self-assessment)

The English curriculum regularly asks students to assess their own work to identify its strengths and weaknesses. For example, in one comp class, students write short reflective essays on their growth as writers after reflection on a portfolio of their writing in the class.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ENG Curriculum Map

	ENG 210	**ENG 215**	**ENG 218**	**ENG 222**	**ENG 280**	**ENG 302**	**ENG 308**	**ENG 316**	**ENG 327**	**ENG 440**
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A		A			A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A		A		A	A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.					A			A	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A			A	A			A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for ENG Curriculum Map

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data collected did not use ENG program objectives rubric.		

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	95% (19/20) of students scored developing or higher	ENG_215_Data_Fall_20.docx	

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	16/17 (94%) of students scored developing or better	Via___ENG_218___Introduction_to_Creative_Writing__L___01_FUL___3_Spring_2021_Activity_Assessments_Aggregated_Result_05_11_2021_181546.pdf	

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	90% (9/10) of students scored developing or higher.	Eng_280_Data.docx	

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (5/5) of students scored developing or better	Eng_440_Data.docx	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

ENG 210				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data collected did not use ENG program objectives rubric.		

ENG 215				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met	95% (19 of 20) assessed as developing or better. Data attached to		

	yet? Met	objective 1.		

ENG 222				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (13/13) of students scored developing or better	Eng_316_Data.docx	

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (6/6) of students scored developing or better	ENG_327S21.docx	

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (5/5) of students scored developing or better. Data attached to objective 1.		

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

ENG 280				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	80% (8/10) of students scored developing or higher. Data attached to objective 1.		

ENG 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (13/13) of students scored developing or higher. Data attached to objective 2		

ENG 327				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (6/6) of students scored developing or better. Data attached to objective 2.		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (5/5) of students scored developing or better. Data attached to objective 1.		

ENG.4 Students will reflect substantively on their growth as writers and scholars

ENG 218				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	88% (16/18) of students scored developing or better.	eng_218_obj_4.pdf	

ENG 302				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 308				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered in AY2021		

ENG 440				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (5/5) of students scored developing or better. Data attached to objective 1.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The English and English Ed programs are generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particularly useful, so we no longer collect data from that event.

This year we again ran into problems collecting data from our online classes (ENG 239 and ENG 301). This is because the templates for assignments in those classes don't have the right rubrics attached. I've tried to fix this but it hasn't work, so I think I'll need to create a new template and start using that instead of the ones that appear impossible to fix.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

This year for student performance reviews, we broke the majors into two groups and asked them to prepare responses to two versions of the Cinderella story, one by Perrault and one by the Grimm Brothers. At the assessment event, we gave students prepared questions related to those texts and had them present their best answers.

We did not collect assessment data at this event. We collect lots of data in our classes, and the data these events give us is often an outlier from the data we collect in classes so we find it useless.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two students (Katie Farrell and Grace Meinhardt) presented their work in the fall.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Academic Integrity and Plagiarism
Escape Room "To Catch a Killer" event
Student-alumni collaborative reading
Lazy Lunchtime Book Club

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Grace Meinhardt won a distinguished scholar award (English Education)

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Ashley Pendleton completed MA at UMKC and accepted into PhD program at Florida State University

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
One faculty member planned and promoted PD activities. Another was named the Beaumont distinguished faculty award and served as the asset faculty marshal at commencement.

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	N/A
Comment:	Data filled out for 2019-2020 but no data entered for 2020-2021 While low number of majors, no discussion of retention and persistence was mentioned.			
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:	The Program did not complete the "Alignment to the University Objectives"			
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	✓ The curriculum map is complete	The curriculum map is not complete	N/A
Comment:	Curriculum Map only includes when the objective is Assessed, does not include where the Objective is Introduced, Reinforced, or Mastered. Program should consider adding these components of Assessment.			
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:	Maybe considering developing an Assessment for Student Performance Days that is useful to your program.			

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:	Program provides data, did not see actual rubrics.			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:	We had a similar issue when trying to use groups in assessment. Just because it shows "Not Met" does mean it is a bad assessment. Having a week or month to do an assignment verses having to read and comprehend and answer questions on the spot may be harder, and that is okay. We are on our 3rd version of our Student Performance day Assessment, tweaking it slightly each year.			
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				