FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of English
Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The English department offers a BA degree for undergraduate majors who choose concentrations in Literature, Writing, and Teaching. While the Literature and Teaching concentrations have essentially been in place for decades, the Writing concentration was added beginning with the fall 2004 semester.

Students typically choose the Literature concentration if they intend to pursue a graduate degree in English and perhaps teach one day at the college or university level. This is also a popular pre-law option. The Writing concentration is designed for students who wish to publish their writing, work in the publishing/editing field, or perhaps work as professional/technical writers. Students who plan to teach secondary English choose the Teaching concentration.

The department also offers a traditional MA degree in English, as well as an In-Service MA degree, designed so that English teachers can take courses in summers only and earn their degree in two-to-three years. The program draws students primarily from Kansas and the Midwest, but we also have students from several other locations; during Summer 2013, we have enrolled one student from Germany, one from Oklahoma, one from Nebraska and two from Colorado.

The MLS program with a concentration in Literary Arts was overhauled in 2004-2005 to improve its attractiveness and quality. Since then enrollment has continued to increase. There were 60 students enrolled in FY 2013.

In addition to its dedication to its majors, the department also offers the foundation courses English Composition I and II, and provides several general-education literature courses. The department also offers Basic Writing courses for international students. The Writing Center, directed and staffed by the English department, serves students from all across campus. The department also offered concurrent courses in English composition and gen-ed

literature at Hays High School and Ellis High School in FY2013 and continues to provide face-to-face instruction in English composition at our partnership universities in China.

A. Departmental Mission and Vision Statements

The English Department functions critically in the mission of Fort Hays State University by providing courses that serve as the foundation of the undergraduate liberal education that FHSU offers. Through courses in writing, literature, and language, the English Department provides students with knowledge and skills that will enable graduates to function successfully in an increasingly complex and diverse twenty-first-century society.

The Bachelor of Arts degree in English offers a balanced program of writing, literature, and language. It allows students flexibility in choosing one of three possible concentrations: Literature, Teaching, or Writing. The goal is to provide programs that prepare students for a variety of career choices, including graduate school, law school, and other professional schools; secondary teaching; professional and creative writing, editing, library science; and others.

The Master of Arts degree in English and the MLS degree with a concentration in English provide substantial and intellectually stimulating programs primarily for English teachers interested in strengthening their understanding of the field and improving their performance in the classroom. These degrees also serve those who intend to pursue doctoral work in English, and those whose careers and lives will be enriched by the advanced literacy the programs afford.

B. Departmental Goals, Objectives, and Strategic Priorities

<u>GOAL</u>

Students will acquire knowledge of an extensive range of literature: the learner will be able (1) to explain the major periods/movements in American literature from the Colonial to the modern period and (2) to explain the major periods/movements of English literature from Beowulf to the modern period.

<u>GOAL</u>

Students will develop skills related to written discourse: the learner will be able (1) to demonstrate proficiency in the composing process in writing for different purposes and audiences; (2) to select appropriate rhetorical strategies for organizing information or arguments effectively; and (3) to write a literary analysis and interpretation using appropriate critical approaches.

<u>GOAL</u>

Students will acquire a knowledge/understanding of the nature of the English language: the learner will be able (1) to explain the major developments of the English language; (2) to explain two modern theories of grammar; or (3) to explain the techniques of linguistic analysis.

<u>GOAL</u>

Students will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or a specific literary type.

<u>GOAL</u>

Students will acquire a knowledge/understanding of a significant dimension of world literature (e.g., mythology, Bible, women's literature); learner will be able to integrate knowledge in interpretations of literary texts.

GOAL
Prospective teachers will be able to demonstrate integration of knowledge/understanding of theories of rhetoric & composition, young adult literature, and English pedagogy in a practice teaching setting.

GOAL
Students in the Writing Concentration will demonstrate their ability to produce effective and appropriate written documents within a variety of genres beyond the academic essay.

Direction of the Department: The department continues to work on updating our assessment measures and learning outcomes. We have begun implementing changes based on the affinity diagrams and feedback from the assessment committee. We are also working to develop a new writing concentration for the MA program and additional courses to add to our undergraduate writing concentration.

C. Department Productivity and Distinctive Accomplishments

Departmental Civic Engagement Activities: In March 2012 & 2013, students and faculty judged entries for the Hays Arts Council K-12 Creative Writing Contest. Students in Sigma Tau Delta, the International English Honor Society, judged creative writing prose and poetry entries for grades 7 and 12 for this contest for students in Ellis County schools sponsored by the Hays Arts Council (other grades judged by additional English faculty). The 2013 winners were included in a compilation with a forward written by Sigma Tau Delta co-advisor, Zach Kastens.
October 2, 2012: Banned Books Week Reading: Students from Sigma Tau Delta and English Club read selections from banned books and presented information about where and when these books were banned at a presentation in Cody Commons on October 2, 2012.
October 13-19, 2012: Swipe Out Hunger and Tigers in Service Food-Drive Face-Off: Students and faculty volunteered to package meals and bring canned goods to end hunger. Sigma Tau Delta won the Food Drive Face Off with more than double the number of donations to the Fort Hays food pantry than the next closest competitor.
October 2012: Students participated in the annual "Mall-O-Ween" by staffing a booth at The Mall in Hays.
Faculty and Student Honors and Awards: Dr. Sharla Hutchison was nominated for Faculty Advisor of the Year while Dr. Eric Leushner and adjunct instructor Amanda Ergun were both nominated for the Internationalization Award. Jason Harper, Justin Nicholes, and Sharon Wilson were all nominated for the 2013 Pilot Award. Justin Nicholes was also nominated for a Pushcart Prize and Michael Schulze was named the Sias International University Most Professional Instructor in June 2012.

Four of our graduate students received awards at the 2013 Graduate Honors Reception: Michelle Webb was honored for Outstanding Thesis, Bodie Weiss and Jarvis Griffin received Outstanding Culminating Experience Project awards, and Paulia Bailey was honored as an Outstanding GTA.

Several undergraduate major received honors and recognition as well: Nanette Brown and Anne Drees were both inducted into Omicron Delta Kappa Leadership Honor Society, a national honor society that recognizes meritorious leadership and service in extracurricular activities; Sheri Bedore, Miranda Bridgforth, and Anne Drees had submissions accepted to the program of the International Convention of Sigma Tau Delta in Portland, Oregon (March 20-23, 2013) and Miranda Bridgforth was elected as Student Representative of Sigma for the High Plains Region for 2013-14. In addition, FHSU's *Lines from the Middle of Nowhere* (2012 edition) received the Outstanding Literary Arts Journal Award for 2012.

English Department Faculty Promote Internationalization: Four members of the English Department faculty participated in international academic exchanges in 2012-13: Dr. Bradley Will and Linda McHenry participated in the faculty exchange through Northwest University of Nationalities in May-June of 2012, while Dr. Lexey Bartlett participated in the exchange in May-June of 2013. Drs. Will and Bartlett both gave talks a various participating institutions. Dr. Eric Leuschner also traveled to China to meet with instructors and administrators at our partner campuses.

The English Department's partnership with the University of Duisburg-Essen is still going strong as well. In Summer 2012, Dr. Lexey Bartlett taught a class at the Essen Campus, while Dr. Frank Pointner taught a course in the Summer MA program at FHSU. In 2013, Dr. Cheryl Duffy went to Germany, while Mr. Dominik Rumlich taught in the June session at FHSU. In addition, three students from UDE were enrolled at FHSU in Fall 2012 and five more students are expected to attend FHSU in Fall 2013.

Writing Concentration Students Gain Real-World Experience: Twenty students in Dr. Cheryl Duffy's Advanced Composition class worked with 8 different community agencies, writing brochures, setting up websites, writing letters, and performing other tasks as assigned by the organizations. One of the students, Anne Houston, had her work with senior citizens accepted for publication in the upcoming book *A Living History of Northwest Kansas.* In addition, three students from Dr. Duffy's Writing Internship course – Jennifer Jones, Linda Thomasson, and Anne Houston – wrote articles that were published in the *Travel and Tourism* supplement to the *Hays Daily News.*

***Teacher-Scholar* Fifth Issue In Progress:** Issue 5 of *Teacher-Scholar: The Journal of the State Comprehensive University* is currently in progress. Issue 4, a special issue focusing on Red Balloon initiatives, was published in March of 2013.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen **[20TH DAY FALL SEMESTER, HEADCOUNT]**	11	12	14	3	13
Transfer Students **[20TH DAY FALL SEMESTER, HEADCOUNT]**	3	4	13	8	7
Undergraduate (first majors/second majors) **[20TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]**	66/5	69/2	80/8	81/3	74/1
Graduate Majors **[20TH DAY FALL SEMESTER, HEADCOUNT]**	9	10	5	5	2
MLS Majors **[20TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]**	0	0	22	25	60
Major Retention **[20TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]**	76.92%	54.55%	66.67%	71.43%	100.00%
Undergraduate Student Credit Hours **[TOTAL UNDERGRAD SCH]**	14,907	15,590	15,012	15,393	14290
Graduate Student Credit Hours **[TOTAL GRAD SCH]**	745	759	579	580	822
Tenured or Tenure-track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL]**	11	11	11	9	9
Non Tenure-Track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL]**	4	4	4	6	6
Undergraduate Degrees **[UNDERGRAD DEGREES AWARDED]**	12	7	14	16	14
Graduate Degrees **[GRAD DEGREES AWARDED, NOT MLS]**	5	11	5	8	5
MLS Degrees **[MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]**	7	7	7	2	3
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. Our freshmen enrollment for FY 2013 has improved over last year and our graduate enrollment has improved significantly. There are currently 19 graduate students enrolled with an additional 10+ expected to be enrolled in the Fall 2013 semester. Our retention of freshmen majors continues to be high as well. The ratio of tenure/tenure-track to non-tenure-track faculty will change as we add two more tenure-track faculty in 2013-14. The improvement to total graduate SCH reflects the increased enrollment. We expect to see some increase in undergrad SCH with the addition of new courses taught by new tenure-track faculty.					
Number of books, book chapters, and **refereed** articles published [TOTAL NUMBER PUBLISHED]	18	10	8	6	8

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Percent of faculty publishing **refereed** books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	47% (7/15)	33% (5/15)	40% (6/15)	40% (6/15)	20% (3/15)
Number of **non-refereed** articles and presentations [TOTAL NUMBER COMPLETED]	16	19	29	20	13
Percent of faculty publishing **non-refereed** articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	67% (10/15)	46% (7/15)	60% (9/15)	53% (8/15)	53% (8/15)
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	1	0	0	11	5
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	.06% (1/15)	0% (0/15)	0% (0/15)	20% (3/15)	0% (0/15)* *Creative works by SIAS faculty
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	1/7%	2/13%	1/6%	0/0%	0/0%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0/0%	$5,000 1/.06%	0/0%	0/0%	0/0%
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]				0	0
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. In part our numbers were down as we had temporary faculty filling tenure lines who did not publish. Additional work, such as book reviews and publications and presentations by one faculty member at SIAS were not included in the totals. Also, 2 faculty members took sabbatical leave in order to complete research for forthcoming publications. In addition, several faculty members serve as book reviewers, outside readers, editors, or members of editorial boards and a number of publications are forthcoming.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1: Senior Course Paper Number of student passing with at least a 3.5 on departmental rubric	12/13	7/7	14/14	17/17	12/13
Direct Outcome 2: Praxis Content Test in English for Teacher Licensure, number of students achieving 165	3/4	4/4	7/10	4/5 (one	6/7 (5

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
or above (passing)				student scored a 164)	students scored 190 or better)
Indirect Indicator 1: # of full-time faculty scoring 4.0 or better on question "I would recommend this instructor to other students" on evaluations					13/15
Indirect Indicator 2: Student Membership in Sigma Tau Delta as of May 2013		7	10	23	24
Dept senior students' Level of Academic Challenge **[FHSU LAC SCORE, DEPT LAC SCORE]**	54.65 69.12	55.9 57.07	56.4 60.69	56.2 56.07	58.5 64.92
Dept senior students' Active and Collaborative Learning **[FHSU ACL SCORE, DEPT ACL SCORE]**	45.34 59.69	46.1 55.56	43.9 48.57	44.5 62.43	45.1 54.76
Dept senior students' Student-Faculty Interaction **[FHSU SFI SCORE, DEPT SFI SCORE, N, %]**	45.34 63.33	41.0 61.11	38.5 54.44	38.4 56.30	38.6 65.33
Dept senior students' Enriching Educational Experiences **[FHSU EEE SCORE, DEPT EEE SCORE, N, %]**	34.72 49.14	34.0 37.87	32.9 48.73	32.7 47.55	34.0 51.43
Dept senior students' Supportive Campus Environment **[FHSU SCE SCORE, DEPT SCE SCORE, N, %]**	59.57 57.87	60.3 64.90	60.8 70.00	59.8 71.53	61.9 58.33
Number of NSSE participants **[NUMBER OF DEPT SR STUDENTS, PERCENT]**	7 41%	9 53%	5 33.3%	9 37.50%	6 23.1%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. LAC, SFI, and EEE scores improved. SCE and ACL scores will be addressed with the development of initiatives designed to target those areas. We continue to have difficulties motivating students to participate in NSSE and will try to come up with solutions to this problem.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1: Number of SRPs attended	9	5	6	9	6
Outcome/Indicator 2: Early IQ Use				47% (7/15)	NA
Outcome/Indicator 3: Number of prospective students meeting with Chair (Graduate & Undergraduate)		46	29	35	36
Briefly note 2-3 improvements over the last year prompted from the above indicators. Faculty and Chair continued to attend all SRPs at which we had students receiving awards. No data was received regarding Outcome Indicator 2 (Faculty participation in Early IQ). Department Chair continued to meet personally with prospective undergraduate and graduate students, whenever possible (Indicator 3).					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Development of targeted survey of Summer MA program.	Survey was developed and is being administered in Summer 2013.
Discussion of potential new courses to be added to the Writing Concentration.	As a result of this initiative, the department recruited and hired a new tenure-track faculty member, Dr. Carol Poster, who brings expertise in desirable areas to assist in developing these new courses.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Development of new writing courses for undergraduate and graduate programs.	A committee of faculty members and department chair. No new resources required. Courses will be put through course development process and incorporated into assessment. The new classes will make up part of the curriculum under development for a new writing concentration within the MA program.
Requirement of e-portfolios for all writing concentration majors.	Cheryl Duffy. Based on pilot program from Spring 2013. May require further resources in subscription to e-portfolio system and conference/workshop attendance. Future assessment of the writing concentration will include e-portfolios.

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Dr. Scott attended the Common Core Standards meeting in Manhattan in October 2012. The standards for Comp I and Comp II were approved and a recommendation forwarded to the Board of Regents.
Increase Enrollment	Increased contact with faculty/chair through advising and improved recruitment strategies for the MA program have resulted in high levels of retention and recruitment.
Improve Persistence and Retention	Retention reports prepared for administration on the role of general education courses in improving retention (specifically the Comp I-II sequence).
Improve Student Learning	Department participation in 2 pilot programs (using e-portfolios and embedded librarian) has demonstrated improvement in student learning as indicated in composition assessment results and course evaluations.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
1. Excellent teachers – this is evidenced by consistently strong teaching evaluations and several nominations of faculty for teaching awards. 2. The department continues to demonstrate a strong commitment to internationalization. 3. Our Sigma Tau Delta chapter remains very active both regionally and nationwide. 4. We are continuing to provide our students with real-world experience through courses like our Writing Internship class. 5. The Writing Center continues to provide essential support for many FHSU students. 6. English education majors continue to score well above average on the PRAXIS test. Job placement for teaching concentration graduates remains high. 7. Assessment data from Composition classes demonstrates high degree of effectiveness of the Comp classes individually and as a sequence. 8. Excellent evaluation of our Summer MA program by participating students. 9. Our student publications, *Lines* and *Post Parade*, indicate the depth of student talent in our program. *10. Teacher-Scholar* continues to thrive under the direction of Dr. Leuschner. *11.* Rarick 312 and 348, our learning studios, are proving to be an invaluable resource. 12. Addition of new positions as well as new tenure-track hires should increase our general education offerings and strengthen our major curriculum.	Several of our current needs have been addressed through Action Plan funding and the addition of new positions. The outdated Writing Center will undergo a much-needed renovation this year (anticipated completion date is September 2013). 1. Although we have been fortunate to receive several new scholarships and an endowed position, we continue to have some difficulties with summer housing for the in-service MA students. Students have complained about inadequate services and the lack of basic supplies, such as dishware and utensils. Costs remain the same, but they indicate that services have declined. 2. Reassigned time for program assessment would allow us to innovate more. Currently, we are making improvement, but at a slow pace, due to the many responsibilities assigned to faculty. 3. Conference room (366 Rarick) is in need of updates to make it more functional.
Future Opportunities	**Future Threats**
1. As a result of our recent program review, the department will begin work to develop a new MA concentration in Writing, which we expect	1. Continue to address the demand for general education classes without compromising major courses.

to improve our recruitment to students in the traditional year-round MA program. 2. Expand assessment initiatives and determine how to conduct effective assessment of virtual and international courses. 3. Utilize new scholarships to improve recruitment.	2. Given that there will likely be additional faculty and staff retirements in the coming years, we will have to recruit and hire wisely in order to maintain the quality of the program, while also adding faculty with expertise in desirable areas. Early and effective advertisement of open positions will play a crucial role in meeting achieving these goals. 3. Higher enrollments of non-native English speakers will increase demand for one-on-one interaction between faculty and students. This may present additional challenges for faculty with already heavy teaching loads.

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Recruitment visits for Graduate and Undergraduate programs.	Travel funding and possible reassigned time.	Extend recruitment into new markets (ongoing).
Visiting Speaker Series/Alumni invited talks.	Honoraria and travel.	Increase engagement with alumni and encourage giving (ongoing).

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

SUPPORTING MATERIALS

Department Degree Program Affinity Diagram(s) AFFINITY DIAGRAM ENGLISH BA DEGREE LITERATURE CONCENTRATION			
Characteristics of Major	**Expected Learning Outcomes**	**Curriculum**	**Assessment Approach & Methods**
Knowledgeable *They understand the nature of language and literature.*	Recognize plot and character in literary texts.	ENG 251 Survey of American Literature I ENG 252 Survey of American Literature II	Percentage of students who score B equivalent or higher on Part Two of Exam 2 in ENG 251 Survey of American Literature I Percentage of students who score B equivalent or higher on Exam 1 in ENG 262 Survey of British Literature II
Scholarly *They have strong research skills, including the ability to retrieve information through MLA bibliography.*	Locate and apply primary and secondary sources within a literary-analysis paper	ENG 261 Survey of British Literature I ENG 262 Survey of British Literature II	Percentage of students who score B equivalent or higher on line "05 E" on rubric for "Paper 2: Analysis of a Poem" from ENG 251 Survey of American Literature I Percentage of students who score B equivalent or higher on "Quotes and Support" line on One-Element Poetry Paper Rubric from ENG 307 Introduction to Literary Analysis
Collegial *They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity.*	Demonstrate MLA citation style and proper "Works Cited" formatting	ENG 307 Introduction to Literary Analysis ENG 446 Advanced Composition	Percentage of students who score B equivalent or higher on ENG 446 line *2. MLA Format* on "Literary Paper Course Rubric" in ENG 446 Advanced Composition Percentage of students who score B equivalent or higher on MLA Exam in ENG 251 Survey of American Literature I
Aesthetic Appreciation/Historical Perspective *They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.*	Recognize and correct errors in texts written by others, including professional and student writers	ENG 099 Senior English Course Paper	Percentage of students who score B equivalent or higher on final exam in ENG 446 Advanced Composition Percentage of students who score B equivalent or higher on line "Organization" for Short Analysis Paper Rubric in ENG 307 Introduction to Literary Analysis
Analytical *They have analytical and critical skills that enable them to discover the meaning of a text.*	Create extended argument analyzing a literary text		Percentage of students who score B equivalent or higher on "Ideas and Content" line of ENG 099 Senior English Course Eight Trait Writing Assessment Form Percentage of students who score B equivalent or higher on line "Analysis" for Short Analysis Paper Rubric in ENG 307 Introduction to Literary Analysis
Articulate *They can communicate written information and argument to a particular audience.*	Create an essay that conforms to the conventions of standard written English grammar and usage		Percentage of students who score B equivalent or higher on "Conventions, Grammar, and Mechanics" line of Eight-Trait Writing Assessment Form for ENG 099 Senior Course Paper Percentage of students who score B equivalent or higher on Essay Portion of Exam 2 in ENG 252 Survey of American Literature II
Technologically Literature *They strong research skills, including technological means, such as the internet.*	Create a visual presentation using document camera, Power Point, hand out, or white board that argues a position to a target audience		Percentage of students who score B equivalent or higher on "Literary Theory Group Presentations" for ENG 307 Introduction to Literary Analysis Percentage of students who score B equivalent or higher on "Use of Visual Aids" line of "Group Presentation" Rubric for ENG 261 Survey of British Literature I
	Create an extended essay using psychological, formalistic, feminist, or deconstructive approaches to literature		Percentage of students who score B equivalent or higher on rubric line "Use of Critical Terms and Approaches to Literature" of Source and Research Paper Rubric in ENG 251 Survey of American Literature I Percentage of students who score B equivalent or higher on line "VI: Concluding paragraphs (writer's analysis of the primary text and evaluation of the validity of various critical approaches)" on Major Literary Analysis Paper Rubric in ENG 307 Introduction to Literary Analysis

Approved by

English Department February 2013

AFFINITY DIAGRAM ENGLISH BA DEGREE TEACHING CONCENTRATION			
Characteristics of Majors	**Expected Learner Outcomes**	**Curriculum**	**Assessment Approach & Methods**
Knowledgeable They understand the nature of language and literature as well as the way cultural, philosophical, political, and religious ideas provide the context for literary expression.	Construct lesson plans to teach major works of British, American, world, multicultural, and young adult literature in a variety of genres	ENG 251 Survey of American Literature I ENG 277 Early Field Experiences in English	Percentage of students who score B equivalent or higher on Lesson Plan Project: ENG 415 Techniques of Teaching English Percentage of students who score B equivalent or higher on Major Teaching Project: ENG 697 Young Adult Literature
Technologically Literate They have analytical/critical skills that enable them to discover meaning within a text, research skills to retrieve information through traditional and technological means, and organizational skills appropriate to the 21st Century workplace.	Design discussions of texts focused on issues of gender, race, culture, and ethnicity, and include pedagogical strategies to teach research skills and MLA format	ENG 415 Techniques of Teaching English ENG 446 Advanced Composition ENG 307 Introduction to Literary Analysis	Percentage of students who score B equivalent or higher on Unit of Study/Lesson Plan: ENG 415 Techniques of Teaching English Percentage of students who score B equivalent or higher on Literary Presentations: ENG 697 Young Adult Literature
Flexible/Adaptive They have the generalist's ability to see relationships and to synthesize knowledge and information.	Define the methods and theories that inform the teaching of literature and composition	ENG 648 Theories of Rhetoric & Composition ENG 682 Traditional English Grammar	Percentage of students who score B equivalent or higher on midterm: ENG 648 Theories of Rhetoric and Composition Percentage of students who score B equivalent or higher on Pedagogically Focused Annotated Bibliography: ENG 682 Traditional English Grammar
Aesthetic Appreciation/Historical Perspective They recognize the role of creative imagination in giving literary expression to values as well as cultural and historical paradigms.	Construct pedagogical lessons based on theory, practice, or professional observation	ENG 697 Young Adult Literature	Percentage of students who score B equivalent or higher on Pedagogically Focused Annotated Bibliography: ENG 682 Traditional English Grammar Percentage of students who score B equivalent or higher on the Field Experience Critical Assessment Paper: ENG 277 Early Field Experiences in English
Insightful/Humane They value literature as a means to explore and interpret diverse human experience and affirm our common humanity and civic responsibility.	Assess student performance to align with established standards		Percentage of students who score B equivalent or higher on Lesson Plan Assignments: ENG 415 Techniques of Teaching English Percentage of students who score B equivalent or higher on Major Teaching Project: ENG 697 Young Adult Literature
Collegial They are cooperative and engaged members of their communities.	Recognize and correct texts written by others, including professional and student writers		Percentage of students who score B equivalent or higher on final exam: ENG 446 Advanced Composition Percentage of students who score B equivalent or higher on line "Organization" for Short Analysis Paper Rubric: ENG 307 Introduction to Literary Analysis
Articulate They express themselves in rhetorically effective oral, written, and electronic discourse.	Utilize technology to enhance student learning and engagement that emphasizes cultural and historical diversity		Percentage of students who score B equivalent or higher on Teaching Project at Area School: ENG 415 Techniques of Teaching English Percentage of students who score B equivalent or higher on Major Teaching Project: ENG 697 Young Adult Literature
	Create an extended essay using psychological, formalistic, feminist, or deconstructive approaches to literature		Percentage of students who score B equivalent or higher on line "Use of Critical Approaches to Literature:" ENG 251 Survey of American Literature I rubric Percentage of students who score B equivalent or higher on line "Writer draws on principles of at least one critical approach in analysis:" ENG 307 Introduction to Literary Analysis rubric

Approved
by English Department
February 2013

AFFINITY DIAGRAM
ENGLISH BA DEGREE WRITING CONCENTRATION

Characteristics of Major	Expected Learning Outcomes	Curriculum	Assessment Approach & Methods
They understand the nature of language and literature.	Locate and apply primary and secondary sources within a literary-analysis paper	ENG 251 Survey of American Literature I ENG 307 Introduction to Literary Analysis	Number of students who score B equivalent or higher on line "05 E" on rubric for "Paper 2: Analysis of a Poem" from ENG 251 *Survey of American Literature I* Number of students who score B equivalent or higher on "Quotes and Support" line on One-Element Poetry Paper Rubric from ENG 307 *Introduction to Literary Analysis*
They have strong research skills, including the ability to retrieve information through MLA bibliography.	Recognize plot and character in literary texts.	ENG 251 Survey of American Literature I ENG 262 Survey of British Literature II	Percentage of students who score B equivalent or higher on Part Two of Exam 2 in ENG 251 American Literature Survey I Percentage of students who score B equivalent or higher on Exam 1 in ENG 262 Survey of British Literature II
They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity.	Demonstrate MLA citation style and proper "Works Cited" formatting	ENG 466 Advanced Composition ENG 251 Survey of American Literature I	Number of students who score B equivalent or higher on ENG 466 line *2. MLA Format* on "Literary Paper Course Rubric" Percentage of students who score B equivalent or higher on MLA Exam in ENG 251 *Survey of American Literature I*
They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.	Recognize and correct errors in texts written by others, including professional and student writers	ENG 466 Advanced Composition ENG 385 Professional Editing	Percentage of students who score B equivalent or higher on *ENG 466 Advanced Composition* final exam Percentage of students who score B equivalent or higher on Part 2 Section C of Midterm in ENG 385 *Professional Editing*
They have analytical and critical skills that enable them to discover the meaning of a text.	Create extended argument analyzing a literary text	ENG 099 Senior English Course paper ENG 307 Introduction to Literary Analysis	Number of students who score B equivalent or higher on "Ideas and Content" line of Eight-Trait Writing Assessment Form in ENG 099 *Senior English Course* paper rubric Number of students who score B equivalent or higher on line "Analysis" for Short Analysis Paper Rubric in ENG 307 *Introduction to Literary Analysis*
They can communicate written information and argument to a particular audience.	Create an extended essay that conforms to the conventions of standard written English grammar and usage	ENG 099 Senior English Course paper ENG 307 Introduction to Literary Analysis	Number of students who score B equivalent or higher on "Conventions, Grammar, and Mechanics" line of Eight-Trait Writing Assessment Form for ENG 099 *Senior Course Paper* Number of students who score B equivalent or higher on "Mechanics and Citation" line on Poetry and Analysis Paper Rubric in ENG 307 *Introduction to Literary Analysis*
They have strong research skills, including technological means, such as the internet.	Create a visual presentation using document camera, Power Point, hand out, or white board that argues a position to a target audience	ENG 307 Introduction to Literary Analysis ENG 448 Professional Writing	Percentage of students who score B equivalent or higher on Literary Theory Group Presentations for ENG 307 *Introduction to Literary Analysis* Number of students who score B equivalent or higher on "Content: Visual Aid" line of Presentation—Writing Internship Rubric for ENG 448 *Professional Writing*
They understand the ways religious, philosophical, political, and cultural ideas provide the context for literary expression	Create an extended essay using psychological, formalistic, feminist, or deconstructive approaches to literature	ENG 251 Survey of American Literature I ENG 307 Introduction to Literary Analysis	Number of students who score B equivalent or higher on rubric line "Use of Critical Terms and Approaches to Literature" of Source and Research Paper in ENG 251 *Survey of American Literature I* rubric Number of students who score B equivalent or higher on line "VI: Concluding paragraphs (writer's analysis of the primary text and evaluation of the validity of various critical approaches" on Major Literary Analysis Paper Rubric in ENG 307 *Introduction to Literary Analysis*

Affinity Diagram English MA Degree			
Characteristics of Major	**Expected Learning Outcomes**	**Curriculum**	**Assessment Approach & Methods**
Knowledgeable They understand the nature of language and literature, as well as the way religious, philosophical, political, and cultural ideas provide the context for literary expression.	Write an essay that demonstrates an understanding of scholarly inquiry in a specific field	ENG 898: Graduate English Course Paper MA Exam	Percentage of students who score B equivalent or higher on "Ideas and Content" line of Eight-Trait Writing Assessment Form for ENG 898 Graduate English Course Paper Percentage of students who score B equivalent or higher on line 2 "Organization & Development" of Critical Casebook Rubric for ENG 826 Approaches to Literature
Scholarly They have strong research skills, including the ability to retrieve information through MLA bibliography.	Locate, evaluate, and choose appropriate secondary sources	ENG 826 Approaches to Literature	Percentage of students who score B equivalent or higher on "Research" line on Critical Casebook Rubric for ENG 826 Approaches to Literature Percentage of students who score B equivalent or higher on "Correct Research Conventions" line of Eight-Trait Writing Assessment Form for ENG 898 Graduate English Course Paper
Collegial They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity.	Apply primary and secondary sources in an essay		Percentage of students who score B equivalent or higher on "Quality of Writing (Organization and Development)" line of Critical Casebook Rubric for ENG 826 Approaches to Literature Percentage of students who score B equivalent or higher on "Research, Adaptation" line of Eight-Trait Writing Assessment Form for ENG 898 Graduate English Course Paper
Aesthetic Appreciation/Historical Perspective They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.	Write an essay that demonstrates textual analyses of a literary work		Percentage of students who score "3" or higher on line 1 of MA Exam Rubric Percentage of students who score equivalent of B or higher on Graduate course paper
Analytical They have analytical and critical skills that enable them to discover the meaning of a text.	Create an essay that demonstrates methodological approaches to literature		Percentage of students who score "3" or higher on line 2 of MA exam Rubric Percentage of students who score B equivalent or higher on Graduate English Course Paper in ENG 898
Technologically Literate They have strong research skills, incorporating technological means, such as the internet.	Write an extended research essay that demonstrates MLA citation style		Percentage of students who score B equivalent or higher on "Documentation" line of Critical Casebook Rubric for ENG 826 Approaches to Literature Percentage of students who score B equivalent or higher on "Documentation, Form, MLA" of Eight-Trait Writing Assessment Form for ENG 898 Graduate English Course Paper

Approved

by English Department February 2013

AFFINITY DIAGRAM ENGLISH MLS DEGREE			
Characteristics of Major	**Expected Learning Outcomes**	**Curriculum**	**Assessment Approach & Methods**
Analytical They have analytical and critical skills that enable them to discover the meaning of a text.	Locate, evaluate, choose and apply appropriate secondary sources for an extended essay	ENG 874 Culminating Experience Project ENG 812 Studies in Literature: Theory and Application MLS Exam/Comps	Number of students who score "3" or higher on line "B" of ENG 874 Culminating Experience Project Rubric Number of students who score a B equivalent or higher on "Research" line of Critical Casebook Rubric for ENG 812 Studies in Literature: Theory and Application
Scholarly They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.	Write an extended argument that conforms to standard English		Number of students who score B equivalent or higher on "Quality of Writing (Mechanics)" line for Critical Casebook rubric in ENG 812: Studies in Literature: Theory and Application Number of students who score "3" or higher on line "G" of ENG 874 Culminating Experience Project Rubric
Aesthetic Appreciation/Historical Perspective They understand the nature of language and literature as well as the way cultural, philosophical, political, and religious ideas provide the context for literary expression.	Write an essay that illustrates proper MLA citation style		Number of students who score "3" or higher on line "F" of ENG 874 Culminating Experience Project Rubric Number of students who score a B equivalent or higher on "Documentation" line on Critical Casebook rubric for ENG 812 Studies in Literature: Theory and Application
Technologically Literate They have strong research skills, including technological means, such as the internet.	Create an essay that demonstrates a high-level of productive textual analyses		Number of students who score "3" or higher on line "E" of ENG 874 Culminating Experience Project Rubric Number of students who score "4" or higher on Question 2—line "English Studies—poetry" of MLS Exam/Comps Rubric
Knowledgeable They can communicate written information and argument to a particular audience.	Create an extended argument that uses methodological approaches to literature		Number of students who score "3" or higher on line "D" of ENG 874 Culminating Experience Project Rubric Percentage of students who score "4" or higher for Question 1 "Applying Methods to Prose" on MLS Exam/Comps Rubric
Collegial They have strong research skills, including the ability to retrieve information through MLA bibliography.	Generate a research topic that expands current scholarly inquiry in a specific field of criticism		Number of students who score "3" or higher on line "A" of ENG 874 Culminating Experience Project Rubric Number of students who score B equivalent or higher on line "Quality of Writing: Organization and Development" of Critical Casebook Rubric for ENG 812 Studies in Literature: Theory and Application

Approved

by English Department February 2013

B. Department Staffing Plan

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT STAFFING PLAN AND ASSIGNMENTS (2012-2013)
DEPARTMENT: ENGLISH
DATE UPDATED: September 10, 2012

(1) CURRENT Department Needs	(2) Faculty Member	(3) CURRENT Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Completed	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit Modern British Lit Gen/Comp Lit	Singleton, C.	Composition Gen Ed Lit Lang/Ling/TESL American Lit Modern British Lit Gen/Comp Lit	1949	1.0	Professor	1992 (1981)	PhD	Tenured	$85,646.00
Composition Gen Ed Lit Composition Theory Director of Writing Concentration	Duffy, C.	Composition Gen Ed Lit Composition Theory 19th C. Amer. Lit Director of Writing Concentration	1959	1.0	Professor	2007 (1992)	PhD	Tenured	$69,974.00
Composition Gen Ed Lit Lang/Ling/ESL British Lit (Medieval, 18th C.) Multiculturalism Writing Center Director Director of Composition	Shaffer, P.	Composition Gen Ed Lit Lang/Ling/TESL British Lit Multiculturalism Director of Writing Center Director of Composition	1948	1.0	Professor	1999 (1982)	PhD	Tenured	$72.748.00
Composition Virtual College: MLS Courses Gen Ed Lit	Meade, M	Composition Comparative Lit Gen Ed Lit (French)	939	1.0	Assoc. Professor	1977 (1967, For. Lang.: 1976)	PhD	Tenured	$55,152.00
Shakespeare Early Modern Lit Literary Theory Gen Ed Lit Comparative Literature Department Chair	Scott, P.	Shakespeare Early Modern Lit Literary Theory Gen Ed Lit Comparative Literature Department Chair	1960	1.0	Professor	2011	PhD	Tenure Track	$83,421.00
Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	Hutchison, S.	Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	1970	1.0	Assoc Professor	2010 (2003)	PhD	Tenured	$55,883.00
Composition Gen Ed Lit World Lit Creative Writing	Weaver, Brett	Composition Gen Ed Lit World Lit Creative Writing Creative Non-Fiction	1965	1.0	Assoc. Professor	2006 (2000)	PhD	Tenured	$53,916.00

(1) CURRENT Department Needs	(2) Faculty Member	(3) CURRENT Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Completed	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit Tech & Professional Writing US Minority Lit Young Adult Lit Methods/Supervise Students Director of Teacher Education	Wilson, S.	Composition Gen Ed Lit Cert. 7-12 US Minority Lit Young Adult Lit Director of Teacher Education	1947	1.0	Instructor	1980 (1980)	MA	Temp	$54,717.00
Composition ESL Virtual College: MLS Courses Gen Ed Lit Tech & Professional Writing	Smith, L.	Composition TESL/Cert. 7-12 Gen Ed Lit Lit Visions (on-line) Lit and the Environment	1954	1.0	Instructor	1993 (1993)	MA ESL Certif.	Temp	$47,128.00
Composition Gen Ed Lit Virtual College: Comp/GE Lit. Methods	Craven, B.	Composition Gen Ed Lit Secondary Teaching Experience ESL	1952	1.0	Instructor	2004 (2004)	MA	Temp	$42,880.00
Composition Gen Ed Lit Virtual College: Comp GE Lit Coordinator of Program Assessment	Linda McHenry	Composition Gen Ed Lit Writing for Children	1969	1.0	Instructor	2010 (2000)	MA	Temp	$41,619.00
Composition Composition & Rhetoric Writing/Publication Gen Ed Lit Chair of Graduate Committee	Bartlett, L.	Composition Composition & Rhetoric Generalist/Comparative Lit Classics Writing Center Gen Ed Lit	1972	1.0	Assoc Professor	2011 (2005)	PhD Required	Tenured	$53.176.00
Composition British Lit (especially 18th Century) American Lit (especially Modern American poetry) Gen Ed Lit Virtual College: MLS Courses Director of International Composition Editor of *Teacher/Scholar*	Leuschner, E.	Composition Gen Ed Lit American Poetry Virtual College: MLS Courses British Lit. Film and Literature Director of International Composition Editor of *Teacher/Scholar*	1968	1.0	Asst Professor	2005 (2005)	PhD	Tenure Tr	$60,156.00
Composition Gen Ed Lit Professional Editing	Graham, S.	Composition ESL		1.0	Instructor	2011	MA	Temp	40,000.00
Composition Gen Ed Lit	Kastens, Z.	Composition Gen Ed Lit		1.0	Instructor	2011	MA	Temp	40,000.00

C. Bibliography of Departmental Scholarly Activity

Fort Hays State University
English Department Bibliography
May 2012-May 2013

Publications

Adams, Cathy. *This Is What It Smells Like.* Mercer Island, WA: New Libri Press, 2012.
Duffy, Cheryl. "FHSU a Perfect Fit for KAMS." *FHSU Magazine* Summer 2012: 12.
---. "Our Town: Phillipsburg." *Kansas! Magazine* Summer 2012: 34-36.
Hutchison, Sharla. "Disease and Degeneration in Marie Corelli's *Vendetta.*" *English Literature in Transition, 1880-1914* 56.2 (2013): 167-88.
---. Review of *It Came from the 1950s!: Popular Culture, Popular Anxieties* by Darryl Jones, Elizabeth McCarthy and Bernice M. Murphy. *The Journal of Popular Culture* 46.2 (2013).
---. Review of *Better Off Dead: The Evolution of the Zombie as Post-Human* by Deborah Christie and Sarah Juliet Lauro. *The Journal of Popular Culture* 45.3 (2012).
Leuschner, Eric. "Beginning with the Ephemeral: Reading the Eighteenth-Century Preface." *Encountering Ephemera from Shakespeare to Swift: Scholarship, Performance, Classroom*. Eds. Joshua Fisher and Jad Smith. Cambridge Scholars Press, 2012.
Nicholes, Justin. "Accuracy Development through Computerized Storytelling: A Preliminary Study on Student-Generated CALL." *Language Education in Asia* 3.1 (2012): 18-31. Web. 6 Oct. 2012.
---. "It Never Happened." *The Summerset Review* (2012). Web. Jun. 2012
---. "The Kidnapping." *The Saint Ann's Review* (2013, Spring). Print.*River Dragon Sky.* Signal 8 Press, 2012.
---. "Salt." *Stickman Review* 11.1 (2012). Web. 25 May 2012.
--- (editor). *Alien Sky*. Another Sky Press, 2013.
Scott, Pauline. "Owning the Journey: Using Collaborative Revisions of *Little Red Riding Hood* in Teaching Introduction to Literature at a Historically Black University." *CEA Forum* 41.1 (2012): n.pag. Web.

Forthcoming Publications

Harper, Jason. *Yellow #5*. Forthcoming from Another Sky Press.
Hutchison, Sharla. Review of *Bewilderments of Vision: Hallucination and Literature, 1880—1914* by Oliver Tearle. Forthcoming in *English Literature and Transition, 1880—1914*.
Leuschner, Eric. "Reading Jenny Cameron in the Margins." *MLA Approaches to Teaching the Novels of Henry Fielding*. Ed. Jennifer Wilson. Forthcoming.
---. Review of *The Framing Text in Early Modern English Drama: 'Whining' Proloues and 'Armed' Epilogues,* by Brian W. Schneider. Forthcoming in *SHARP News.*
Scott, Pauline. "Wayward Sons and Absent Fathers: Love, Loss, and Contemporary Constructions of Masculinity in *Supernatural*." *Backlashes or New Frontiers: Mapping Post-Feminist American Masculinity*, eds. Elizabeth Abele and Marcelline Block. Forthcoming.
Will, Brad. *Supramundane: Sublimity in Science Fiction, Beyond Physics and Metaphysic.* Forthcoming from McFarland.

Presentations

Bartlett, Lexey, "'Don't Hate Me Because I'm Beautiful': The Problem of Beauty in Elizabeth von Arnim's *The Enchanted April*." The 34th Annual Southwest/Texas Popular Culture and American Culture Associations Conference. Albuquerque, New Mexico. February 2013

Craven, Brenda. "Atwood's Applied Science: Apocalypse 101." The World We Have Imagined: Nature, Literature, and the Environment, Southwestern College, Winfield, KS, 4-6 April 2013.

Duffy, Cheryl. "Common and Uncommon Errors." Third Annual Writer's Workshop, Cottonwood Ranch, Kansas, 2012.

Duffy, Cheryl, and Zachary Kastens. "Learning Studios: Uncommon Classrooms Facilitate Common Core Standards." The Kansas Associate of Teachers of English Annual Conference. Wichita, Kansas. October 2012

Hampton, Zachary, and Justin Nicholes. "Using Cummins' Language Acquisition Theories to Help Chinese Learners Develop Academic Language Proficiency." The Fifth National Symposium on Second Language Acquisition, Huazhong University of Science and Technology, Wuhan, China. Oct. 2012.

Hutchison, Sharla. "Egyptology, Commodity Fetishism, and Monomania in Bram Stoker's *The Jewel of Seven Stars*" PCA/ACA, Washington D.C., 27-30 March 2013.

---. "Environmental Ethics in Marianne Moore's Animal Poems: The Case of the Arctic Ox." The World We Have Imagined: Nature, Literature, and the Environment, Southwestern College, Winfield, KS, 4-6 April 2013.

---. "Imperial Monstrosities: Algernon Blackwood's Gothic Egypt" SAMLA, Durham, NC, 9-12 November, 2012.

Scott, Pauline. "Writing Identity: Nature, Gender, and Self in Virginia Woolf's *Orlando*" College English Association Conference, Savannah, GA, 3-7 April, 2013.

Smith, Linda. "Revisiting Leopold's Land Ethic to Inspire Change." The World We Have Imagined: Nature, Literature, and the Environment, Southwestern College, Winfield, KS, 4-6 April 2013.

Awards

Harper, Jason. Nominated for the FHSU 2013 Pilot Award.

Nicholes, Justin. Nomianted for the FHSU 2013 Pilot Award.

---. 2012. Nominated for a Pushcart Prize by Signal 8 Press: "Prologue: Change."

Schulze, Michael. Sias International University Most Professional Instructor of the Year (awarded in June, 2012)

Wilson, Sharon. Nominated for the FHSU 2013 Pilot Award.

Professional Service

Adams, Cathy. Facilitator for the World Academy for the Future of Women during the month of November, 2012.

Bartlett, Lexey. Board Member (Alternate), University Press of Kansas Editorial Board.

Craven, Brenda. Leader, Kansas Humanities Council-sponsored *TALK* book discussions:

Grant County Public Library, Ulysses, Sept. 24 – *Buffalo Girls*
Dodge City Public Library, Dodge City, Oct. 6 –*Touching the Fire*
Kinsley Public Library, Kinsley, Oct. 16 – *The House of Spirits*
Parsons Public Library, Parsons, Nov. 5 – *The Kite Runner*

Goodland Public Library, Feb. 7 - *House of the Spirits*
Ida Long Goodman Public Library, St. John, Feb. 24 – *Prodigal Summer*
Graham County Public Library, Hill City, Apr. 16 – *The Worst Hard Time*
Stafford County Museum, Stafford, May 5 – *Snow Falling on Cedars*

Leuschner, Eric. Field Bibliographer. *MLA International Bibliography.*.

Nicholes, Justin. Senior Fiction Editor/Communications Director at *Our Stories* online literary journal.

Singleton, Carl. Board of Directors for KATE (Kansas Association of Teachers of English)

Smith, Linda. Co-authored 2012 Fort Hays State University, "Communiqué on the Emerging Challenges of the International Classroom" with Amanda K. Ergun and Mehran Shahidi

D. Department Program Assessment Results

First-Year Composition Program Data and Assessment
Fort Hays State University English Department, Spring 2010-Fall 2012
and
The Writing Center, Fall 2012-Spring 2013

Pamela K. Shaffer, PhD
Director of Composition and Director of the Writing Center

All generic students at FHSU are required to take English Composition I (ENG 101) their first semester followed by English Composition II (ENG 102) the next semester.

DATA FOR FIRST-YEAR ENGLISH COMPOSITION SEQUENCE

GRADE DISTRIBUTION FOR DOMESTIC FACE-TO-FACE, VIRTUAL, AND INTERNATIONAL COMPOSITION COURSES
Spring 2010-Fall 2012*

A	B	C	D	I	U	W	Total
SPRING 2010							
ENG 101 On-Campus							
26(21%)	32(25%)	22(17%)	5(4%)	0	30(24%)	11(9%)	126
VC International Partner							
20(18%)	24(21%)	40(35%)	10(9%)	0	18(16%)	1(.01%)	113
VC Other							
36(37%)	43(44%)	7(7%)	2(2%)	0	5(5%)	4(4%)	98
ENG 102 On-Campus							
117(33%)	113(31%)	61(17%)	17(5%)	0	39(11%)	13(4%)	360
VC International Partner							
393(27%)	625(43%)	297(21%)	85(6%)	0	36(2%)	6(.01%)	1442
VC Other							
39(47%)	28(34%)	10(12%)	1(1%)	0	4(5%)	1(1%)	83

FALL 2010
ENG 101 On-Campus
101(27%) 133(35%) 74(19%) 20(5%) 0 38(10%) 14(4%) 380
VC International Partner
307(24%) 662(53%) 213(17%) 43(3%) 3(.00%)32(3%) 0 1260
VC Other
43(43%) 28(28%) 9(9%) 1(1%) 3(3%) 14(14%) 1(1%) 99
ENG 102 On-Campus
48(29%) 39(24%) 36(22%) 15(9%) 0 19(12%) 8(5%) 165
VC International Partner
12(14%) 36(43%) 18(22%) 6(7%) 1(1%) 7(8%) 3(4%) 83
VC Other
32(46%) 16(23%) 9(13%) 0 1(1%) 8(11%) 4(6%) 70

SPRING 2011
ENG 101 On-Campus
27(36%) 23(31%) 13(18%) 3(4%) 0 5(7%) 3(4%) 74
74VC International Partner
8(7%) 46(39%) 39(33%) 16(13%) 0 9(8%) 1(.01%) 119
VC Other
36(33%) 37(34%) 9(8%) 4(4%) 1 18(17%) 5(4%) 109
ENG 102 On-Campus
110(36%) 101(33%) 60(19%) 13(4%) 0 22(7%) 9(2%) 309
VC International Partner
361(29%) 621(49%) 224(18%) 36(3%) 1(.00%)18(1%) 0 1261 **VC Other**
43(37%) 35(30%) 16(14%) 4(3%) 0 7(6%) 8(7%) 115

A B C D I U W Total
FALL 2011
ENG 101 On-Campus
78(19%) 135(34%) 112(28%) 23(6%) 0 43(11%) 10(2%) 401
74VC International Partner
337(30%) 470(42%) 224(20%) 49(4%) 2(.00%) 24(2%) 2(.00%) 1108
VC Other
29(30%) 37(38%) 11(11%) 2(2%) 0 15(15%) 3(3%) 97
ENG 102 On-Campus
48(28%) 62(36%) 39(22%) 13(8%) 0 6(3%) 6(3%) 174
VC International Partner
20(18%) 63(55%) 24(21%) 2(2%) 0 2(2 %) 3(2 %) 114
VC Other
31(37%) 37(45%) 5(6%) 2(2%) 2(2%) 5(6%) 1(1%) 83

SPRING 2012

ENG 101 On-Campus							
24(20%)	35(28%)	30(24%)	6(13%)	0	15(12%)	3(2%)	123
VC International Partner							
6(9%)	27(39%)	10(14%)	13(19%)	0	12(17%)	0	69
VC Other							
17(15%)	52(46%)	16(14%)	5(4%)	0	16(14%)	4(4%)	112
ENG 102 On-Campus							
104(31%)	108(32%)	71(21%)	12(4%)	0	26(8%)	10(3%)	333
VC International Partner							
318(27%)	558(48%)	239(20%)	45(4%)	0	6(1%)	2(0%)	1170 **VC**
Other							
32(25%)	54(42%)	17(13%)	11(8%)	0	13(10%)	3(2%)	130

A	**B**	**C**	**D**	**I**	**U**	**W**	**Total**
FALL 2012							
ENG 101 On-Campus							
97(23%)	179(43%)	73(17%)	21(4%)	0	42(10%)	9(2%)	421
VC International Partner							
200(17%)	524(43%)	316(26%)	112(9%)	1(0%)	48(4%)	4(0%)	1205
VC Other							
27(27%)	34(34%)	16(16%)	4(4%)	1(1%)	16(16%)	2(2%)	100
ENG 102 On-Campus							
51(29%)	53(30%)	52(30%)	5(3%)	0	8(5%)	6(3%)	175
VC International Partner							
10(12%)	23(27%)	25(30%)	13(15%)	0	10(12 %)	3(4 %)	84
VC Other							
23(24%)	40(42%)	16(17%)	4(4%)	1(1%)	6(6%)	6(6%)	96

***Complete composition data for the Spring Semester 2013 was not available at the time this report was completed.**

ENG 101 and ENG 102 Assessment Procedures
FHSU English Department

Students at the beginning of ENG 101 and at the end of ENG 102 write in-class assessment essays. Presented with prompts, students are asked to choose between two persuasive writing situations and to write an appropriate persuasive essay, incorporating at least one of the quotations provided.

Before they begin to write the Assessment Essay, the students must complete two steps: **1) fill out a cover sheet for the essay; and 2) complete a questionnaire about their writing experience**.

1) The following cover sheet must be completed by Composition I and II students. Because Ms. Linda McHenry, Coordinator of Composition Assessment, may use the results of the annual assessment in

research for publication, the material on the cover sheet complies with guidelines set by the FHSU Internal Review Board (IRB), for research using human subjects.

At the beginning of class on the first day of writing the Assessment Essay, instructors distribute the cover sheet to students and **read the material aloud, having students check the appropriate box, declining or giving consent, as well as signing the sheet**.

If a student declines to allow the essay to be used, the student must still write the Assessment Essay, the instructor may use that essay as specified in his/her syllabus, and the essay will still be part of the English Department program assessment.

If a student declines to allow the essay to be used, **the only consequence** will be that the essay **will simply not be included in any subsequent research that may be carried on and disseminated through conference presentation or publication.** The sample cover sheet follows:

ENG 102 Assessment-Cover Sheet & Consent Form
Fort Hays State University

NOTE: Do not put your name anywhere on your assessment essay. It should appear only on this cover sheet/informed consent, which you STAPLE on top of your final draft before turning in. Meanwhile, place this cover sheet on top of your draft each day as you hand it in.

Name: _____
Student ID#: _____
Section of English 102: _____
Date: _____

CONSENT TO PARTICIPATE IN RESEARCH

Department of English, Fort Hays State University

Study title: **Composition Assessment___**

Name of Researcher Linda McHenry_____

Contact Information 628-5913: lrmchenry@fhsu.edu

You are being asked to participate in a research study. It is your choice whether or not to participate.

Your decision whether or not to participate IN THIS STUDY will have no effect on your academic standing, grade or success in this course. However, your course instructor may use the essay as part of grading for this course, which is separate from this research. Please ask questions if there is anything you do not understand.

The purpose of the study is to better understand the processes involved in forming an argument through writing and revising.

The English Department already asks students to write essays in English Composition I and II to assess student learning. There is no additional work needed from you to participate in this study. The study involves the statistical treatment of the data already being collected by the English Department.

If you decide to participate in this research study, you will be asked to sign this consent form and check the appropriate box after you have had all your questions answered and understand what will happen to you. The length of time of your participation in this study is one week. The data from approximately 350-400 participants will be randomly selected (to a sample size of 60) to be statistically analyzed.

None of the procedures (or questionnaires) used in this study are experimental in nature. The only experimental aspect of this study is the gathering of information for analysis. The data to be analyzed will be from essays that you write. You will also be asked to complete a Writing Questionnaire.

There will be no benefits to you should you decide to participate in this study. You will not receive any compensation for participation in this study. There are no costs for participating in this study.

It is unlikely that participation in this project will result in harm to you. You may stop participation in this study at any time by informing the Principle Investigator, Linda McHenry. Please note that withdrawal from the research study does not preclude you from any work your instructor requires for completion of the course (such as the essay). In the event that you experience writing anxiety or any kind of discomfort beyond what might be expected in a timed writing activity/exercise, contact your instructor or the Principle Investigator.

Once you have completed your essay, your instructor may or may not grade your essay (please see your syllabus for information about the class procedures). Then, your essay will be sent directly to the Director of Composition. Once all of the data has been delivered to the Director of Composition, the Principle Investigator will then receive your essay and immediately de-identify your data. This means that your signed informed consent will be removed and your essay will become numbered. Only the PI will have access to the name/number list. Then, randomly selected essays will be included in the study. Your essay may be kept for ten years as part of this study data set.

Efforts will be made to protect the identities of the participants and the confidentiality of the research data used in this study, such as assuring that all essays are kept in a secure locked place. In addition, the name/number list will be both kept in a locked office as well as maintained on a password protected computer program.

Once the de-identification process has occurred, your data will only be identified by number. Your essays will be destroyed via shredder as soon as they are no longer needed for the study.

The information collected for this study will be used only for the purposes of conducting this study. What we find from this study may be presented at meetings or published in papers but your name will not ever be used in these presentations or papers. The data to be provided either through conference proceedings or journal articles will contain no personal identifying information.

If you have any questions about this study, you may contact Linda McHenry. If you have questions, concerns, or suggestions about human research at FHSU, you may call the Office of Scholarship and Sponsored Projects at FHSU (785) 628-4349 during normal business hours.

I have read the above information about Composition Assessment and have been given an opportunity to ask questions. By signing this I agree to participate in this study and I have been given a copy of this signed consent document for my own records. I understand that I can change my mind and withdraw my consent at any time. By signing this consent form I understand that I am not giving up any legal rights. I am 18 years or older.

☐ I agree to participate in this research study.

☐ I do not agree to participate in this research study

_____

Participant's Signature and Date

2) Before they begin the Assessment Essay, students are also asked to complete a Writing Questionnaire, in which they report about their writing practice, the assistance and feedback they solicit, and how they complete various other activities associated with composition (see questionnaire below). Responses to this questionnaire will be coordinated with students' assessment essays. Identifying the practices reported by the most successful students will allow us to develop guidelines for best practices for students and faculty.

English Composition II
Writing Questionnaire

Name: _____
Student ID: _____
Age: _____ Gender: _____
Section: _____ Date: _____

The questions below ask about your writing practices and writing assignments for the current school year. The FHSU English Department collects this information to gauge the writing experience of all students who complete English Composition II.

1. During the current school year, for how many of your writing assignments have you done each of the following?

	5=All assignments	**4=Most assignments**	**3=Some assignments**	**2=Few assignments**	**1=No assignments**
1A Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment	⑤	④	③	②	①
1B Talked with your instructor to develop your ideas before you	⑤	④	③	②	①

started drafting your assignment					
1C Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment	⑤	④	③	②	①
1D Received feedback from your instructor about a draft before turning in your final assignment	⑤	④	③	②	①
1E Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	⑤	④	③	②	①
1F Visited a campus-based writing or tutoring center to get help with your writing assignment before turning it in	⑤	④	③	②	①
1G Used an online tutoring service to get help with your writing assignment before turning it in	⑤	④	③	②	①
1H Proofread your final draft for errors before turning it in	⑤	④	③	②	①

2. During the current school year, in how many of your writing assignments did you:

	5=All assignments	**4=Most assignments**	**3=Some assignments**	**2=Few assignments**	**1=No assignments**
2A Narrate or describe one of your own experiences	⑤	④	③	②	①
2B Summarize something you read, such as articles, books, or online publications	⑤	④	③	②	①
2C Analyze or evaluate something you read, researched, or observed	⑤	④	③	②	①
2D Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.	⑤	④	③	②	①
2E Argue a position using evidence and reasoning	⑤	④	③	②	①
2F Explain in writing the meaning of numerical or statistical data	⑤	④	③	②	①
2G Write in the style and format of a specific field (engineering, history, psychology, etc.)	⑤	④	③	②	①
2H Include drawings, tables, photos, screen shots, or other visual content into your written	⑤	④	③	②	①

assignment					
2I Create a project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)	⑤	④	③	②	①

Finally, the English Department evaluates a random sample of the assessment essays every other year. In spring 2012, Ms. Linda McHenry gathered essays from 10 percent of the students in face-to-face, on-campus classes, who took ENG 101 in the fall 2010 and who then immediately enrolled in and completed ENG 102 in spring 2011. Two papers were selected at random from each section of ENG 102 and matched with those students' papers from ENG 101.

During the process of assessment, members of the English Department Assessment Committee evaluated the essays. Each anonymous paper received two separate readings and possibly a third, if the two initial scores varied widely. Please refer to Ms. McHenry's Assessment Report for the results of the assessment.

DATA ON USE OF THE FHSU WRITING CENTER 2008-2013*

Year:	**S08**	**F08**	**S09**	**F09**	**S10**	**F10**	**S11**	**F11**	**S12**	**F12**	**S13**
#Visits	1114	782	696	615	573	806	662	715	526	772	856
Depts.	25	25	27	23	28	29	24	28	24	26	28
Faculty	60	106	94	73	82	115	68	94	77	84	80
Courses	87	142	120	101	108	156	92	124	95	107	98
Students	427	462	307	292	267	328	236	340	267	356	359

***Particulars relating to the departments, courses, and faculty that made use of the Writing Center during the academic year 2012-2013 will be supplied upon request.**

TUTORING SESSION EVALUATIONS 2012-2013

Students who work with tutors are given the evaluation form after the tutoring session. They complete the form without the tutor present and place it in a locked box**;** the director collects evaluation forms weekly.

Fall 2012	Very much so	Somewhat	Not at all
Helpful	5 **629** 4 **62**	3 **24** 2 **5**	1 0 **1**
Knowledgeable	5 **616** 4 **69**	3 **23** 2 **8**	1 0 **1**
Courteous	5 **637** 4 **60**	3 **14** 2 **5**	1 0 **1**

Spring 2013	Very much so	Somewhat	Not at all
Helpful	5 **764** 4 **61**	3 **24** 2 **2**	1 **3** 0 **1**
Knowledgeable	5 **748** 4 **66**	3 **24** 2 **3**	1 **2** 0
Courteous	5 **774** 4 **48**	3 **21** 2 **2**	1 **1** 0 **1**

Students who work with tutors are given the evaluation form after the tutoring session. They complete the form without the tutor present and place it in a locked box**;** the director collects evaluation forms weekly.
As the totals reveal, approximately **95%** of the students who visited the Writing Center in fall and in spring completed the evaluation form. Approximately **96%** of students who completed evaluations in fall and in spring found the tutors very helpful, knowledgeable, and courteous.

Begun in spring 2012 and continued in 2012-13, "**Speaking/pronunciation Tutorials**" provided feedback on pronunciation for students in Linda Smith's class ENG 100 English for International Students. Students in ENG 100 worked with tutors, who listened to the students practice oral presentations for their class. Tutors would correct their pronunciation and help them identify patterns in their speech which could be improved. This different kind of tutoring—that is, oral rather than written feedback—served as a useful tool in helping international students with their pronunciation of English.

International students make increasing use of the FHSU Writing Center. In fact, **more than half of the visits** to the Writing Center during every semester since Fall 2010 have been made by international students. From this, it is apparent that the FHSU Writing Center makes a valuable contribution to the internationalization initiative at Fort Hays State University, in helping non-native English students with their writing skills.

Assessment

General Education—Composition Sequence Assessment Results

First-year Composition Assessment Report: 2010-2011 Academic Year was written and released fall 2012. Through Paired T-tests and Writing Questionnaire results, the English department composition faculty can report to their future students several messages, including for the majority of our students, the sequence of English Composition courses has a definite positive effect on their writing. Of those students who improve their writing the most with their exit essays, our students have particular, self-identified writing practices that include vising the campus writing center and seeking out feedback from a classmate, friend, or family member before turning in writing. English composition faculty can also continue to incorporate specific assignments such as argue a position using evidence and reasoning, summarize something read, include drawings, tables, photos, screen shots, or other visual content in writing, and explain numerical or statistical data since the most-improved writers identify those kinds of assignments as the ones they were most likely to have written during their most recent year of study. Director of Composition and Coordinator of Program Assessment wrote new assessment prompts for both the fall and spring assessment essays. The department also took steps toward gathering data for the upcoming composition assessment report, which will be included in the upcoming report for 2012-2013 academic year. At the beginning of fall 2012, the department conducted pre-essays, and at the end of spring 2013, the department conducted post-essays. Faculty also had all English composition students complete a writing questionnaire in both fall and spring semesters that will also be utilized in the to be written report.

Correlation of English-Composition Sequence with Retention

As a direct result of performing the composition-sequence assessment, a new research study was developed by the Coordinator of Program Assessment. After investigating the data during the summer 2012, a correlation between the composition sequence and retention was discovered, written, and eventually released with two separate data studies: *Retention of First-Time, Full-Time Degree Seeking Students Enrolled in English Composition Sequence* and *Retention of First-Time, Full-Time Degree Seeking Students Enrolled in English Composition Sequence (as of 20th Day of Enrollment) for Fall 2012.* Coordinator of Program Assessment will continue to explore the role the composition sequence plays in retention for fall 2013.

English-Major Courses

Several departmental rubrics were finalized and approved specifically for assessment purposes. Assessment committee created, revised, and recommended to English faculty affinity diagrams for MA in English, MLS in English, BA in literature concentration, and BA in teaching concentration. Department voted and approved all four affinity diagrams. After submitting the affinity diagrams to the Assistant Provost, the learner outcomes sub-committee also approved affinity diagrams with minimal revision suggestions. Beginning next academic year, our department will begin to collect assessment data for English majors in the MA, MLS, and BA programs, including the teaching and literature concentrations. Also next year, the department will continue to revise all recently approved affinity diagrams per learner outcomes sub-committee's suggestions and will develop an affinity diagram for the BA in writing concentration.

END-OF-SESSION EVALUATION (2012)
MA IN ENGLISH
SUMMARY/OVERVIEW

( ) In-service MA ( ) Regular MA
(11) First-year student (1) Second-year student (3) Third-year student ( ) Beyond third-year

We are interested in your opinion and impressions of the courses and operations of our In-Service MA program this summer. Please respond to the topics and questions below (some of which may overlap). Do not sign your name. This information will be used with discretion; our aim is to get feedback so that we can improve our program and begin planning for next year.

How did you find out about the FHSU summer program?

___2__ online (internet search)
___4__ flyer sent to your school
___6__ word of mouth
___4__ other ___postcards, advisors, alumna_____

What (if any) other programs did you consider and why? (Sample Responses)

I looked at other programs MA English, but there weren't any other summer-only face-to-face programs that were as cheap and in-state.

KU—closer, but they wouldn't let me get degree and teach full time.

I did not consider any other programs because I wanted the flexibility of the In-Service MA. University of Colorado @ Denver because it was local to where I live.

Wanted to get Masters in English while still teaching—no other credible options available.

Why did you choose FHSU? (check all that apply)

__11___ quality of program/reputation of faculty
___5__ recommendation
__10___ cost
__8___ location
__6___ logistics (summer courses)
__8___ face-to-face classes, not online –BIG CONSIDERATION
__3___ other __Quick—2 (really 3) year summer-only program. Program structure—steps involved—summer classes-on my own—paper. Scholarship

Why are you pursuing your MA in English? Check all that apply, and then circle the checkmark next to the ONE primary reason.

__7___ Engage in intellectual conversations and pursue my own scholarly interests
__6___ Improve and energize my teaching of literature
__6___ Improve and energize my teaching of writing
__9___ Move along the salary scale—w/ an MA in my content area, not in Educ.
__5___ Prepare for a career change –Become a professor at a 4-year university
__1___ Other ____Prepare for a career period.__I am an undergrad._____

Would you recommend this program to other in-service teachers?

__14___yes
_____no

Why might a potential student might choose NOT to enroll in the program at FHSU?

__1___ cost
__7___ location
__6___ would prefer online courses
__5___ lack of incentive or funding from school district
__2___ other--removal of assets (dishes, etc.) in Stadium place apartments, too much stuff to bring for 1 or 2 months. Time factor—some people don't want to take the time to take classes.

The MA in English has a flexible structure with only one 3-hour course as a requirement ("Approaches"). 27 credits are electives. Would you prefer a greater structure defined by niche programming on a guaranteed schedule or do you prefer the freedom to choose from a menu of course offerings each summer?

__3___ "Greater structure"—An equal balance of both
__12___ "More freedom"—I love the freedom, especially if I wanted to focus on one area over another

Please make any comments on the above list of courses.

Have really enjoyed all my courses and the challenges they presented to my mind.

I think it would be helpful if there were more classes offered outside of literature (linguistics, writing, etc.). It seems there is only one option each summer out of the 6 classes offered, and perhaps more people would enroll in the summer MA if they had another option outside literature

Any additional comments regarding strengths and weaknesses of the program. (Sample Comments)

Strengths—cost, face-to-face, quick program, professors, community
Weaknesses—advertising (Stadium Place issues—not the English department's fault)—just more coordination.

- Some direct instruction on how to research in every class (already present somewhat) maybe added emphasis for research in the Approaches to Lit course.
- I like the idea of a research proposal w/ annotated bib for each class, to facilitate the completion of the paper

STRENGTHS--Facilities—classrooms are modernized

Wonderful program. So glad to have been a part of it.
A huge strength is the intensity of the in-class discussions. The students in the program are intelligent, driven, and responsible, and the depth of discussion is pretty incredible.

E. Other Departmental Information

China Program—Annual Report 2012-2013
Dr. Eric Leuschner

The FHSU English Department hired, trained, and supervised 15 English Composition teachers for China this past year. Each instructor taught 4 sections of composition with an average class size of 21 students per section. Twelve instructors are returning for 2012-13, providing needed continuity for the program, and demonstrating the strength of the program.

An action plan to purchase portable ELMO document cameras for classroom use by composition instructors was approved. For 2013-2014, an ELMO will be checked out to each instructor in order to enhance the classroom experience.

As the chart below illustrates, the English Composition program in China this past year generated 7,500 SCH for Fort Hays State University.

Fall 2012 (F11 numbers in parenthesis):		**%change**
Sias--ENG 101:	908 (876)	+3.65%
Sias--ENG 102:	26 (23)	+13%
SNU--ENG 101:	293 (270)	+8.52%
SNU--ENG 102:	55 (88)	-37.5%
Fall 2012 Total: **1,282**	(F11: 1,219)	+5.2%

Spring 2013 (S12 numbers in parenthesis):		**% change**
Sias—ENG 101:	28 (28)	0%
Sias—ENG 102:	875 (856)	+2.22%
SNU—ENG 101:	38 (41)	-7.3%
SNU—ENG 102:	277 (235)	+17.9%
Spring 2013 Total: **1,218**	(S12: 1,160)	+5.0%

MLS ANNUAL REPORT 2013

1) MLS Enrollment: The MLS-Literary Arts concentration enrollment averages approximately 30-35 students yearly. Spring 2013 numbers indicate that the program had 30 students. The Literary-Arts concentration is among the top five concentrations for enrollment in Spring 2013.

2) Graduates: The Literary-Arts program graduated five students this year. Each year the Graduate College awards two MLS students an award for "Outstanding Culminating Experience Project." Two Literary-Arts students were awarded this honor in 2013.

3) Quality: To keep high numbers for enrollment corresponding with quality, the program adheres to its Best Practices document, ensuring that students receive challenging, quality instruction. Next year, this document will be supplemented with the English Department document for quality online instruction.

   This year the program director also developed a new rubric for the Culminating Experience Project in ENG 874 that enables the program to track the quality of graduate student writing by advanced students in the program. In addition, a new MLS student survey is in development to create feedback about potential areas for program improvement. Beginning in the Fall 2013, the program director, along with an ad hoc committee, will review and evaluate the rubric, the Best Practices Document, the survey, and student assessment methods.

   The program continues to evaluate courses for improvement as part of the process for assigning courses an official course number and submitting the course for approval through academic affairs. New prerequisites have also been approved to ensure that each 600-level course in the program requires an adequate knowledge of literature and writing before enrollment is possible.

4) Recruitment: Recruitment methods include responding quickly to the MLS interest inventories sent over by the Graduate College. The MLS-Literary Arts Director communicates with students interested in the program by email and phone, often setting up conferences to discuss reviews of transcripts, program requirements, classes offered, and other advisement matters.

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

April 1	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall

	20th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs. Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.