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College: College of Liberal Arts

Department: Department of English Language and Literatures

Academic Programs Reviewed

English - BA

English: Language Arts Education - BA

English (Literature) - MA

English (Composition and Rhetoric) - MA

English (TESOL) - MA

English minors (general English, TESOL, creative writing)

Program Review Committee

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Submitted January 14, 2015



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Dean, Kristin Sobolik

Program 1. ENGLISH - BA

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	319	295	290	296	288
Graduates	43	65	64	56	64

Program description

The English major provides a balanced program of introductory and advanced work in five separate concentrations within the field of English Studies: Literature, Teaching English to Speakers of Other Languages (TESOL), Integrated Language Arts (ILA), Creative Writing, and Professional and Technical Writing (PTW). Students in all five concentrations begin with required core courses in literary studies and language or rhetoric studies, providing a solid foundation to advanced coursework in their chosen concentrations. The Literature concentration features courses that examine a range of texts in English over a broad historical period from the Middle Ages to the present day and from a variety of Anglophone cultures, focusing upon the development of advanced skills in critical interpretation, analysis, argument, and communication. The Creative Writing concentration offers students a full series of introductory and advanced creative writing courses in Poetry, Fiction, and other genres, in addition to practical guidance on publication. The PTW concentration gives students the multimedia writing skills necessary to flourish in a variety of career settings, with courses focusing on technical writing genres, creative document design, and teamwork dynamics in the contemporary workplace. The TESOL concentration acquaints students with the basic knowledge and skills necessary to teach English as a second or foreign language, with courses that combine advanced work in applied linguistics and training in current methods of language teaching. A fifth program in Language Arts Education is treated separately below.

Alignment with university mission, strategic plan

The major in English builds a solid foundation for student success through innovative courses that inculcate the general clear communication and critical thinking skills required by employers globally. English majors learn to conduct scholarly research and perform creative work and to deliver material in a range of specific formats, such as online readers' guides, oral presentations, research posters, blogs, business reports, poems, plays, short fiction, and wikis. They also attend to differences among speakers of English in diverse contexts; nuances of gender, class, race, and ethnicity; and other dimensions of varied identities and cultural experiences. The English major thus lays a solid foundation for success in meeting today's global challenges; for developing professionally, intellectually, and personally; and for engaging in meaningful community service. Many graduates have gone on to pursue graduate study in English or in other fields such as law, business, urban planning, and library science, while others have been especially successful working in such fields as fundraising and development, arts administration, government, journalism, and publishing.

Program distinctiveness

- All English majors establish a solid foundation in the principles of clear communication and critical thinking by taking the core courses ENG 3050 and ENG 3060, which, like our 3000-level series of literature surveys, attract not only English majors but also many students from other majors and colleges, particularly Education.
- English Department faculty and students have enhanced both student experience and regional appreciation for the arts by sponsoring a range of extracurricular events, such as those around the yearly Dayton Literary Peace Prize, the 2013 Pride and Prejudice Bicentennial, and 2014-15's series of events observing the centennial of World War One's beginning, *A Long, Long Way: Echoes of the Great War*.
- English majors who graduate with the TESOL concentration teach English all over the world as well as domestically in public schools, two-year and four-year colleges, and intensive English programs, including Wright State's own LEAP Intensive English program.
- Most students in the professional writing program and all students completing the professional and technical writing internship, as well as all students in the TESOL major and certificate programs complete relevant internships. Since 2011 an increasing number of PTW internships are paid positions.

Recognitions of quality of the program

Students in the English major are valued participants in the intellectual life of the English department and the College of Liberal Arts, actively pursuing a range of activities such as leadership roles in local cultural events, presentations at academic conferences, and submission of written works for publication. Highlights of the quality and extent of students' innovative scholarship and engagement include:

- service as Dean's Advisory Board Members;
- contributions as
 - volunteer organizers in CELIA events,
 - officers of the English Club who participate in its many annual events,
 - editors and publishers of the undergraduate literary critical journal *Fogdog Review* and WSU's creative writing magazine *Nexus*;
- scholarship awards that are highly competitive in the college and the university, such as CoLA Study Abroad Scholarships and WSU Board of Trustees Scholarships;
- membership in Sigma Tau Delta, English Honor Society

Program learning outcomes

All graduates with a B. A. in English should be

- informed readers, able to formulate readings of texts based on their knowledge of literary historical contexts and of basic critical strategies;
- skilled writers, able to develop a thesis and sustain a coherent written argument about literature using secondary sources.

Students in the Literature Concentration should also be

- familiar with works in the Anglo-American literary tradition and other literatures written in English;
- familiar with and able to use the terms of literary analysis.

Students in the Creative Writing Concentration should also be

- familiar with the discipline of creative writing and the value of criticism in the creative process;
- able to write in their chosen creative forms.

Students in the Professional Writing Concentration should also be

- familiar with the fields of professional writing and the primary writing conventions and skills needed in several fields;
- able to create and edit appropriate professional and/or technical documents.

Students in the TESOL Concentration should also be

- familiar with the nature of language, the structure of English, and the fundamentals of language teaching;
- able to develop a classroom pedagogy informed by their understanding of language.

Students in the Integrated Language Arts Concentration should also be

- familiar with the fundamentals of teaching language arts at the high school and middle school levels;
- able to develop an approach to Language Arts teaching informed by their understanding of literature and language.

Description of learning outcomes assessment program

Each year, ten preliminary papers with corresponding assignments are randomly culled from fall term sections of ENG 3050. Ten final papers/final exams with corresponding assignments are also randomly culled from spring term sections of English 3060. Additionally, a single concentration within the major is assessed each year, and once the rotation through all concentrations is complete the cycle is repeated. Thus five culminating papers, together with the corresponding assignment, are randomly selected from one of the following courses or sets of courses each year: an ENG 4000-level literature class in spring (Literature), ENG 4880 or 4870 (Creative Writing), ENG 4640 (Professional Writing), ENG 4780 (TESOL), ENG 4560 (Integrated Language Arts). The papers from the 3050/3060 sequence are assessed biennially by the Undergraduate and Literature Program Committees for the general outcomes expected of all students, with attention also to the samples' progress toward achieving the overall program objectives as well as the course objectives of the core course sequence. The papers from the courses listed above are evaluated by the respective program committees to assess the degree to which they meet the specific learning outcomes of each concentration. Additionally, each graduating senior is given a brief exit survey to complete before the "graduation check" advising meeting. Following the completion of each year's assessment cycle, the program faculty whose program was assessed that year hold a retreat to weigh the implications of the assessment data and report implications and any resulting curricular adjustments to the department at the next mid-term department meeting.

Summary of assessment findings for past five years

In each year's assessment cycle, the program under review has typically identified slight deficiencies and implemented corresponding adjustments in at least one outcome area. In 2013, for instance, ILA faculty found that, while ILA students did by and large write coherently and accurately, they sometimes failed to proofread and edit longer papers appropriately. The faculty addressed the problem by uniformly assigning one large paper in all ILA classes which is accompanied by dialogue journals in which student writers identify their specific areas of concern, and faculty then use these journals as guiding points in their feedback process. Similarly, in 2012 the TESOL faculty identified a pattern of less than optimal English mechanics mastery in the batch of TESOL papers reviewed, and consequently integrated a more systematic emphasis upon proper mechanics into all TESOL courses.

Major curricular changes since last review (or past five years)

The most significant curricular changes in the past five years have been the results at least as much of the semester conversion process as of the regular assessment process, with the entire undergraduate curriculum undergoing a complete redesign in the three years before the advent of semesters in 2012-13. Highlights of such changes include the conversion of the core ENG 3050/3060 sequence from two ten-week quarter-based courses to two fourteen-week semester-based courses. In a series of retreats, faculty discussed the implications of a 40% increase in the calendar time of the courses without a proportional increase in contact hours, and systematically shared previous syllabuses and course assignments, resulting in more calibrated expectations and centralized guidelines and resources for meeting the course's outcomes in the new format. Other significant changes to the curriculum include the design and initial implementation of a new undergraduate course in women's literature to be added to the array of 3000-level surveys that satisfy core requirements for all English majors, thus increasing the diversity of options available to students. Finally, the department offers a pre-med pathway for English majors, which has been completed by two undergraduates since 2009, and the department has also collaborated in 2014 with the WSU Department of Computer Science to develop a dual degree pathway for students majoring in computer science and English with a concentration in professional and technical writing.

Graduate placement data, employer satisfaction

Such data as are currently available for job placement among English graduates are, alas, piecemeal and anecdotal. We are in the process of developing ways to keep in touch with our students after graduation, including the use of social media. Anecdotally, our students have been successful in their applications to graduate programs as well as law schools, and in finding employment with regional employers.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 2. English: Language Arts Education - BA

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	81	113	111	96	93
Graduates	29	24	28	17	26

Program description

Students wishing to train as language arts teachers begin their studies in the College of Liberal Arts with an undergraduate degree in English: Integrated Language Arts (ILA). It continues in the College of Education and Human Services with a master's in education (M.Ed.) in Adolescent Young Adult (AYA): Integrated Language Arts (ILA) and licensure. Our program is unique in its view of preparing secondary English Language Arts teachers with five content-specific pedagogy courses at the undergraduate level (ENG 3520: Writing Processes in ILA, ENG 3530: Young Adult Literature, ENG 3560: Writing Workshop, ENG 3570: Reading Workshop, ENG 4560: Capstone in ILA Curriculum) and two content-specific courses at the graduate level (ED 6640: ILA: AYA Curriculum & Materials I, ED 6740: ILA: AYA Curriculum & Materials II). All courses in the undergraduate ILA program are required for admission to the graduate M.Ed. licensure program. The ILA program follows the National Network on Educational Renewal (NNER) in emphasizing collaboration among the arts and sciences faculty, education faculty, and secondary schools in educating future teachers. Thus, all content and some content-specific pedagogical courses are offered through the Department of English Language and Literatures.

Alignment with university mission, strategic plan

The ILA program builds a solid foundation for the success of undergraduates who are studying English with the intent of becoming Adolescent Young Adult (AYA) English teachers. Each content area course is aligned with the National Council of Teachers of English program standards. These courses cover literary time periods, styles, and genres; linguistics; the teaching of reading, writing, listening, speaking, viewing, and visually representing; and the teaching of grammar. In addition, all undergraduate ILA students participate in a yearlong field placement arranged by the College of Education and Human Services. In this placement, students are placed in an AYA English classroom in which they connect course concepts with classroom practices. In recent years, the ILA curriculum has placed increasing emphasis upon opportunities for students and professors to work with secondary teachers in English classrooms even before their field placement. Since 2006, the ILA program has offered seven undergraduate courses that feature a field component in a classroom context. These increased field experiences have created further opportunities for ILA students to connect theoretical understandings with classroom methods; given students many opportunities to connect with future teaching colleagues, principals, and schools; and increased the visibility of the ILA program throughout the area.

Program distinctiveness

- The ILA program offers candidates an undergraduate degree in English that includes foundational courses in English literature and five Integrated Language Arts methods courses, all

housed in the department of English. This curriculum offers candidates a thorough foundation as experts in their content area before they enter student teaching as graduate students.

- The ILA program includes a master's degree (M.Ed.) and licensure in the College of Education and Human Services. Both the undergraduate and graduate programs are modeled after the National Network of Education Renewal's goals of community, school, and university collaborations that lead to school renewal.
- The ILA curriculum includes several contextual learning experiences for undergraduate students in addition to their undergraduate field placements. The large proportion of content area coursework distinguishes Wright State's ILA program from many other English education programs in the nation, demonstrating a serious commitment to the preparation of English teachers who are experts in their content areas.
- Graduates of the ILA program serve in the Dayton area as cooperating teachers for ILA undergraduate and graduate students in the field. These partnerships demonstrate how the research-based methods taught in the ILA program are working in multiple educational contexts, and the resulting mentoring relationships often lead to lifelong support mechanisms, employment, and long-term connections with faculty in the ILA program.

Recognitions of quality of the program

The ILA program received national recognition from the National Council for Accreditation of Teacher Education and the National Council of Teachers of English (2007 and 2014)

Program learning outcomes

Students who graduate from the Integrated Language Arts Program should be:

- Familiar with the theory and pedagogy in AYA Integrated language arts
- Able to develop an approach to language arts teaching informed by their understandings of literature and language and their understandings of the AYA English content area standards
- Prepared through coursework for the initial stages of licensure in the AYA ILA content area

Description of learning outcomes assessment program

In the ILA program, learning outcomes are assessed holistically through a variety of methods. In English 4560 (ILA Capstone), undergraduate students complete a portfolio, which assesses their understanding of theory and standards-based pedagogy in AYA ILA. Through grades in undergraduate English courses and a minimum GPA requirement, students demonstrate their understanding of literature and language. Finally, through passing rates on their content area licensure exam, they demonstrate their preparation for initial licensure in the AYA ILA content area.

As of 2014, learning objectives in all five ILA courses align with the NCTE NCATE standards for the preparation of English teachers at the AYA level. This ensures that our students are completing coursework that prepares them for the field.

Please see NCTE/NCATE attachment for additional information.

Summary of assessment findings for past five years

For our most recent assessment in 2012-13, we looked at coursework at the undergraduate level and passing rates of the PRAXIS II for licensure in the English content area.

Data from 2007-2013 show that the introductory courses into the English major, ENG 300/3050 and 301/3060, seem to be more difficult for the students, perhaps as they are learning the conventions of the discipline of literary study at the level of an English major. Not surprisingly, the 4000-level literature classes also have an average grade of B, as course papers are longer and more in-depth for these courses. Assessment suggests that candidates are particularly strong in American literature, non-western literature, and in some of the 4000-level intensive literature courses, which carry more rigorous essay requirements than their survey courses in British, American, and non-western literatures at the 3000-level. The data also show that students are very strong, with average course grades of A, in their five ILA courses that combine both area content and pedagogical knowledge.

Praxis II is a standardized test that attempts to measure candidates' content knowledge in the English language arts areas of literature, composition, language, and linguistics; the State of Ohio transitioned to the Pearson test in 2013/2014. The content area tests from both companies are similar and questions include essay and multiple choice formats.

Wright State's Department of Teacher Education requires that all candidates pass Praxis II or Pearson tests (after 2013) before they may be admitted to the graduate licensure program; therefore, all candidates in the graduate AYA ILA program have passed these tests. Candidates realize that Ohio has one of the highest pass requirements in the nation (a score of 167 for Praxis).

This assessment shows that students meet the NCTE Standards for competence in the areas of literature and other non-fiction or visual texts, language and linguistics, and composition and rhetoric. The reading process standard is clearly met when students pass this exam, as is the standard for knowledge of a range of literatures. The short responses evaluate composing processes. Average Praxis II scores from the years 2007-2013 range from 171-175.5.

The NCTE/NCATE review conducted in 2013 noted that several of the content area standards in ILA were met, but made recommendations concerning the limitations of our assessment tools. The ILA program is currently developing ways to assess candidates' learning in the content area more holistically through teaching observations, the ILA capstone portfolio, faculty and candidate co-teaching in the graduate year, a longitudinal study conducted by faculty members about new teacher experiences in the field, and exit interviews combined with a one-year post-graduation update survey for graduates. We believe data from these initiatives will yield a more rounded picture of ILA candidates' content area knowledge and how it is applied in the field.

Major curricular changes since last review (or past five years)

- The ILA program transitioned from quarters to semesters. The ILA program kept all five undergraduate methods courses during this transition
- Because the ILA AYA license is more comprehensive than ever before and also licenses ILA AYA graduates to teach drama or theatre, the ILA program is in the process of modifying one of the COM requirements so that ILA students can be better prepared for this potential teaching area.
- The ILA program has aligned all of its syllabi with NCTE/NCATE standards for teacher preparation in the content area of English.

Graduate placement data, employer satisfaction

From the 2014 ILA: AYA M.Ed. Cohort, 90% found employment in full-time teaching positions.

If program has professional accreditation, attach most recent review findings and recommendations

NCTE/NCATE National Recognition

Please see NCTE/NCATE attachment

Program 3. English (Literature) - MA

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	25	22	27	22	15
Graduates	12	4	12	8	5

Program description

The Master's Degree in English Literature deepens students' awareness of different audiences and cultures through in-depth study of a range of texts in English over a broad historical period from the Middle Ages to the present day, and from a variety of Anglophone cultures. All students in the Literature concentration begin their study with the foundational Methods and Materials of Research in Literary Studies, which lays a firm groundwork in critical analysis, reasoned argument, lucid expression, and informed engagement with sophisticated secondary sources. Students refine these skills through a required course in the Theory and Practice of Literary Criticism, six seminars in English (at least four of which are in Literature), and nine additional hours in an approved secondary field of study. In their final semester students complete an MA Culminating Project, the centerpiece of which is a revision of a seminar paper specifically targeted, under the direction of a specialist graduate faculty member, toward publication in an appropriate professional journal in Literary Studies.

Alignment with university mission, strategic plan

By conducting scholarly research that hones their skills in examining diverse texts from a range of viewpoints that attend to nuances of gender, class, race, ethnicity, and other dimensions of varied identities and cultural experiences, MA students in Literature lay a solid foundation for success in meeting today's global challenges; for developing professionally, intellectually, and personally; and for engaging in meaningful community service. Many graduates have gone on to pursue further graduate study in English or in other fields such as law, business, urban planning, and library science, while others have been especially successful working in such fields as fundraising and development, arts administration, government, journalism, and publishing.

Program distinctiveness

- In addition to the traditional mentoring that takes place at all levels of graduate study, for their MA Culminating Project students work closely with an individual faculty member in his or her area of expertise as they revise a seminar paper for intended submission to a targeted professional journal in an appropriate field. Requiring students to actively consider how their scholarship makes a professional contribution to a field of Literary Studies as it is reflected in a targeted publication provides them with a sophisticated level of training that helps to advance them from the role of MA candidates to professionals in the field.
- The program also professionalizes students by requiring them to present their culminating MA projects in a conference setting attended by their peers and faculty. In consultation with the project advisor, this version of the paper is to be prepared for oral delivery.

- Our gateway course for MA students in Literature, Methods and Materials of Research in Literary Studies, introduces them to our Literature faculty through a series of individual faculty panels, organized and hosted by the professor who teaches the course. Individual faculty present focused discussions based on their specific fields of expertise as these correspond to the methods/materials studied throughout the semester. In addition, the panels give MA students insight into the profession as a whole and offer a preview of the intellectual collaboration and professional guidance they can expect from the Literature graduate faculty.

Recognitions of quality of the program

Students in the Master's Degree in English are valued participants in the intellectual life of the English department and the College of Liberal Arts, while actively pursuing a range of research agendas that are presented at academic conferences and/or submitted to peer reviewed journals. Highlights of the quality and extent of students' innovative scholarship and university engagement are:

- publications of book reviews and submission to peer reviewed academic journals such as *Mosaic*, *Explorations in Renaissance Culture*, *Eighteenth Century Journal*, and *Studies in American Naturalism*;
- presentations at regional, national, and international conferences including Midwest MLA; Rocky Mountain MLA; Ohio Valley Shakespeare Conference; Race, Class, Gender and Sexuality Symposium; and Interface Conference in Canada;
- engagement as Dean's Advisory Board Members, contributors and volunteer organizers in CELIA events, and officers of the English Graduate Organization;
- scholarship awards that are highly competitive in the college and the university, such as CoLA Study Abroad Scholarships and WSU Board of Trustees Scholarship; and
- successful placement in PhD programs across the country, including Bowling Green University, University of Cincinnati, University of Kentucky, Arizona State University, Miami University, and University of Wisconsin.

Program learning outcomes

All Graduates of the MA Program in English should:

- be skilled critical readers of significant texts in their chosen fields;
- be effective writers of the kinds of documents required in their special fields;
- be familiar with the research methods and materials (and know how to use the systems of documentation) appropriate to their field of concentration; and
- be aware of and appreciative of the place of literature, language and rhetoric in a culture's identity.

Description of learning outcomes assessment program

Since 2012-13, the assessment strategy utilized by the English Department Graduate Studies Program is the MA Culminating Project. Instead of requiring an independent paper of students in their final term, we now require them to revise a paper from an upper-level graduate class, working closely with the professor who taught the course for which the paper was originally written. The Graduate Committee

prepared a set of questions which the student needs to address as part of the revision process; created an advising form; and instituted a grading rubric for the evaluation of the introductory essay, revised paper, and conference-style presentation. The grading rubric criteria for the MA introductory essay implements the MA learning outcomes by requiring students to demonstrate the following:

- mechanics, proofreading, and discipline-appropriate style;
- the student's development over the course of the program and how the revised essay fits into the context of that development;
- the choice of journal to be targeted; and
- the process of revision in terms of the challenges that were faced and the strategies that were employed for meeting those challenges.

The grading rubric criteria for the MA revised essay implement the MA learning outcomes by requiring students to demonstrate the following:

- mechanics, proofreading, and discipline-appropriate style;
- a clear and appropriate thesis and placement of this thesis in the context of its field;
- focus upon the thesis and discussion and analysis of appropriate examples to support the thesis;
- a selection of sources that is appropriate in both size and scope; and
- appropriate engagement of sources, responding to them and engaging the ongoing scholarly conversation rather than merely repeating their points; and
- appropriate grouping and framing of arguments of other scholars.

The grading rubric criteria for the MA conference-style paper implement the MA learning outcomes by requiring presenters to:

- behave professionally;
- cover main points of the essay's argument clearly;
- be organized and engaging; and
- pace presentation appropriately, completing the paper within the time limit.

Whereas the older model of the capstone experience yielded an unsatisfactory 70% pass rate, this new model has yielded a pass rate of 100%, owing to the strong mentoring of students by instructors through the revision process and the implementation of our thoroughly devised grading rubrics.

Summary of assessment findings for past five years

In 2010-11, consulting with the graduate faculty as a whole, the English Department Graduate Studies Committee revised the capstone experience for graduate students across the three tracks, Literature, Composition/Rhetoric, and TESOL. The resulting portfolio model was created not only to adapt the culminating assessment mechanism to semesters but also to redress shortcomings observed in previous assessments. Previous assessments revealed that the initial pass rates on final MA Culminating Projects were not as high as we would have liked them to be, a shortcoming we attributed to several factors, chief among them being a process that required students to originate, draft, and revise an advanced paper with too little formal guidance. Hence, we needed to formulate a new model and process that would put less pressure on the student to devise an original project from scratch and allow for more direct advising in the drafting and revising stages. 2011-12 was spent establishing the guidelines for this

new MA Culminating Project. In Spring 2013, we successfully implemented this new model. Sixteen graduating students revised their essays to a publication-worthy standard, submitted them along with their introductory essays for evaluation, and then presented a conference-style version of the revised essay before members of the English faculty and their peers during finals week on a day designated as "Scholarship Day." In Spring 2014, twenty-two students successfully graduated upon completion of their culminating MA projects and presentation of papers on Scholarship Day.

Major curricular changes since last review (or past five years)

1. The graduate program developed a Culminating Project to replace the previous MA final requirement of an independent paper addressing a topic not covered in a student's previous coursework. As part of their Culminating Project, students select one seminar paper (written originally for a seminar taken as part of the program of study toward the MA) to revise to a level appropriate for submission to a peer-reviewed academic journal. Another component of the Culminating Project requires students to submit an essay that details their intellectual development during the MA program and that places the revised seminar paper into the context of that development. The essay also must discuss the choice of the academic journal to be targeted as well as the challenges faced in the revision process and the strategies employed for meeting those challenges. In addition, students must present appropriately condensed versions of their papers at a conference-like event at the end of the semester. As a whole, the new Culminating Project provides students with more opportunities to work closely with graduate faculty, and its various stages more closely resemble the work done by professionals in the field of Literary Studies.

2. The graduate program revised its stated objectives for all 7000-level courses. In those courses, MA students in English are expected to write research papers that include the following:

- a clear thesis and demonstrated awareness of how that thesis fits within the broader field of study of which it is a part;
- citation, discussion, and analysis of appropriate examples to support the thesis;
- citation of an appropriately broad and deep selection of secondary sources;
- critical engagement of secondary sources, i.e., not simply a summary of sources or use of them in place of the writer's own points, but an extension, refutation, or other meaningful response to sources that locates the writer in an ongoing scholarly conversation about the topic, the author(s), or the text under study; and
- evidence of careful editing and proofreading in the proper use of mechanics and discipline-appropriate style.

3. The graduate program revised its stated objectives for its 6000-level courses so that assessment measures for 6000-level students are commensurate with those used in 7000-level courses. This includes the requirement that every 6000-level section should provide a structure within which students can directly engage secondary scholarly materials.

4. The transition from quarters to semesters starting in Fall 2012 entailed a revision of the Program of Study for MA students in Literature. From 48 credit hours (twelve 4-credit-hour courses) under quarters, the Program transitioned to 33 credit hours (eleven 3-credit-hour courses). Whereas on the quarter system students took two core courses (Methods and Materials of Research in Literature and Theory and Practice of Literary Criticism), three seminars, two 700-level courses, and five elective courses, now

students on the semester system take the two core courses, four seminars, two 7000-level courses, and three elective courses.

Graduate placement data, employer satisfaction

Students graduating with a Master of Arts degree in English Literature are prepared to succeed in a range of professional fields. Our graduates have successfully pursued careers in business, law, public administration, government, library science and mass communications. Additionally, because graduates demonstrate advanced writing skills and draw from varied experiences as presenters of scholarly materials, they are frequently offered employment as English instructors at the secondary, college and university levels. Our graduates thrive as teachers of English in local high schools and in undergraduate classes at Sinclair College, Central State University, and Wright State University. They teach high school and AP English, College Composition, College Research, Introduction to Women's Studies, and Speech. Our graduates are also successful in their pursuits of advanced graduate study, often being placed in competitive doctoral programs. Bowling Green University, University of Cincinnati, University of Kentucky, Arizona State University, Miami University, and University of Wisconsin are some of the research universities that have offered our graduates teaching assistantships to support studies in their PhD programs.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 4. English (Composition and Rhetoric) - MA

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	20	19	18	16	18
Graduates	5	9	7	8	7

Program description

The Master's Degree in English with a Concentration in Composition and Rhetoric engages students in research, writing, and teaching to aid them in their pursuit of academic and professional goals. Students in the concentration develop an understanding of the rhetorical nature of written texts as well as the ability to produce documents in genres appropriate to various audiences, purposes, and rhetorical contexts, thus preparing them for careers in teaching and professional writing. All students in the Composition and Rhetoric concentration begin their study with the foundational Methods and Materials of Research in Composition and Rhetoric, which lays a firm groundwork in writing theory, research designs, and methods for understanding and reporting research. Students refine these skills through a required course in Rhetoric, six seminars in English (at least four of which are in Composition and Rhetoric), and nine additional hours in an approved secondary field of study. In their final semester students complete an MA Culminating Project, the centerpiece of which is a revision of a seminar paper specifically targeted, under the direction of a specialist graduate faculty member, toward publication in an appropriate professional journal in Composition and Rhetoric.

Alignment with university mission, strategic plan

By studying rhetoric, persuasion, and the function of texts at advanced levels for multiple purposes and audiences, students in the Composition and Rhetoric concentration lay a solid foundation for success in meeting today's global challenges; for developing professionally, intellectually, and personally; and for engaging in meaningful community service. Many graduates have been especially successful working in such fields as technical writing, college teaching, university administration, public relations, fundraising and development, arts administration, government, journalism, and publishing. Others have gone on to pursue further graduate study in English or in other fields such as law, business, urban planning, and library science.

Program distinctiveness

- In addition to receiving the traditional mentoring that takes place at all levels of graduate study, for their MA Culminating Project, students work closely with an individual faculty member in his or her area of expertise as they revise a seminar paper for intended submission to a targeted professional journal in an appropriate field. Requiring students to actively consider how their scholarship makes a professional contribution to a field of Composition and Rhetoric as it is reflected in a targeted publication provides them with a sophisticated level of training that helps to advance them from the role of MA candidates to professionals in the field.

- The program also professionalizes students by requiring them to present their culminating MA projects in a conference setting attended by their peers and faculty. This version of the paper is to be prepared for oral delivery, in consultation with the project advisor.
- Our gateway course for MA students in Composition and Rhetoric, Methods and Materials of Research in Composition and Rhetoric, prepares students for more specialized research and writing within the discipline of Writing Studies. The course also prepares students as future writing teachers or writing professionals who will remain critically informed about the general scholarship in their chosen field and its influences on their teaching practices and their approaches to professional writing situations. To these ends, the course emphasizes analyzing the field's history and disciplinary cultures as well as learning how to integrate one's practices of teaching and writing with theoretical and empirical research in the field.
- Our program for preparing graduate teaching assistants to teach first-year writing courses not only provides them with a strong theoretical grounding in effective composition pedagogy; it also gives them a week-long practice teaching experience that also offers incoming first-year students an opportunity to practice their writing skills before the fall term begins.

Recognitions of quality of the program

Students in the Master's Degree in English are valued participants in the intellectual life of the English department and the College of Liberal Arts, while actively pursuing a range of research agendas that are presented at academic conferences. Highlights of the quality and extent of students' innovative scholarship and university engagement are:

- presentations at regional and national conferences including the Conference on College Composition and Communication, National Council of Teachers of English, Association for Technical Writing, Conference on Computers and Writing, Midwest Two Year College Association Annual Conference, College English Association of Ohio Spring Meeting;
- engagement in the Wright State Academy program for at-risk students, English Graduate Organization, English Department Committees, and editorial work for *Nexus*, the campus literary journal;
- successful placement in PhD programs both regionally and nationally, including Bowling Green University, University of Cincinnati, Ball State University, Miami University, and University of Wisconsin.

Program learning outcomes

All Graduates of the MA Program in English should:

- be skilled critical readers of significant texts in their chosen fields;
- be effective writers of the kinds of documents required in their special fields;
- be familiar with the research methods and materials (and know how to use the systems of documentation) appropriate to their field of concentration; and
- be aware of and appreciative of the place of literature, language and rhetoric in a culture's identity

Description of learning outcomes assessment program

Since 2012-13, the assessment strategy utilized by the English Department Graduate Studies Program is the MA Culminating Project. Instead of requiring an independent paper of students in their final term, we now require them to revise a paper from an upper-level graduate class, working closely with the professor who taught the course for which the paper was originally written. The Graduate Committee prepared a set of questions which the student needs to address as part of the revision process; created an advising form; and instituted a grading rubric for the evaluation of the introductory essay, revised paper, and conference-style presentation. The grading rubric criteria for the MA introductory essay implement the MA learning outcomes by requiring students to demonstrate the following:

- mechanics, proofreading, and discipline-appropriate style;
- the student's development over the course of the program and how the revised essay fits into the context of that development;
- the choice of journal to be targeted; and
- the process of revision in terms of the challenges that were faced and the strategies that were employed for meeting those challenges.

The grading rubric criteria for the MA revised essay implement the MA learning outcomes by requiring students to demonstrate the following:

- mechanics, proofreading, and discipline-appropriate style;
- a clear and appropriate thesis and placement of this thesis in the context of its field;
- focus upon the thesis and discussion and analysis of appropriate examples to support the thesis;
- a selection of sources that is appropriate in both size and scope; and
- appropriate engagement of sources, responding to them and engaging the ongoing scholarly conversation rather than merely repeating their points and appropriate grouping and framing of arguments of other scholars.

The grading rubric criteria for the MA conference presentation implement the MA learning outcomes by requiring presenters to:

- behave professionally;
- cover main points of the essay's argument clearly;
- be organized and engaging; and
- pace presentation appropriately, completing the paper within the time limit.

Whereas the older model of the capstone experience yielded an unsatisfactory 70% pass rate, this new model has yielded a pass rate of 100%, owing to the strong mentoring of students by instructors through the revision process and the implementation of our thoroughly devised grading rubrics.

Summary of assessment findings for past five years

In 2010-11, consulting with the graduate faculty as a whole, the English Department Graduate Studies Committee revised the capstone experience for graduate students across the three tracks, Literature, Composition/Rhetoric, and TESOL. The emerging portfolio model was created not only to adapt it to semesters but also to redress shortcomings observed in previous assessments. Previous assessments revealed that the initial pass rates on final MA Culminating Projects were not as high as we would have

liked them to be, a shortcoming we attributed to several factors, chief among them being a process that required students to originate, draft, and revise an advanced paper with too little formal guidance. Hence, we needed to formulate a new model and process that would put less pressure on the student to devise an original project from scratch and allow for more direct advising in the drafting and revising stages. 2011-12 was spent establishing the guidelines for this new MA Culminating Project. In Spring 2013, we successfully implemented this new model. Sixteen graduating students revised their essays to a publication-worthy standard, submitted them along with their introductory essays for evaluation, and then presented a conference-style version of the revised essay before members of the English faculty and their peers during finals week on a day designated as "Scholarship Day." In Spring 2014, twenty-two students successfully graduated upon completion of their culminating MA projects and presentation of papers on Scholarship Day.

Major curricular changes since last review (or past five years)

1. The graduate program developed a Culminating Project to replace the previous MA final requirement of an independent paper that addressed a topic not covered in a student's previous coursework. As part of their Culminating Project, students select one seminar paper (written originally for a seminar taken as part of the program of study toward the MA) to revise to a level appropriate for submission to a peer-reviewed academic journal. Another component of the Culminating Project requires students to submit an essay that details their intellectual development during the MA program and that places the revised seminar paper into the context of that development. The essay also must discuss the choice of the academic journal to be targeted as well as the challenges faced in the revision process and the strategies employed for meeting those challenges. In addition, students must present an appropriately condensed version of their papers at a conference-like event at the end of the semester. This version of the paper is prepared for oral delivery, in consultation with the project advisor. As a whole, the new Culminating Project provides students with more opportunities to work closely with graduate faculty, and its various stages more closely resemble the work done by professionals in the field of Composition Studies and Professional and Technical Writing.

2. The graduate program revised its stated objectives for all 7000-level courses. In those courses, MA students in English are expected to write research papers that include the following:

- a clear thesis and demonstrated awareness of how that thesis fits within the broader field of study of which it is a part;
- citation, discussion, and analysis of appropriate examples to support the thesis;
- citation of an appropriately broad and deep selection of secondary sources;
- critical engagement of secondary sources, i.e., not simply a summary of sources or use of them in place of the writer's own points, but an extension, refutation, or other meaningful response to sources that locates the writer in an ongoing scholarly conversation about the topic, the author(s), or the text under study; and
- evidence of careful editing and proofreading in the proper use of mechanics and discipline-appropriate style.

3. The graduate program revised its stated objectives for its 6000-level courses so that assessment measures for 6000-level students are commensurate with those used in 7000-level courses. This includes the requirement that every 6000-level section should provide a structure within which students can directly engage secondary scholarly materials.

4. The transition from quarters to semesters starting in Fall 2012 entailed a revision of the Program of Study for MA students in Composition and Rhetoric. From 48 credit hours (twelve 4-credit-hour courses) under quarters, the Program transitioned to 33 credit hours (eleven 3-credit-hour courses). Whereas on the quarter system students took two core courses (Methods and Materials of Research in Writing and Language and Rhetoric), three seminars, two 700-level courses, and five elective courses, now students on the semester system take the two core courses (one renamed Methods and Materials of Research in Composition and Rhetoric), four seminars, two 7000-level courses, and three elective courses.

Graduate placement data, employer satisfaction

Students graduating with a Master of Arts degree in Composition and Rhetoric are primarily prepared to succeed in fields of teaching college writing and professional writing. Our graduates who emphasized writing pedagogy in their studies make up a large portion of full-time faculty at area community colleges, such as Sinclair Community College and Clark State Community College. Other graduates are employed as instructors and administrators at the University of Dayton, Central State University and Wright State University. Graduates are also successfully employed in secondary education in Ohio. Composition and Rhetoric students who focus in professional writing have successfully pursued careers in fields of technical writing, grant proposal writing, communications and marketing, text book publishing, documentation analysis, public relations and public affairs, academic advising, and software development. Our graduates in Composition and Rhetoric are also successful in their pursuits of advanced graduate study, often being admitted to competitive doctoral programs. Our graduates have gone on to earn PhD degrees at Bowling Green University, Ball State University, University of Cincinnati, Miami University, and University of Wisconsin, among other programs.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 5. English (TESOL) - MA

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	18	21	17	20	22
Graduates	7	7	10	4	9

Program description

The MA in TESOL provides professional training in language theory, pedagogy, and applied linguistics and equips its graduates with a wide range of skills to teach English effectively as a second or foreign language (ESL/EFL). All students in the TESOL concentration begin their study with the TESOL Research Methods and Materials course, which lays a firm foundation for understanding, synthesizing, interpreting, and evaluating empirical and critical research in the TESOL field. Students refine these skills and expand their repertoire of ESL/EFL teaching strategies through a series of courses: TESOL Theory and Culture, TESOL Practice and Material, TESOL Grammar, TESOL Assessment, TESOL Listening and Speaking, TESOL Reading and Writing, plus three additional 7000-level courses. Students also complete a semester-long internship under the guidance of an experienced ESL/EFL instructor and a faculty advisor. In their final semester students complete an MA Culminating Project, the centerpiece of which is a revision of a seminar paper specifically targeted, under the direction of a specialist graduate faculty member, toward publication in an appropriate professional journal in TESOL.

Alignment with university mission, strategic plan

By conducting scholarly research that hones their skills in examining a wide range of topics that are relevant to ESL/EFL in diverse local, national and international settings, MA students in TESOL lay a solid foundation for success in meeting today's global challenges; for developing professionally, intellectually, and personally; and for engaging in meaningful community service. Many graduates have successfully secured teaching positions at the secondary and university levels, while others have gone on to pursue further graduate studies in related fields.

Program distinctiveness

- The coursework of our program focuses heavily on language pedagogy, which successfully prepares students for real-world classroom teaching in a variety of educational settings.
- Within the program, there are several options for students to develop their expertise in specialized areas, such as teaching in ESL or EFL contexts.
- Our program offers a wide range of internship opportunities, including the in-house teaching internships with Wright State LEAP program, internships in local public schools, and internships in China and Japan.
- Our program has been able to offer merit-based scholarships to a significant number of our students in the past few years, including graduate teaching assistantships and tuition scholarships.

- The program also professionalizes students by requiring them to present their culminating MA project in a conference setting attended by their peers and faculty.

Recognitions of quality of the program

Both the faculty and the students in the TESOL program have been valued participants in the profession and in the university community. Our faculty actively pursues a range of research topics, presents at academic conferences, and publishes in peer-reviewed journals. Lists of faculty publications and presentations are available upon request. The following mainly highlights the students' scholarship and achievements.

- Our students have presented at local, national and international conferences, such as the international TESOL convention and the Ohio TESOL conference.
- Our students have also participated as student representatives at various departmental and university-level committees.

Program learning outcomes

All students in the MA program should:

- be skilled critical readers of significant texts in their chosen fields;
- be effective writers of the kinds of documents required in their special fields;
- be familiar with the research methods and materials (and know how to use the systems of documentation) appropriate to their field of concentration; and
- be aware of and appreciative of the place of literature, language and rhetoric in a culture's identity.

Description of learning outcomes assessment program

There are two major assessments for the learning outcomes for the students in the TESOL program: 1) the English Department MA Culminating Project, and 2) the TESOL Exit Portfolio. The department MA Culminating Project requires the students to revise a paper from an upper-level graduate class, working closely with the professor who taught the course for which the paper was originally written. Then the graduate committee uses a grading rubric to evaluate the revised paper and the conference-style presentation given by the student based on his/her paper. The TESOL Exit Portfolio asks the student to assess his/her growth as a scholar/practitioner in the TESOL field. It consists of a statement of the candidate's philosophy of teaching; a self-analysis of the candidate's development through the TESOL program, including overall strengths and weaknesses as an EFL/ESL teacher; a description of the practicum including the practicum evaluation(s); a video tape/DVD from the internship or other approved teaching experience (at least twenty continuous minutes in length), with a self-critique of the teaching; the final project from the TESOL Practices and Materials course or an approved original curriculum and materials project from another course; and a Teaching Question Response in which the student creates a one-hour curriculum, addressing the specific teaching scenario as specified in the prompt. The Exit Portfolios are assessed by faculty on a satisfactory/unsatisfactory basis.

Summary of assessment findings for past five years

In 2010-11, consulting with the graduate faculty as a whole, the English Department Graduate Studies Committee revised the capstone experience for graduate students across the three tracks, Literature, Composition/Rhetoric, and TESOL. The emerging portfolio model was created not only to adapt it to semesters but also to redress shortcomings observed in previous assessments. Previous assessments revealed that the initial pass rates on final MA Culminating Projects were not as high as we would have liked them to be, a shortcoming we attributed to several factors, chief among them being a process that required students to originate, draft, and revise an advanced paper with too little formal guidance. Hence, we needed to formulate a new model and process that would put less pressure on the student to devise an original project from scratch and allowed for more direct advising in the drafting and revising stages. 2011-12 was spent establishing the guidelines for this new MA Culminating Project. In Spring 2013, we successfully implemented this new model. Sixteen graduating students revised their essays to a publication-worthy standard, submitted them along with their introductory essays for evaluation, and then presented a conference-style version of the revised essay before members of the English faculty and their peers during finals week on a day designated as "Scholarship Day." In Spring 2014, twenty-two students successfully graduated upon completion of their culminating MA projects and presentation of papers on Scholarship Day.

Major curricular changes since last review (or past five years)

1. The graduate program developed a Culminating Project to replace the previous MA final requirement of an independent paper that addressed a topic not covered in a student's previous coursework. As part of their Culminating Project, students select one seminar paper (written originally for a seminar taken as part of the program of study toward the MA) to revise to a level appropriate for submission to a peer-reviewed academic journal. Another component of the Culminating Project requires students to submit an essay that details their intellectual development during the MA program and that places the revised seminar paper into the context of that development. The essay also must discuss the choice of the academic journal to be targeted as well as the challenges faced in the revision process and the strategies employed for meeting those challenges. In addition, students must present an appropriately condensed version of their papers at a conference-like event at the end of the semester. In consultation with the project advisor, this version of the paper is prepared for oral delivery. As a whole, the new Culminating Project provides students with more opportunities to work closely with graduate faculty, and its various stages more closely resemble the work done by professionals in the field of TESOL.

2. The graduate program revised its stated objectives for all 7000-level courses. In those courses, MA students in English are expected to write research papers that include the following:

- a clear thesis and demonstrated awareness of how that thesis fits within the broader field of study of which it is a part;
- citation, discussion, and analysis of appropriate examples to support the thesis;
- citation of an appropriately broad and deep selection of secondary sources;
- critical engagement of secondary sources, i.e., not simply a summary of sources or use of them in place of the writer's own points, but an extension, refutation, or other meaningful response to sources that locates the writer in an ongoing scholarly conversation about the topic, the author(s), or the text under study; and
- evidence of careful editing and proofreading in the proper use of mechanics and discipline-appropriate style.

3. The graduate program revised its stated objectives for its 6000-level courses so that assessment measures for 6000-level students are commensurate with those used in 7000-level courses. This includes the requirement that every 6000-level section should provide a structure within which students can directly engage secondary scholarly materials.

4. The most significant curricular change specific to the MA TESOL program has been the transition from quarters to semesters that took place in the fall semester of 2012. Consequently, the content from English 683: Sociolinguistics was folded into English 681: Theory of ESL/Second Language Acquisition; the course became English 6730: TESOL Theory and Culture. All other courses were converted to semester-long classes with additional time built in for deeper consideration of topics.

Graduate placement data, employer satisfaction

Students graduating with a Master of Arts degree in TESOL are prepared to succeed in a range of professional fields. Most of our graduates have successfully pursued careers in ESL/EFL teaching at the secondary and university levels within the U.S. and overseas. Many of our graduates thrive as ESL teachers in local K-12 schools and in intensive English programs in universities such as Miami University, University of Dayton, and Wright State University. Others have landed prestigious teaching positions overseas, in countries such as China, Japan, and Saudi Arabia. Our graduates are also successful in their pursuits of advanced graduate studies; some of them have been accepted into doctoral programs in Ohio State University, and Purdue University, among others.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 5. English minors (general English, TESOL, creative writing)

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	3	1	5	7	9
Graduates	5	2	2	5	2

Program description

The department of English offers three minors: general English, creative writing, and TESOL. The minor in general English is literature-based, comprising 24 hours of course work primarily in literary studies at the 3000 and 4000 level, incorporating the required Introduction to Literary Studies sequence (3050/3060), two surveys, and at least two upper-level literary studies courses. Six hours of the minor may be completed in upper level courses from any of the department's other concentrations. The minor in creative writing consists of 18 hours of coursework in creative writing including an introduction to creative writing or creativity course (required), completion of a two-course sequence in either fiction or poetry writing, and two other courses, one of which must be in a different genre from the sequence (i.e. students who complete the sequence in fiction writing must take at least one course in poetry writing, creative non-fiction writing, or playwriting). The TESOL minor consists of 18 hours of upper-level coursework which exactly duplicates the TESOL coursework of the TESOL concentration in the English major, but spares minor students the core of literature studies courses that are common across all concentrations of the English major. All courses in the TESOL minor are required, and one of them, Introduction to Linguistics, is a prerequisite to other courses in the minor.

Alignment with university mission, strategic plan

Our commitment to changing the lives of our students and the communities we serve is the basis for our minors in English, which offer interested students the opportunity to explore themselves and our world. The minors in English make humanities courses for personal and professional enrichment available to students majoring in fields as diverse as History, Engineering and Business. The cultural literacy gained from the advanced study of literature, the personal fulfillment arising from tapping one's creative wellsprings, and the professional opportunities opened through training in teaching English to speakers of other languages all contribute to improving student access educational achievement.

Program distinctiveness

See English BA, above. Students in the minors have the same access to department faculty and programs as students enrolled in the major concentrations

Recognitions of quality of the program

See English BA, above.

Program learning outcomes

See English BA, above.

Description of learning outcomes assessment program

Students in the minors are not assessed separately from students in the major.

Summary of assessment findings for past five years

See English BA, above.

Major curricular changes since last review (or past five years)

See English BA, above.

Graduate placement data, employer satisfaction

The department does not track placement or employer satisfaction for minors.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Departmental Summary

Faculty demographics

	2008	2009	2010	2011	2012
Full	8.00	7.00	5.00	5.00	6.00
Associate	10.70	9.70	8.70	8.70	8.67
Assistant	5.64	4.64	4.97	6.67	5.00
Inst/Lect	23.00	19.00	22.50	22.50	29.50
Total	47.34	40.34	41.17	42.87	49.17
Adjuncts	4.33	7.78	10.33	7.5	8.0

Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	-	-	-	-	-
Classified	3	3	3	3	3.51
Total	3	3	3	3	3.51

Student/faculty ratio.

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	13.45	14.81	14.35	14.62	9.48

Average class size.

	2010	2011	2012
Lecture	23.60	23.17	22.48
Lab only	-	-	-
Lecture/Lab	23.60	23.17	22.37

Total of student data for all programs in unit.

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	466	471	468	457	445
Graduates	101	111	123	98	113

Total credit hours generated for unit.

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	24,463	26,032	26,527	18,662	19,702
Graduate	1,092	1,151	1,003	806	1,003

Total	26,556	27,183	27,530	19,468	20,705
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Course completions

	2008	2009	2010	2011	2012
Undergraduate	83.1%	85.3%	86.0%	85.8%	83.3%
Master's	92.2%	97.4%	96.9%	92.5%	96.0%

Expense per student and revenue to expense ratio

	2008	2009	2010	2011	2012
Expense per student	\$4,794	\$4,600	\$4,296	\$4,304	\$5,967
Rev/Expense	2.243	2.426	2.650	2.604	2.008

Research and External Funding

	2008	2009	2010	2011	2012
External funding	-	-	-	-	-

Future employment projections for discipline (to be provided to unit)

	A	B	C	D	E	F	G	H	I	J	K	L	
	CIP	Program	Wright State University Main Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)	Median Hourly Earnings			Total Jobs for the Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
1													
2		English Department*											
3	23 0101	English Language and Literature, General	91	205									
4	24 0101	Liberal Arts and Sciences/Liberal Studies (none reported in IPEOS in 2013, 2 reported in 2012)	0	0									
5	24 0103	Humanities/Humanistic Studies	8	10									
6	24 0199	Liberal Arts and Sciences, General Studies and Humanities, Other	39	4									
7	Department	(Total excludes something because the WSU total was 170 majors in 2012/2013)	138	219									
8		Occupation: All Postsecondary Teachers			281	\$28.98		Region:	8,779	9,164	4.4%	281	
9								State:	57,252	59,692	4.3%	1,741	
10								US:	1,474,358	1,560,942	5.8%	54,324	
11													
12		Occupations: Lawyers			68	\$45.97		Region:	2,655	2,683	1.0%	66	
13								State:	23,703	23,888	1.0%	477	
14								US:	768,588	809,780	1.9%	19,599	
15													
16		General and Operations Managers (11-1021)			343	\$42.12		Region:	13,117	13,447	3.0%	477	
17		Social and Community Service Managers (11-9151)			26	\$27.20		State:	85,563	87,410	2.2%	2,440	
18		Managers, All Other (11-9199)			108	\$30.73		US:	2,842,400	2,939,252	3.4%	69,814	
19					824								

Future employment projections for discipline (to be provided to unit)

The above table reflects employment projections for postsecondary English teachers, lawyers, General and Operations Managers, School and Community Managers and Other Managers. Our programs also prepare language arts teachers, ESL instructors, professional/technical writers, creative writers, and general English majors, many of whom go on to earn advanced degrees in humanities or business fields. Below are statistics for fields recent graduates of our program have entered:

- The U.S. Bureau of Labor Statistics projects a 15% growth in employment opportunities for technical writers from 2012-2022: <http://www.bls.gov/ooh/media-and-communication/technical-writers.htm#tab-6>
- The U.S. Bureau of Labor Statistics projects a 9% growth in employment opportunities for Adult literacy and GED teachers (includes ESL) from 2012-2022: <http://www.bls.gov/ooh/education-training-and-library/adult-literacy-and-ged-teachers.htm>
- The U.S. Bureau of Labor Statistics projects a 17 percent growth in employment opportunities for fundraisers from 2012 to 2022, *faster than the average for all occupations*: <http://www.bls.gov/ooh/business-and-financial/fundraisers.htm>
- The U.S. Bureau of Labor Statistics projects a 19 percent growth in employment opportunities for post-secondary educators in from 2012 to 2022: <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>
- U.S. Bureau of Labor Statistics projects a 6 percent growth in employment opportunities for high school teachers, including Language Arts teachers from 2012 to 2022: <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The above review focuses entirely upon the department's major, minor and graduate programs and addresses those programs' contributions to the Wright State mission. English is historically one of the largest majors at Wright State and has a high completion rate, successfully graduating students who are prepared to enter the educated workforce or to continue their education at the graduate level. Thus the department serves the WSU mission by making a high-quality education accessible to a diverse body of students and fosters service to the community through service-learning courses and other community service opportunities for students, modeling community and scholarly engagement through a research-active teaching faculty. But a significant part of department teaching that is mission-critical does not feature in the above report. The extent of this mission-critical teaching is only partly revealed in the table "Total Credit Hours Generated" above. The bullets below offer a snapshot of the Department of English's mission-critical work outside the major, minor and graduate programs

- The Department of English offers all first-year composition course sections and the majority of second-year composition course sections required for the Wright Core Element 1-Communication. To meet the needs of WSU's diverse and unevenly prepared student body, the department offers special ESL sections of its first-year writing course ENG 1100 as well as "stretch" and intensive sections for students who need more support and "repeater" sections for students who have earned grades of D or F in previous attempts at completing the course. In the second-year writing course, the department offers special sections of ENG 2100 for students majoring in health care fields, science and mathematics fields, or education fields. In 2012, 5659 students enrolled in these sections, according to WSU 14-day numbers. In 2013, 2836 enrolled. The drop-off is consistent with changes in overall WSU enrollment due to semester transition and other factors (in fall 2012 a 16% drop in new direct-from-high-school enrollments as compared to fall 2011, and in 2013 a further 9% reduction from 2012).

- The Department of English offers a number of courses fulfilling Wright Core Elements 3- Global Traditions and 4- Human Expression, all of which currently also meet the Integrated Writing attribute of the Wright State Core. In 2012, 1255 students enrolled in these sections, according to WSU 14-day numbers. In 2013, 614 enrolled. The drop-off is again consistent with changes in overall WSU enrollment due to semester transition and other factors for academic year 2012-13.
- The Department offers numerous sections of service courses required by other college and department programs. In 2012, 889 students enrolled in these courses, according to WSU 14-day numbers. In 2013, 781 enrolled. The drop-off is again consistent with changes in overall WSU enrollment due to semester transition and other factors for academic year 2012-13.
- In addition to a growing number of ESL sections of ENG 1100 (counted above) the Department offers ESL writing and speaking courses for matriculated international students, including developmental ESL writing for undergraduates who do not place into Wright Core Element 1, and an ESL speaking course for international graduate teaching assistants placed by Oral Proficiency Testing. In 2012, 130 students enrolled in these courses, according to WSU 14-day numbers. In 2013, 139 enrolled. The growth is consistent with changes in overall WSU enrollment due international student recruitment.
- The LEAP intensive English program provides high-quality instruction in English reading, writing, speaking, listening, and integrated skills, as well as introductions to American academic culture for international students who have not achieved the English language proficiency scores required for WSU admission. All LEAP faculty have master's degrees in TESOL, or in composition or teaching with an additional TESOL certification. With 11 full-time faculty and an average enrollment of 160 students, the LEAP program has one of the highest ratios of full-time faculty to students of any intensive English program in the state. In 2012, 640 international students were served by LEAP courses. In 2013 there were 447 enrollments. The drop-off was consistent with issues with WSU international recruiting, and with international visa and application processing problems during academic year 2012-13, which resulted in a reduced yield for 2013. As these courses are not credit-bearing, the extent of teaching performed in LEAP is not tabulated as credit hours generated by the university. In 2013 LEAP successfully underwent accreditation review by the Commission on English Language Program Accreditation (CEA). The final accreditation report will be issued April 2015.

Faculty accomplishments and recognitions

Institutional awards:

- Presidential Award for Early Faculty Achievement 2013: Dr. Crystal Lake
- Trustees' Award for Faculty Excellence 2012: Professor Richard Bullock
- Dr. Martin Luther King Jr. Distinguished Service Award for Faculty 2013: Dr. Sally Lamping
- Dr. Martin Luther King Jr. Distinguished Service Award for Faculty 2012: Professor Sharon Lynnette Jones

National Awards and Recognitions

- Fulbright Senior Scholarship 2014: Dr. Sally Lamping

- National Society of Collegiate Scholars Award for Excellence in Mentoring 2012: Jane Blakelock.
- Ohio Council of Teachers of English Language Arts (OCTELA) Outstanding College Language Arts Educator 2014: Professor Angela Beumer Johnson.

Books Published since 2012

- James Guthrie, *A Kiss from Thermopylae: Emily Dickinson and Law*, University of Massachusetts Press, 2015
- Bullock, Richard. *The Norton Field Guide to Writing*, 3rd edition. Norton, 2013.
- Bullock, Richard. *Guide to Teaching the Norton Field Guides*, 3rd ed. Norton, 2013.
- Flanagan, Erin, *It's Not Going to Kill You, and Other Stories*, Lincoln: University of Nebraska Press, 2013.
- DeWeese, Christopher, *The Black Forest*, Octopus Books 2012

Since 2012, 79 articles in peer reviewed journals or chapters in books, 35 reviews, poems, encyclopedia articles or other shorter works published, 119 presentations at academic conferences or symposia.

Since 2012, \$ 47,594 in internal research or teaching grants and awards

Department faculty have edited special issues of *South Asian Review* 33.1 and *English Journal* 101.6, served as editor of *OJELA*, and as book review editor for the award-winning *Studies in American Naturalism*

Programs and areas of recognized excellence with supporting evidence

- LEAP/UCIE/WSIG: Co-winner 2014 WSU Presidential Award for Excellence, Outstanding Collaborative Unit: <http://webapp2.wright.edu/web1/dialogue/2014/08/outstanding-collaborative-unit-2/14025-seth-bauguess-presidents-award-for-excellence-outstanding-collaborative-unit-7-23-14/>
- LEAP: a City of Dayton Proclamation named February 2, 2012, WSU LEAP Day in recognition of the LEAP program's educational contributions to Dayton's growing international community. (Attached)
- Writing Programs: Winner of the 2010 AGLS (Association for General and Liberal Studies) Exemplary Program Award for Effective Program Improvement in General Education. <http://www.agls.org/exemplaryprogram.htm>
- Dual Enrollment Program: Co-winner, 2010 WSU Presidential Award for Excellence, Outstanding Collaborative Unit: <http://www.wright.edu/excellence/previous.html>

Capacity for growth of programs

The Department has the capacity for growth in its professional writing concentration courses and its graduate programs. With the exception of its poetry track, the creative writing concentration is operating at capacity. The filling of a vacant faculty line in poetry in 2013 should result in enrollment growth there. The graduate and undergraduate TESOL courses are enrolled at capacity, suggesting an increase in students intending the English major TESOL concentration, the minor, or certificate. That program can grow no further without additional faculty, and indeed faces the retirement of one faculty

member in 2016. The literature program is at capacity, with a net two fewer literature faculty than in 2009. As literature faculty also teach six of the seven courses in the English core required of all majors, no real growth can happen in any English Department program without additional faculty hires in the Literature concentration area. Given that the junior-level American literature survey courses are required by the Middle Childhood Education program of the College of Education and Human Services, the proposed retirement next year of one American literature faculty member, who is also the department's sole specialist in American literature before the Civil War, renders problematical the department's ability to serve this need without a replacement hire. The department has lacked a medievalist since 2006, meaning that students have access to the study of English literature prior to 1500 only in a single junior-level survey.

New program opportunities

The Department has consistently sought new program opportunities consistent with maintaining the quality of its existing programs and service offerings. In 2014 the Department successfully sought approval of a 4+1 BA/MA program in TESOL, and we are currently working on both a 3+1+1 undergraduate TESOL certificate and a one-year-to-TESOL-MA agreement with Xi'an University of Arts and Sciences. If we are successful in these endeavors, we will subsequently seek similar agreements with other international partner universities. As the State of Ohio introduces College Credit Plus, the Department is working with the WSU Provost's office to create an 18-credit-hour graduate certificate to qualify high school language arts teachers to offer WSU's ENG 1100 in their schools. The challenge posed by dwindling enrollments in first- and second-year composition sections, coupled with an increase in the need for ESL sections of ENG 1100 and for ENG 1030 ESL writing sections, led the Department to create an in-house 12-credit-hour graduate TESOL composition training curriculum for our writing program faculty in 2013. To date four Writing Program faculty have completed this curriculum, allowing the Department to increase its annual ESL course offerings five-fold to meet the increasing demand. We are exploring the possibility of developing a formal graduate certificate in Teaching ESL Composition aimed at area community college faculty who are experiencing a similar rise in ELL students as the Dayton immigrant community continues to grow. As our overall enrollments remain flat and state higher education policy shifts more first-year writing instruction to community colleges and high schools, the Department is exploring the possibility of developing and offering more upper-level writing courses in the major, with the possibility of developing a new undergraduate concentration in Writing Studies as well as offering attractive elective courses in Writing and Literature to the larger university community. Finally, the department's non-credit-bearing LEAP Intensive English Program is similarly exploring the possibility of developing low-cost English language courses for professionals in the area's immigrant and refugee communities, and short training courses in business and industrial English for area employers.

Proposals to enhance programs

The Department will likely have one retirement among tenure-line faculty each year from 2015-17. These include our Director of Writing Programs in spring 2015 and one faculty member each in Literature and TESOL in subsequent years. A university commitment to, at minimum, maintaining staffing levels is essential to maintaining program quality. Program enhancement would include bringing Literature faculty numbers to pre-2009 levels and increasing the number of faculty in the Professional and Technical Writing area by one to allow for leadership and development of an advanced Writing Studies curriculum

Appendices

1. NCATE: National Recognition Report: Initial Preparation of English Language Arts Teachers (2003 Standards)
2. Proclamation: WSU LEAP Day 2012
3. Commission on English Language Program Accreditation (CEA) Final Accreditation Report, LEAP Intensive English Program (to be issued April 2015)

NCATE: 2014 National Recognition Report: Initial Preparation of English Language Arts Teachers (2003 Standards)

NATIONAL RECOGNITION REPORT

Initial Preparation of English Language Arts Teachers (2003 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

COVER PAGE

Name of Institution

Wright State University, OH

Date of Review

MM DD YYYY

08 / 01 / 2014

This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

Program Covered by this Review

Integrated Language Arts

Grade Level⁽¹⁾

7-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

First teaching license

Award or Degree Level(s)

- ☐ Baccalaureate
- ☐ Post Baccalaureate
- ☐ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- ☐ Nationally recognized
- ☐ Nationally recognized with conditions

- ☐ Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ☐ Yes
☐ No
☐ Not applicable
☐ Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

See previous report.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Standard Category 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 3 and 4.

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 3 and 4.

and collaboration with both faculty and other candidates.

Met

☐

Met with Conditions

☐

Not Met

☐

Comment:

Evidence found in Assessments 3 and 4.

Standard 2.4. Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Met

☐

Met with Conditions

☐

Not Met

☐

Comment:

Evidence found in Assessments 3 and 4.

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Met

☐

Met with Conditions

☐

Not Met

☐

Comment:

Evidence found in Assessments 3 and 4.

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Met

☐

Met with Conditions

☐

Not Met

☐

Comment:

Evidence found in Assessments 3 and 4.

Standard Category 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Met

☐

Met with Conditions

☐

Not Met

☐

Comment:

Very minimally met thought the Praxis and course grades. Because these assessments are very broad measures, the only tangentially provide evidence of candidate mastery on the individual standard.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met

☐

Met with Conditions

☐

Not Met

☐

Additional evidence found in Assessment 4.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Very minimally met thought the Praxis and course grades. Because these assessments are very broad measures, the only tangentially provide evidence of candidate mastery on the individual standard.

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Very minimally met thought the Praxis and course grades. Because these assessments are very broad measures, the only tangentially provide evidence of candidate mastery on the individual standard.

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Very minimally met thought the Praxis and course grades. Because these assessments are very broad measures, the only tangentially provide evidence of candidate mastery on the individual standard.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Additional evidence found in Assessment 4.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Additional evidence found in Assessment 6.

Standard Category 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 3 and 4.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 3 and 4.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 3.

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 4.

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Met	Met with Conditions	Not Met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Evidence found in Assessments 4.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Met	Met with Conditions	Not Met
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Comment:

Evidence found in Assessments 4.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Met

Met with Conditions

Not Met



Comment:

Evidence found in Assessments 3 and 4.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Met

Met with Conditions

Not Met



Comment:

Evidence found in Assessments 4.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met

Met with Conditions

Not Met



Comment:

Evidence found in Assessments 3 and 4.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Met

Met with Conditions

Not Met



Comment:

Evidence found in Assessments 4 and the edTPA.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment 1, the Praxis is a required assessment to demonstrate an 80% pass rate on the State licensure exam. However, because of the broad nature of the exam, it does not provide evidence of candidate mastery of individual NCTE standards.

Assessment 2 is another broad measure (using course grades/transcript analysis) of content knowledge.

The program has correctly aligned multiple standards to a single course; however, the groupings in this way don't provide of candidate mastery on individual standards.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The program has resubmitted Assessments 3, 4, and 6 aligned to specific NCTE standards.

C.3. Candidate effects on P-12 student learning

Because the rubrics for the edTPA have been aligned to multiple standards, they do not reflect candidate mastery of those standards as individual expectations. The edTPA does, however, provide evidence for meeting Standard 4.10.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Data and subsequent analysis have been provided as required.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None

F.2. Concerns for possible follow-up by the Board of Examiners:

None

PART G - DECISIONS

Please select final decision:

- ☒ **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

Proclamation: WSU LEAP Day 2012

PROCLAMATION

From City Commissioner Matt Joseph The City of Dayton, Ohio

WHEREAS, the City of Dayton is pleased to recognize Wright State University's Learning English for Academic and Professional Purposes (LEAP) program, and

WHEREAS, Wright State University provides affordable high-quality education with a diverse campus with students representing over 64 countries, and

WHEREAS, the LEAP program was created for international students to develop English language skills for academic and professional use, and

WHEREAS, since Dayton's international student population is growing very quickly, it has become increasingly important for programs like LEAP to provide for the needs of our international residents studying English, and

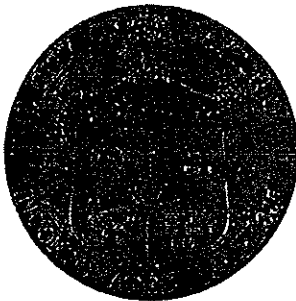
WHEREAS, the LEAP program aims to not only build a stronger international community throughout the city, but to also build a community that promotes and supports international students, and

WHEREAS, the City of Dayton honors the LEAP program and thanks the program for giving international students in Dayton an opportunity to learn the English language.

NOW, THEREFORE, I, Matt Joseph, City Commissioner, do hereby proclaim February 29, 2012 (Leap Day) as

WSU LEAP Day

in the City of Dayton, Ohio.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the City of Dayton to be affixed this 29th day of February, 2012.

A handwritten signature in cursive script, reading "Matt Joseph", is written over a horizontal line.

Matt Joseph
City Commissioner, City of Dayton

Commission on English Language Program Accreditation (CEA) Final
Accreditation Report, LEAP Intensive English Program (April 2015)