WICHITA STATE
UNIVERSITY

Program Review Self-Study Template

Academic unit: <u>English</u>

College: <u>LAS</u>

Date of last review   <u>2002</u>

Date of last accreditation report (if relevant)   <u>2003</u>

List all degrees described in this report (add lines as necessary)

Degree <u>BA English Language and Literature</u>   CIP* code<u>23.0101</u>

Degree <u>BA Creative Writing</u>   CIP code<u>23.1302</u>

Degree <u>MA English Language and Literature</u>   CIP code <u>23.0101</u>

Degree <u>MFA Creative Writing</u>   CIP code <u>23.1302</u>

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name	Signature
Tina Bennett	
Chris Brooks	
Margaret Dawe	
Darren DeFrain	
Kimberly Engber	
Albert Goldbarth	
Jean Griffith	
Stephen Hathaway	
Kerry Jones	
Mary Sherman	
Richard Spilman	
Mary Waters	
Donald Wineke	

William Woods _____   _____

Peter Zoller _____

Submitted by: <u>Donald Wineke, English Department Chair & Asso. Prof.</u>
(name and title)

<u>6/27/11</u>

(Date)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

1) The mission of the program in composition is to produce students who can develop and communicate substantial ideas that can enrich their knowledge, the knowledge of those with whom they communicate, and the knowledge of the community as a whole.

2) The mission of the program in language and literature is to inculcate in our students an understanding and appreciation of the literature of America, Western Europe and the world at large, keeping alive a critical element of our culture while extending the ability of our students to know and think critically about the problems posed by life in a complex world.

3) The mission of the program in creative writing is to cultivate the talents of imaginatively gifted students in order that they may be able to create works of fiction and poetry that add to our literary tradition and keep it vital.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

1) Composition: arguably the most useful of all educational tools is the ability to write well, to communicate facts and ideas effectively. This is the mission of the composition program.

2) Language and literature: Matthew Arnold aptly termed literature "a criticism of life," meaning that works of literature engage with the most pressing issues and problems of the world in which they were created. In exploring literature and in thinking critically about the various human issues raised in works of literature, our students become equipped "with the educational and cultural tools they need to thrive in a complex world."

3) Creative writing: works of fiction and poetry are both celebrations and criticisms of life (to use Arnold's phrase once again). In writing them our students produce works that are the subject of a significant amount of academic study—they become the cultural artifacts that measure a civilization's achievement.

d. Has the mission of the Program (s) changed since last review? ☐ Yes x☐ No

    i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?
☐ Yes x☐ No

Composition Program

The composition program consists, first , of two basic courses: English 101 & 102, College English I & II, which students take in sequence. 101 concentrates on helping students master basic forms of written exposition—description, narrative, comparison/contrast, and the like. By the end of the semester, students are beginning to present written arguments. 102 builds on the skills developed in 101; here, students consult written sources, learn to summarize and evaluate them, and to construct counter-arguments. They begin to distinguish the authority and relative merits of what they read. 102 concludes with a major research paper on some significant question, where students stake out their own territory in the field of study. Both 101 and 102 require students to attain an average grade of C or better on a series of of assigned essays and research papers. In addition to 101 and 102, the department offers English 100, a course especially designed for non-native speakers of English. For such students this course replaces 101 in the sequence. Yet another composition course is English 210, Business, Professional, and Technical Writing, in which many students in professional fields take to sharpen their skills with the specific forms of writing required in the scientific and corporate worlds.

The measurable goals of composition courses are to teach students
--to communicate clearly and effectively in writing what they think and know;
--to put facts and ideas into logical, coherent form;
--to think critically about what they hear, see, and read;
--to present informed arguments that are well-conceived, rational, and ethical.

Language and Literature

The undergraduate language and literature program consists of 33 credit hours in courses that cover a range of historical periods, authors, and genres in order to give students a working knowledge of the breadth and depth of this field. The measurable goals of the language and literature program are to teach students

- to acquire a working knowledge of the field of literature through familiarity with important works of drama, fiction, poetry and nonfictional prose by major authors in different historical periods;
- to carry out informed analyses of literary texts;
- to think and write critically about literary texts.

The graduate program in literature is a 33 credit hour program in which students explore particular literary genres, authors, and periods in greater depth and do more advanced research than undergraduates do. It is designed for two main groups of students: those who seek more advanced degrees with the idea of teaching at the college level and those who are already teaching at the high school level. Most of the courses these students take are seminars, requiring a high level of oral participation.

The measurable goals for the graduate program are roughly identical with those of the undergraduate program, except that they require students to do more research and write at a higher level of skill and sophistication.

Creative Writing

The undergraduate creative writing program consists of 33 credit hours in a combination of literature and creative writing courses. The literature courses are foundational: they familiarize students with important literary works that in the aggregate comprise the literary tradition with which they are writing. The writing courses themselves are aimed at developing and honing the skills of our student writers.

The measurable goals of the creative writing program are to teach students
- to understand and appreciate works that comprise the literary tradition they inherit;
- to carry out informed analyses of literary texts;
- to think and write critically about literary texts;
- to produce works of fiction and poetry that, under optimal circumstances, would be considered publishable.

The graduate program in creative writing is a 48-hour program leading to an MFA, which is a terminal degree in that field. It is a combined studio/academic program designed for students who wish to teach at the college level or seek careers in other areas, such as professional writing, editing, journalism and the like. MFA students take the same courses as MA students do, with identical performance expectations. In addition, they take advanced creative writing courses, which lead to a book-length thesis project. It is expected that the resulting work would be deemed—under optimal conditions—publishable.

e. If yes, describe the changes in a concise manner.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	16 (Fl 2007)	16 (Fl 2007)	13	15	11.8	15,846 (08)	97 (07)	37 (08)
Year 2→	14 (Fl 2008)	14 (Fl 2008)	15	15	9.2	16,603 (09)	100 (08)	34 (09)
Year 3→	13 (Fl 2009)	12 (Fl 2009)	13	15	6.5	16,463 (10)	96 (09)	32 (10)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→						39.8	398.1	2.4	0.92
Year 2→						39.2	423.5	2.6	0.86

Year 3→										34.5		477.2	2.8	0.92

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08	5		3	3			2					18	6	2	1	3	7,000
Year 2→CY09	3		3	3			3					11	1			1	4,000
Year 3→CY10	8		3	1			1					8		2			

Undergraduate – English Language and Literature

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Faculty activity in the area of publications/presentations seems on the whole to be moderate for a department this size. It is the case, however, that most of the scholarly activity comes from five faculty members, while the creative publications were produced by five of six faculty members who define themselves as creative writers. One inhibiting factor when it comes to research and creative activity is that, while the English faculty has become reduced in numbers, its burden in terms of sustaining programs has not. Also, its composition, bachelor's and graduate programs , oblige(at any given time) almost half its number to serve in administrative capacities, in addition to teaching and research/creative activity.

2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Graduate – English Language and Literature

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	*	*	*	*	*	N/A	24 (07)	11 (08)
Year 2→	*	*	*	*	*	N/A	30 (08)	2.0 (09)
Year 3→	*	*	*	*	*	N/A	32 (09)	11 (10)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→						N/A	N/A	N/A	N/A
Year 2→						N/A	N/A	N/A	N/A
Year 3→						N/A	N/A	N/A	N/A

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
Year 1→CY08	5	3	3				2										7,000
Year 2→CY09	3	3	3				3										4,000
Year 3→CY10	8	3	1				1										

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*From the table on page 3, indicate number of faculty (and instructional FTE) teaching in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

All tenure track members of the department have graduate faculty status : 11 have full membership, 2 associate membership. Teaching in all of these courses is subjected to student evaluation, and while results from the Student Perception of Teaching Effectiveness (SPTE) evaluations are not aggregated (they remain the property of faculty members, to do with what they wish). They are usually reviewed by the department chair and its salary committee. Those results are uniformly positive, with faculty members typically receiving scores in the "Very Good" to "High" range.

Faculty effectiveness is partially reflected in degree production. Except in 2009 (which seems aberrant), we normally graduate approximately 11 MA candidates a year, which is well within KBOR requirements for degree production.

2c. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Graduate – Creative Writing

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH – Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	*	*	*	*	*	N/A	30 (07)	6 (08)
Year 2→	*	*	*	*	*	N/A	32 (08)	5 (09)
Year 3→	*	*	*	*	*	N/A	39 (09)	12 (10)
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1→						N/A	N/A	N/A	N/A
Year 2→						N/A	N/A	N/A	N/A
Year 3→						N/A	N/A	N/A	N/A

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
Year 1→CY08												18	6	2	1		
Year 2→CY09												11	1	1			
Year 3→CY10												8	2	2			

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*From the table on page 3, indicate number of faculty teaching (and instructional FTE) in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The MFA program in creative writing has had, since its inception, healthy enrollments and a graduation rate that is comfortably within KBOR requirements. Its faculty members publish and submit their work for publication on a steady basis, as the figures on the chart above indicate. Faculty members submit to SPTE evaluations in each of their courses, receiving routinely high scores ("Very Good" to "High") from students.

3.Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students
Year 1→	97 (07)	23.7	22.7
Year 2→	100 (08)	24.5	22.9
Year 3→	96 (09)	24.8	23.0

KBOR data minima for UG programs: ACT $\leq$20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY		Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with $\geq$54 hr reported) By FY			
	MA	MFA	MA GPA	MFA GPA	College GPA	University GPA
Year 1→	24 (08)	26 (08)	3.41	3.64	3.49	3.52
Year 2→	30 (09)	26 (09)	3.49	3.62	3.51	3.49
Year 3→	26 (10)	22 (10)	3.63	3.57	3.53	3.49

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Knowledge of the field	Essay examinations; research papers	90% passed with C or better
Increased ability in critical thinking	Essay examinations; critical and research papers	90% passed with C or better
Increased writing ability	Critical and research papers; essay exams	90% passed with C or better

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1			1	N/A	N/A		
2			2		N/A		
3	24	Overall result from respondents to a survey of alumni graduating 2008-2010 (alumni graduating 2005-2007 did not respond), 4.5 of 5.0	3		N/A		

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of:	Results	
-Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Majors	Non-Majors
Oral and written communication	90% passed with C or better	85% passed with C or better
Critical thinking and problem solving	90% passed with C or better	85% passed with C or better
Library research skills	90% passed with C or better	85% passed with C or better

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The English department does not use standardized tests or essay assignments in evaluating the work of students, either majors or non-majors. Grading methods and standards are the purview of individual instructors. The percentages given above indicate the typical patterns of pass/failure rates that our courses historically generate. In Spring 2011 the department introduced a research-oriented capstone course for its majors. Results from that course will be forthcoming in the next review.

4a.Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new appli-cants or declared majors	No. who enter or are admit-ted in the major	No. enroll-ed one year later	1 Year Attri-tion %	Total no. of grads	Average Salary	Employ-ment % In state	Employment % in the field	Employment % related to the field	Employment % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS**
Year 1→		97	100	None	37 (08)	30,261	90%	20%	10%	70%	2	Current year only
Year 2→		100	96	4%	34 (09)							↓
Year 3→		96	--	--	32 (10)	39,700	97%	20%	4%	86%	15	7

Race/Ethnicity by Major***										Race/Ethnicity by Graduate***								
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
	Year 1→	0	3	0	1	6	0	81	0	6	0	1	0	0	2	0	32	0	2
	Year 2→	2	2	0	3	5	0	80	0	9	1	0	0	1	1	0	29	0	2
	Year 3→	0	1	0	4	4	0	82	0	5	0	0	0	2	2	0	26	0	4

* May not be collected every year
** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)
*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown
KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:
Although the English major is not a training ground for professionals (on average 20% of our graduates find employment or further study in areas directly related to the field), the English major remains a popular choice for undergraduates. They find employment in a variety of occupations, with various specialties and skill levels (at average salaries between $ 30,000 and $39,000 per year). They become teachers, librarians, researchers, management interns, editors, and social workers among other things. A number (usually between 10 and 15 percent go onto further study in English or professional graduate programs like law schools for which an English major is particularly good preparation).   It has become departmental practice to advise students to acquire second majors or strong minors in other fields as a way of buttressing their resumes and enhancing their job prospects when they leave here.

4b. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Graduate – Combined MA and MFA

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new appli-cants or declared majors	No. who enter or are admit-ted in the major	No. enroll-ed one year later	1 Year Attri-tion %	Total no. of grads	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS**
Year 1→	30	24	30	0	17 (08)							Current year only
Year 2→	33	30	32	0	7 (09)							↓
Year 3→	30	26	32	0	23 (10)							

Race/Ethnicity by Major***									Race/Ethnicity by Graduate***								
		H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
	Year 1→	1	1	1	1	0	47	0	1	0	0	0	1	0	0	15	1	1
	Year 2→	2	1	0	1	0	54	0	1	0	0	1	0	0	0	8	0	0
	Year 3→	1	1	0	0	0	0	6	0	2	0	1	0	0	1	0	21	0

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Throughout the period covered by this review, enrollments have remained constant for the MA program, while they have risen in the MFA program. We do not have employment statistics for graduates of those two programs. An alumni survey of graduates was completed by both BA and MA/MFA recipients (of the latter only seven responded), so the evidence we have is anecdotal. Our MA graduates typically go into secondary school or junior college teaching. A large number of them are teaching in the schools of USD 259 and surrounding districts; a lesser number are teaching at area community colleges. A very few (10%) go on to doctoral programs. Our MFA graduates go into a variety of fields. Some go on to doctoral study (even though the MFA is a terminal degree), others teach at community colleges or small four-year institutions, and some go into related fields in communications (advertising and public relations, for instance).

5.Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 -2007	Year 2 - 2008	Year 3 - 2009
UG Majors	8.2	7.0	8.8
Gr Majors	4.8	52.0	5.3
Non-Majors	87.0	87.7	85.9

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The above percentages indicate that the English department, while offering productive degree program at the undergraduate and graduate levels, is most heavily involved in offering service courses. It has complete responsibility for the composition skills courses which all students must take, while providing literature courses for the general education program. Faculty service to the institution has been extensive, with department faculty members serving as members and officers of the Faculty Senate, and as members or chairs of important college and university committees. Salaries in the English department are below the university average, and other operating expenses are comparatively low (see attachments on departmental data), resulting in a relatively low cost/credit hour ratio.

6.Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
Undergraduate programs and graduate programs (MA and MFA combined)	Revise assessment plans	Exit and alumni surveys	Survey results: 4.5 on a 5.0 scale in term of student satisfaction with program
	Increase effort to recruit students	Enrollment figures	BA, MA enrollments remained steady; MFA increased 6%
	Increase FTE faculty	Departmental data	Faculty reduced from 21 in F 07 to 16 in F 09

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

BA program:

Strengths:

1) Solid curriculum that provides students with a strong intellectual foundation;
2) Generally excellent teaching faculty that equips students with knowledge and skills they need.

Concerns:
1) Understaffing of programs in creative writing and literature.

Recommendations:

1) Develop a third reliable assessment instrument;
2) Incorporate career preparation into curriculum and advising program;
3) Increase the size of the faculty in both creative writing and literature to meet instructional needs.

MA Program:

Strengths:

1) Solid curriculum that prepares students for both entry into the workplace and further graduate study.
2) Highly qualified faculty.

Concerns:

1) Understaffed in both British and American literature.

Recommendations:

1) Add one new position in both British and American literature, in addition to replacing faculty members who retire.

MFA program:

Strengths:

1) Solid curriculum that prepares students for both entry into the workplace and further graduate study.
2) Highly qualified faculty.

Concerns:

1) Understaffed in fiction, particularly as retirements loom.
2) Lack of a permanent program director to administer a complex program.

Recommendations:

1) Add one new fiction writer, and replace any who retire.
2) Hire a director of creative writing [note: this could also be the new fiction writer].

Discipline(s) within Department: (2)
CREATIVE WRITING
ENGLISH LANGUAGE AND LITERATURE

SECTION I: DEPARTMENTAL DATA

Part A: Academic Instruction Expenditures

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Salaries/Benefits	$1,683,500	$1,791,647	$1,966,982	$2,002,082	$2,032,100	$1,977,158	$1,824,929	$1,895,262	$1,953,994	$1,960,650
2. Other Operating Exp.	$45,404	$33,858	$15,964	$31,456	$31,295	$32,260	$22,397	$31,595	$28,967	$26,674
3. Total	$1,728,904	$1,825,505	$1,982,946	$2,033,538	$2,063,395	$2,009,418	$1,847,326	$1,926,858	$1,982,960	$1,987,324

Part B: Student Credit Hour Production

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Lower Division	14,154	13,872	13,527	13,074	12,441	13,023	12,576	13,414	13,187	12,928
2. Upper Division	2,255	2,438	2,750	2,762	2,799	2,897	3,100	2,601	2,729	2,862
3. Masters	525	705	674	644	606	683	787	631	662	679
4. Doctoral										
5. Total	16,934	17,015	16,951	16,480	15,846	16,603	16,463	16,645	16,579	16,469

Part C: Cost per Credit Hour data not generated (starting with FY 2006)

Part D: Percentage of Departmental SCH taken by:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Their Undergraduate Majors	5.8	5.6	5.9	7.2	8.2	7.0	8.8	6.5	6.8	7.4
2. Their Graduate Majors	3.7	4.7	4.8	4.5	4.8	52.0	5.3	4.5	14.2	14.3
3. Non-Majors	90.5	89.7	89.3	88.3	87.0	87.7	85.9	89.0	88.4	87.6

College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH

Discipline(s) within Department: (2)
CREATIVE WRITING
ENGLISH LANGUAGE AND LITERATURE

SECTION I: DEPARTMENTAL DATA

Part A: Academic Instruction Expenditures

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
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Part B: Student Credit Hour Production

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3. Masters	525	705	674	644	606	683	787	631	662	679
4. Doctoral										
5. Total	16,934	17,015	16,951	16,480	15,846	16,603	16,463	16,645	16,579	16,469

Part C: Cost per Credit Hour data not generated (starting with FY 2006)

Part D: Percentage of Departmental SCH taken by:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Their Undergraduate Majors	5.8	5.6	5.9	7.2	8.2	7.0	8.8	6.5	6.8	7.4
2. Their Graduate Majors	3.7	4.7	4.8	4.5	4.8	52.0	5.3	4.5	14.2	14.3
3. Non-Majors	90.5	89.7	89.3	88.3	87.0	87.7	85.9	89.0	88.4	87.6

Part E: Departmental Faculty

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty Head Count	15.0	15.0	17.0	16.0	16.0	14.0	13.0	15.8	15.6	15.2
2. Tenured/Tenure Track Faculty with Terminal Degrees	15.0	15.0	17.0	16.0	16.0	14.0	12.0	15.8	15.6	15.0
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty	14.0	14.0	15.0	14.0	11.0	9.0	10.0	13.6	12.6	11.8
Total Instructional FTE in Department	19.0	19.0	20.0	20.0	21.0	17.0	16.0	19.8	19.4	18.8

Part F: Actual Instructional FTE

FTE	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty	14.3	14.5	16.1	16.5	13.0	15.0	13.0	14.9	15.0	14.7
2. Instructor of Record	11.4	13.7	16.5	13.5	15.0	15.0	15.0	14.0	14.7	15.0
2a. Not Instructional FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
2b. Other Instructional FTE	12.8	10.5	8.3	9.9	11.8	9.2	6.5	10.6	9.9	9.1
3. Total FTE	38.4	38.7	40.8	40.0	39.8	39.2	34.5	39.5	39.7	38.8

SCH	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
4. SCH generated by Tenured/Tenure Track Faculty	2,090.0	2,007.0	2,152.0	2,403.0	1,699.0	2,348.0	2,315.8	2,070.2	2,121.8	2,183.6
5. SCH generated by GTA's (IOR)	2,868.0	3,747.0	4,140.0	3,453.0	3,855.0	3,891.0	4,164.0	3,612.6	3,817.2	3,900.6
6. SCH generated by Other Instructional	3,399.0	2,860.0	2,190.0	2,612.0	2,531.0	2,111.0	1,791.0	2,718.4	2,460.8	2,247.0
7. Total SCH	8,357.0	8,614.0	8,482.0	8,468.0	8,085.0	8,350.0	8,270.8	8,401.2	8,399.8	8,331.2

RATE (SCH per FTE)	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
8. Average SCH per Tenured/Tenure Track Faculty	146.7	138.4	133.8	145.4	130.4	156.5	178.1	138.9	140.9	148.9
9. Average SCH per GTA (IOR only)	250.7	274.1	251.2	255.8	257.0	259.4	277.6	257.8	259.5	260.2
10. Average SCH per Other Instructional Faculty	266.6	272.4	265.5	263.3	215.4	230.7	275.5	256.6	249.5	250.1
11. Average Overall SCH per FTE	217.4	222.8	207.8	212.0	203.2	213.3	239.7	212.6	211.8	215.2

College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH
Discipline: ENGLISH LANGUAGE AND LITERATURE

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Freshmen/Sophomores (optional)	46.0	58.0	48.0	57.0	68.0	66.0	52.0	55.4	59.4	58.2
2. Jrs., Srs., 5th Year Majors	118.0	112.0	132.0	101.0	97.0	100.0	96.0	112.0	108.4	105.2
3. Masters	38.0	36.0	31.0	33.0	24.0	30.0	32.0	32.4	30.8	30.0
4. 1st Prof / Specialist . Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Average ACT Composite	24.0	23.8	24.2	23.5	23.7	24.5	24.8	23.8	23.9	24.1
2. Low ACT	11.0	11.0	11.0	11.0	13.0	16.0	16.0	11.4	12.4	13.4
3. High ACT	32.0	32.0	32.0	31.0	32.0	32.0	32.0	31.8	31.8	31.8
4. Number Reporting an ACT Score	60.0	58.0	77.0	65.0	55.0	48.0	55.0	63.0	60.6	60.0
5. Percent Reporting ACT Score	50.8	51.8	58.3	64.4	56.7	48.0	57.3	56.4	55.8	56.9

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Associate										
2. Baccalaureate	23.0	29.0	24.0	28.0	37.0	34.0	32.0	28.2	30.4	31.0
3. Masters	7.0	10.0	13.0	9.0	11.0	2.0	11.0	10.0	9.0	9.2
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate	0.0	0.0	1.0	1.0	0.0	0.0	2.0	0.4	0.4	0.8
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

SECTION II: ACADEMIC PROGRAM DATA

College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH
Discipline: CREATIVE WRITING

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Freshmen/Sophomores (optional)										
2. Jrs., Srs., 5th Year Majors										
3. Masters	20.0	27.0	28.0	26.0	30.0	32.0	39.0	26.2	28.6	31.0
4. 1st Prof / Specialist . Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Average ACT Composite										
2. Low ACT										
3. High ACT										
4. Number Reporting an ACT Score										
5. Percent Reporting ACT Score										

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Associate										
2. Baccalaureate										
3. Masters	1.0	3.0	7.0	7.0	6.0	5.0	12.0	4.8	5.6	7.4
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

Part E: Departmental Faculty

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty Head Count	15.0	15.0	17.0	16.0	16.0	14.0	13.0	15.8	15.6	15.2
2. Tenured/Tenure Track Faculty with Terminal Degrees	15.0	15.0	17.0	16.0	16.0	14.0	12.0	15.8	15.6	15.0
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty	14.0	14.0	15.0	14.0	11.0	9.0	10.0	13.6	12.6	11.8
Total Instructional FTE in Department	19.0	19.0	20.0	20.0	21.0	17.0	16.0	19.8	19.4	18.8

Part F: Actual Instructional FTE

FTE	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty	14.3	14.5	16.1	16.5	13.0	15.0	13.0	14.9	15.0	14.7
2. Instructor of Record	11.4	13.7	16.5	13.5	15.0	15.0	15.0	14.0	14.7	15.0
2a. Not Instructional FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
2b. Other Instructional FTE	12.8	10.5	8.3	9.9	11.8	9.2	6.5	10.6	9.9	9.1
3. Total FTE	38.4	38.7	40.8	40.0	39.8	39.2	34.5	39.5	39.7	38.8

SCH	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
4. SCH generated by Tenured/Tenure Track Faculty	2,090.0	2,007.0	2,152.0	2,403.0	1,699.0	2,348.0	2,315.8	2,070.2	2,121.8	2,183.6
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6. SCH generated by Other Instructional	3,399.0	2,860.0	2,190.0	2,612.0	2,531.0	2,111.0	1,791.0	2,718.4	2,460.8	2,247.0
7. Total SCH	8,357.0	8,614.0	8,482.0	8,468.0	8,085.0	8,350.0	8,270.8	8,401.2	8,399.8	8,331.2

RATE (SCH per FTE)	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
8. Average SCH per Tenured/Tenure Track Faculty	146.7	138.4	133.8	145.4	130.4	156.5	178.1	138.9	140.9	148.9
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11. Average Overall SCH per FTE	217.4	222.8	207.8	212.0	203.2	213.3	239.7	212.6	211.8	215.2

SECTION II: ACADEMIC PROGRAM DATA

College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH
Discipline: CREATIVE WRITING

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Freshmen/Sophomores (optional)										
2. Jrs., Srs., 5th Year Majors										
3. Masters	20.0	27.0	28.0	26.0	30.0	32.0	39.0	26.2	28.6	31.0
4. 1st Prof / Specialist - Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Average ACT Composite										
2. Low ACT										
3. High ACT										
4. Number Reporting an ACT Score										
5. Percent Reporting ACT Score										

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Associate										
2. Baccalaureate										
3. Masters	1.0	3.0	7.0	7.0	6.0	5.0	12.0	4.8	5.6	7.4
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH
Discipline: ENGLISH LANGUAGE AND LITERATURE

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Freshmen/Sophomores (optional)	46.0	58.0	48.0	57.0	68.0	66.0	52.0	55.4	59.4	58.2
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3. Masters	38.0	36.0	31.0	33.0	24.0	30.0	32.0	32.4	30.8	30.0
4. 1st Prof / Specialist . Certif.										
5. Doctoral										

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2. Low ACT	11.0	11.0	11.0	11.0	13.0	16.0	16.0	11.4	12.4	13.4
3. High ACT	32.0	32.0	32.0	31.0	32.0	32.0	32.0	31.8	31.8	31.8
4. Number Reporting an ACT Score	60.0	58.0	77.0	65.0	55.0	48.0	55.0	63.0	60.6	60.0
5. Percent Reporting ACT Score	50.8	51.8	58.3	64.4	56.7	48.0	57.3	56.4	55.8	56.9

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Associate										
2. Baccalaureate	23.0	29.0	24.0	28.0	37.0	34.0	32.0	28.2	30.4	31.0
3. Masters	7.0	10.0	13.0	9.0	11.0	2.0	11.0	10.0	9.0	9.2
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate	0.0	0.0	1.0	1.0	0.0	0.0	2.0	0.4	0.4	0.8
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

College: LIBERAL ARTS AND SCIENCES

Department: ENGLISH

Discipline(s) within Department: (2)
   CREATIVE WRITING
   ENGLISH LANGUAGE AND LITERATURE

SECTION III: ACADEMIC PROGRAM DEMOGRAPHICS

College: LIBERAL ARTS AND SCIENCES

Department: ENGLISH

Discipline: CREATIVE WRITING

Part A: Masters Gender

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Men	18	18	17	17
2.Women	8	12	15	22
3. Unknown	0	0	0	0

Part B: Masters Race/Ethnicity

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Hispanic/Latino	1	1	2	1
2. American Indian or Alaska Native	0	1	1	0
3. Asian	0	1	0	0
4. Black or African American	1	1	1	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	15	25	27	35
7.Two or more races	0	0	0	0
8. Nonresident alien	1	0	0	1
9. Race and ethnicity unknown	8	1	1	2

Part C: Masters Age

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1.Mean	32.4	33.1	30.6	31.0
2.Median	28	29	27	27

Part D: Masters Degrees Conferred Gender

	FY 2007	FY 2008	FY 2009	FY 2010
1. Men	5	6	4	5
2.Women	2	0	1	7
3. Unknown	0	0	0	0

Part E: Masters Degrees Conferred Race/Ethnicity

	FY 2007	FY 2008	FY 2009	FY 2010
1. Hispanic/Latino	0	0	0	1
2. American Indian or Alaska Native	0	0	1	0
3. Asian	1	0	0	0
4. Black or African American	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	5	6	4	11
7.Two or more races	0	0	0	0
8. Nonresident alien	1	0	0	0
9. Race and ethnicity unknown	0	0	0	0

SECTION III: ACADEMIC PROGRAM DEMOGRAPHICS
College: LIBERAL ARTS AND SCIENCES
Department: ENGLISH
Discipline: ENGLISH LANGUAGE AND LITERATURE

Part A: Jrs.&Srs. Gender

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Men	45	44	38	37
2. Women	56	53	62	59
3. Unknown	0	0	0	0

Part B: Jrs.&Srs. Race/Ethnicity

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Hispanic/Latino	2	3	2	1
2. American Indian or Alaska Native	1	0	0	0
3. Asian	2	1	3	4
4. Black or African American	6	6	5	4
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	84	81	80	82
7. Two or more races	0	0	0	0
8. Nonresident alien	1	0	1	0
9. Race and ethnicity unknown	5	6	9	5

Part C: Jrs. & Srs. Age

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Mean	27.0	27.3	27.9	28.0
2. Median	24	24	24	24.5

Part D: Masters Gender

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Men	9	6	11	8
2. Women	24	18	19	24
3. Unknown	0	0	0	0

Part E: Masters Race/Ethnicity

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Hispanic/Latino	0	0	0	1
2. American Indian or Alaska Native	0	0	0	0
3. Asian	0	0	0	1
4. Black or African American	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	20	22	27	28
7. Two or more races	0	0	0	0
8. Nonresident alien	1	1	0	0
9. Race and ethnicity unknown	12	1	3	2

Part F: Masters Age

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1. Mean	30.1	34.4	32.1	31.7
2. Median	28	31	28	28

Part G: Baccalaureate Degrees Conferred Gender

	FY 2007	FY 2008	FY 2009	FY 2010
1. Men	10	19	9	20
2. Women	18	18	25	12
3. Unknown	0	0	0	0

Part H: Baccalaureate Degrees Conferred Race/Ethnicity

	FY 2007	FY 2008	FY 2009	FY 2010
1. Hispanic/Latino	0	1	0	0
2. American Indian or Alaska Native	1	0	0	0
3. Asian	0	0	1	2
4. Black or African American	1	2	1	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	25	32	29	26
7. Two or more races	0	0	0	0
8. Nonresident alien	1	0	1	0
9. Race and ethnicity unknown	0	2	2	4

Part I: Masters Degrees Conferred Gender

	FY 2007	FY 2008	FY 2009	FY 2010
1. Men	2	3	0	5
2. Women	7	8	2	6
3. Unknown	0	0	0	0

Part J: Masters Degrees Conferred Race/Ethnicity

	FY 2007	FY 2008	FY 2009	FY 2010
1. Hispanic/Latino	0	0	0	0
2. American Indian or Alaska Native	0	0	0	0
3. Asian	0	0	0	0
4. Black or African American	0	0	0	1
5. Native Hawaiian or Other Pacific Islander	0	0	0	0
6. White	8	9	2	10
7. Two or more races	0	0	0	0
8. Nonresident alien	0	1	0	0
9. Race and ethnicity unknown	1	1	0	0

AY 2008 - WSU Career Services Survey

Graduation Date	Major	Primary Activity	Organization	City Employed	State Employed
May-08	English	Accepted to or enrolled in graduate or professional school			
May-08	English	Accepted to or enrolled in graduate or professional school			
May-08	English	Employed or have accepted a position	City of Wichita	Wichita	KS
May-08	English	Employed or have accepted a position	Rose Hill School District- Alternative High School	Rose Hill	KS
May-08	English Language and Literature	Employed or have accepted a position	Mockry Machine Shop	Derby	KS
May-08	English Language and Literature	Employed or have accepted a position	Johnson Controls	Wichita	KS
May-08	English Language and Literature	Employed or have accepted a position	Corporate Lodgings	Wichita	KS
May-08	English Language and Literature	Employed or have accepted a position			
May-08	English Language and Literature	Employed or have accepted a position			
May-08	English Language and Literature	Employed or have accepted a position			
May-08	English Language and Literature	Employed or have accepted a position	Mpathx	Wichita	KS
May-08	English Language and Literature	Employed or have accepted a position	Waldinger	Wichita	KS

Job Title	FT or PT	Salary	College	City of College	State of College	Field of Study	Degree Sought
			University of Colorado at Boulder	Boulder	CO	English Literature	MA (eventually PhD)
			Wichita State University	Wichita	KS	English	MA
Laborer	Full-time						
Teacher	Full-time						
none	Full-time						
Documentation specialist	Full-time						
Contract Negotiator	Full-time						
Exec Asst	Full-time						
Project Manager	Full-time						
	Average salary (7)	$ 30,261					
	High	$39,000					
	Low	$ 20,800					

Graduation Date	Major	Primary Activity	Organization	City Employed	State Employed	Job Title
May-09	English	Accepted to or enrolled in graduate or professional school				
May-09	English	Accepted to or enrolled in graduate or professional school				
May-09	English	Additional undergraduate coursework				
May-09	English	Employed or have accepted a position	Kwik Shop	Wichita	Kansas	Lend, Fresh Team
May-09	English	Employed or have accepted a position	Quik Trip	Wichita	Kansas	PT Clerk
May-09	English Language and Literature	Employed or have accepted a position	Polsinelli Shugbast	Kansas City	Missouri	Attorney
May-09	English Language and Literature	Employed or have accepted a position	USD 259	Wichita	Kansas	Substitute Teacher
Aug-08	English	Employed or have accepted a position	Psychiatrist office	Wichita	KS	Receptionist
Aug-08	English Language and Literature	Employed or have accepted a position	Mead Middle School	Wichita	KS	Teacher
Aug-08	English Language and Literature	Employed or have accepted a position	Fox Kansas	Wichita	KS	Account Executive
May-09	English	Seeking employment or admission to graduate/professional school				
Aug-08	English	Seeking employment or admission to graduate/professional school				

FT or PT	Salary	College	City of College	State of College	Field of Study	Degree Sought
		Wichita State University	Wichita	Kansas	Communication-Emphasis-Integrated Marketing	MS
		Stonybrook S. Hampton NY	New York	New York	Creative Writing	MS
Full-time						
Part-time						
Full-time						
Part-time						
Part-time						
Full-time						
Full-time						
Full-time						
Average salary* (3)	$31,333					
High	$37,000					
Low	$27,000					

*Part-time salaries not included

AY 2010 WSU Career Services Survey

Graduation Date	Major	Primary Activity	Organization	City
Dec-09	English Language and Literature	Accepted to or enrolled in graduate or professional school		
May-10	English	Accepted to or enrolled in graduate or professional school		
May-10	English Language and Literature	Accepted to or enrolled in graduate or professional school		
May-10	English Language and Literature	Accepted to or enrolled in graduate or professional school		
Dec-09	English Language and Literature	Employed or have accepted a position	Harry's Uptown	Wichita
May-10	English Language and Literature	Employed or have accepted a position	City of Newton Fire/EMS Department	Newton
May-10	English Language and Literature	Employed or have accepted a position	Kansas Pathology Consultants	Wichita
May-10	English Language and Literature	Employed or have accepted a position	Preferred Health Systems	Wichita
May-10	English Language and Literature	Employed or have accepted a position	Wichita State University - Rhatigan Student Center	Wichita
May-10	English Language and Literature	Employed or have accepted a position	Carmax	Wichita
May-10	English	Employed and seeking admission to professional school		
Dec-09	English	Seeking employment or admission to graduate/professional school		
Dec-09	English Language and Literature	Seeking employment or admission to graduate/professional school		

State Employed	Job Title	FT or PT	Salary	College	City of College	State of College	Field of Study
				Wichita State University	Wichita	Kansas	English
				University of Missouri at Kansas City	Kansas City	Missouri	English
				Wichita State University	Wichita	Kansas	English Literature
				Wichita State University	Wichita	Kansas	Curriculum and Instruction
Kansas	Server	Part-time					
Kansas	Fire/EMS Battalion Chief	Full-time					
Kansas	Receptionist	Full-time					
Kansas	Intern Actuarial Department	Part-time					
Kansas	Building Supervisor	Full-time					
Kansas	Reconditioning Associate	Full-time					
		Average salary* (4)	$39,700				
		High	$80,000				
		Low	$20,800				

*Part-time salaries not included

Degree Sought											
MAT											
Masters											
MA											
MA											

Graduate Application 60 hour GPA† for Degree Bound Processed Applications** of Selected Programs, Fiscal Years 2008 to 2010

		All Processed Applications Fiscal Year (U-F-S)			3 yr	60 Hour Gpa Fiscal Year (U-F-S)			3 yr	60 hour gpa counts Fiscal Year (U-F-S)			3 yr	Pct of Apps Reporting 60 hour gpa Fiscal Year (U-F-S)			3 yr
		2008	2009	2010	avg	2008	2009	2010	wgt avg	2008	2009	2010	avg	2008	2009	2010	wgt avg
All Graduate Programs:	total apps	2,801	2,870	2,915	2,862	3.44	3.43	3.43	3.44	1,529	1,613	1,768	1,637	54.6%	56.2%	60.7%	57.2%
	not admitted	947	773	751	824	3.26	3.26	3.26	3.26	442	419	440	434	46.7%	54.2%	58.6%	52.7%
	admitted	1,854	2,097	2,164	2,038	3.52	3.49	3.49	3.50	1,087	1,194	1,328	1,203	58.6%	56.9%	61.4%	59.0%
Health Professions:	total apps	450	459	471	460	3.46	3.48	3.47	3.47	379	399	436	405	84.2%	86.9%	92.6%	88.0%
	not admitted	219	219	227	222	3.34	3.38	3.37	3.37	201	200	213	205	91.8%	91.3%	93.8%	92.3%
	admitted	231	240	244	238	3.60	3.57	3.56	3.57	178	199	223	200	77.1%	82.9%	91.4%	83.9%
G21K Comm Sci and Disorders	total apps	62	62	59	61	3.55	3.56	3.51	3.54	59	58	55	57	95.2%	93.5%	93.2%	94.0%
	not admitted	25	17	21	21	3.23	3.34	3.36	3.30	24	15	20	20	96.0%	88.2%	95.2%	93.7%
	admitted	37	45	38	40	3.77	3.64	3.61	3.67	35	43	35	38	94.6%	95.6%	92.1%	94.2%
G11K Comm Sci and Disorders	total apps	7	3	2	4	3.82	3.80	3.63	3.79	5	1		2	71.4%	33.3%	50.0%	58.3%
	not admitted	4	0	0	1	3.73			3.73	3			3	75.0%	n/a	n/a	225.0%
	admitted	3	3	2	3	3.97	3.80	3.63	3.84	2	1	1	1	66.7%	33.3%	50.0%	50.0%
G11L Audiology	total apps	15	13	23	17	3.46	3.47	3.34	3.41	13	11	21	15	86.7%	84.6%	91.3%	88.2%
	not admitted	4	4	12	7	2.81	3.32	3.15	3.13	3	4	10	6	75.0%	100.0%	83.3%	85.0%
	admitted	11	9	11	10	3.65	3.56	3.52	3.58	10	7	11	9	90.9%	77.8%	100.0%	90.3%
G14L Nursing	total apps	99	99	131	110	3.37	3.42	3.33	3.37	93	96	126	105	93.9%	97.0%	96.2%	95.7%
	not admitted	22	25	40	29	3.04	3.16	3.05	3.08	20	24	38	27	90.9%	96.0%	95.0%	94.3%
	admitted	77	74	91	81	3.47	3.50	3.45	3.47	73	72	88	78	94.8%	97.3%	96.7%	96.3%
G11U Nursing Practice	total apps	9	9	6	8	3.66	3.47	3.42	3.53	9	9	5	8	100.0%	100.0%	83.3%	95.8%
	not admitted	0	1	1	1		3.15	3.16	3.16		1	1	1	n/a	100.0%	100.0%	150.0%
	admitted	9	8	5	7	3.66	3.51	3.48	3.57	9	8	4	7	100.0%	100.0%	80.0%	95.5%
G14Z Physician Assistant	total apps	209	227	206	214	3.46	3.48	3.51	3.48	198	206	192	199	94.7%	90.7%	93.2%	92.8%
	not admitted	158	172	152	161	3.40	3.43	3.48	3.43	150	156	143	150	94.9%	90.7%	94.1%	93.2%
	admitted	51	55	54	53	3.64	3.64	3.62	3.64	48	50	49	49	94.1%	90.9%	90.7%	91.9%
G11F Physical Therapy	total apps	49	46	43	46	3.20	3.52	3.70	3.62	2	18	35	18	4.1%	39.1%	81.4%	39.9%
	not admitted	6	0	1	2	3.07		3.83	3.45	1		1	1	16.7%	n/a	100.0%	42.9%
	admitted	43	46	42	44	3.32	3.52	3.70	3.63	1	18	34	18	2.3%	39.1%	81.0%	40.5%
LAS Humanities:	total apps	123	125	126	125	3.42	3.47	3.49	3.46	106	109	119	111	86.2%	87.2%	94.4%	89.3%
	not admitted	31	27	26	28	3.20	3.29	3.35	3.28	25	23	25	24	80.6%	85.2%	96.2%	86.9%
	admitted	92	98	100	97	3.49	3.51	3.53	3.51	81	86	94	87	88.0%	87.8%	94.0%	90.0%
G20G English	total apps	30	33	30	31	3.40	3.49	3.60	3.50	24	26	29	26	80.0%	78.8%	96.7%	84.9%
	not admitted	6	3	4	4	3.35		3.42	3.39	3		4	4	50.0%	0.0%	100.0%	80.8%
	admitted	24	30	26	27	3.41	3.49	3.63	3.51	21	26	25	24	87.5%	86.7%	96.2%	90.0%
G13E Creative Writing	total apps	43	43	37	41	3.59	3.51	3.53	3.54	38	40	35	38	88.4%	93.0%	94.6%	91.9%
	not admitted	17	17	15	16	3.49	3.34	3.48	3.43	14	16	14	15	82.4%	94.1%	93.3%	89.8%
	admitted	26	26	22	25	3.64	3.62	3.57	3.61	24	24	21	23	92.3%	92.3%	95.5%	93.2%
G20A History	total apps	24	19	33	25	3.23	3.40	3.31	3.31	22	18	30	23	91.7%	94.7%	90.9%	92.1%
	not admitted	5	5	5	5	2.64	3.16	2.97	2.92	5	5	5	5	100.0%	100.0%	100.0%	100.0%
	admitted	19	14	28	20	3.40	3.49	3.38	3.41	17	13	25	18	89.5%	92.9%	89.3%	90.2%
G25D Liberal Studies	total apps	15	20	16	17	3.53	3.43	3.35	3.43	12	18	16	15	80.0%	90.0%	100.0%	90.2%
	not admitted	0	2	1	1		3.25	2.60	3.03		2	1	2	n/a	100.0%	100.0%	150.0%
	admitted	15	18	15	16	3.53	3.45	3.40	3.46	12	16	15	14	80.0%	88.9%	100.0%	89.6%

Hi Richard,

This is Bo Sun from OIR. Based on your request, the following two tables are the average and median highest composite ACT scores for overall undergraduate students and full-time undergraduate students from terms Fall 07, 08,09 and 10. The numbers are calculated based on the 20th day table. Please let us know if you have any questions about the data.

Composite ACT--Highest Overall Undergraduate				
Term	Average	Median	Number	Total UG
Fall 07	22.5	22	7355	14442
Fall 08	22.7	23	7356	14612
Fall 09	22.8	23	7636	14823
Fall 10	22.8	23	7715	14806

Composite ACT--Highest Full-time Undergraduate				
Term	Average	Median	Number	Total UG
Fall 07	22.7	23	5011	8691
Fall 08	22.9	23	5194	9140
Fall 09	23	23	5542	9428
Fall 10	23	23	5585	9407

Have a great day.

Bo Sun
Office of Institutional Research
9783015

RESPONSES TO ALUMNI ASSESSMENT SURVEY

Please respond to the following questions as judiciously as possible, so as to guide us in our plans for the future of the English Language and Literature and Creative Writing majors.

Please identify which degree plan(s) you followed here:

_____ BA - English Language and Literature --xxxxx xxxxx xxxxx x (16)
_____ MA – English-- xxxx (4)
_____ BA - Creative Writing
_____ MFA - Creative Writing -- xxxxx x (6)

Please indicate which year you graduated:
BA:
        2008 -- xxxx (4)
        2009 -- xxxxx (5)
        2010 -- xx (2)
MA/MFA:
        2008 -- x (1)
        2009 -- (0)
        2010--xxxxx x (6)

Please indicate your path since leaving WSU:

_____postgraduate study-xxxxx xxxx (9)
      _____English: Where?
        Illinois State University
        Wichita State University

      _____Creative Writing: Where?
        WSU
      _____Other: Which field?

        MA in teaching
        MALS
        Education
        Library School
        Law
        Geology
        Higher Education Leadership

Where?
        WSU
        Baker University
        Fort Hays State University
        Emporia State University
        Washburn University
        Wichita State University

University of Arkansas

_____full-time employment in--xxxxx xxxxx xxxxx **(15)**

      _____teaching--xxxxx xx **(7)**

      _____library work -- x **(1)**

      _____editing - x **(1)**

      _____business or technical writing

      _____news/copy writing

      _____advertising

      _____public relations -- x **(1)**

      _____other; please indicate type of work:

- **Public sector Fire Protection--My career previous to and during my WSU education.**
- **Stay at home mom**
- **Academic counseling**
- **Administrative Assistant**
- **Marketing/Management**
- **Geology**
- **Education Assessment Company**
- **Non-profit management, freelance writing**
- **Part time employment in teaching, business or technical writing**

Did your education as an English/Creative Writing major lead directly to your employment?

     _____yes -- xxxxx xxxxx xxxxx **(15)**

     _____no--   xxxxx xxxx **(9)**

Note: Freelance writing opportunities increased significantly.

In general, how well do you feel that your education in this department prepared you for the work you are doing now?

      _____Not at all well -- x **(1)**

      _____quite well--xxxxx xxxxx xxx **(18)**

      _____Very well--xxxxx xxxx **(9)**

In particular, how much did your experience in English courses contribute to the advancement of your knowledge of the field:

      _____very little -- xx **(2)**

      _____quite a lot--xxxxx xx **(7)**

      _____very much--xxxxx xxxxx xxx **(13)**

How much did your work in English courses contribute to the development of critical thinking skills required in your present position?

      _____very little -- x **(1)**

      _____quite a lot-- xxxxx xxxxx **(10)**

      _____very much--xxxxx xxxxx xx **(12)**

How much did your work in English courses contribute to the development of writing skills required in your present position?

     _____very little -- **x (1)**
     _____quite a lot -- **xxxx (4)**
     _____very much-- **xxxxx xxxxx xxxxx xxx (18)**

How satisfied are you with the quality of instruction you received in English courses?

     _____not satisfied
     _____somewhat satisfied -- **xxxxx xx (7)**
     _____very satisfied -- **xxxxx xxxxx xxxxx xx (17)**
NOTES:
- **Very satisfied with one exception: The male linguistics professor was disliked by many for his abrasive, threatening approach to teaching.**

How satisfied are you with the curriculum you were required to follow in completing your major?

     _____not satisfied
     _____somewhat satisfied- **xxxxx xxx (8)**
     _____very satisfied-- **xxxxx xxxxx xxx (13)**

For creative writing majors: how useful did you find the literature courses you were required to take?

     _____not useful
     _____somewhat useful -- **xx (2)**
     _____very useful -- **xxxxx xx (7)**

For all majors: what do you feel the department could do that it's not doing now to better prepare students for the challenge they will face after graduation?
- **Maybe have graduates return and share encouraging stories of career opportunities they've experienced.**
- **Offer more classes in evening (especially GTA, teacher prep and post-grad prep/doctoral prep or career/job finding) so that those who teach or work full-time can enroll. Great experience in your program.**
- **Nothing. I had a great experience at WSU. I'm sure some day I'll use my degree and that I will be preparing to meet any challenges because of the classes/curriculum at WSU.**
- **If a class is popular, like modern literature for example, create multiple sessions of it.**
- **Perhaps a work-study requirement or something similar? It's difficult for English majors to find the right niche, and perhaps requiring them to work in the Writing Center (to really solidify the writing rules, volunteer as a tutor, or do some type of work-study program at a newspaper or editing company (or any number of other career paths) would help.**
- **A few more seminars on post-graduate options would be helpful. Also, more information for undergrads on competitiveness within field for Masters and beyond. Alternate career options for English majors would have been helpful too. I would still like information on this.**
- **I feel that English and writing classes are extremely important and that all students will benefit from them no matter which career path they choose.**

- Give students more challenging assignments.
- I wish faculty as a whole--not just a handful--were more engaged in community of department. Too often, events are minus all, or most, of the faculty. Darren DeFrain ought to be teaching graduate fiction workshop. No amount of petty differences should stand in the way of students receiving the best possible education.
- Perhaps more career advising. I never really knew what I could do with an English degree.
- I believe the department needs to update its teaching methods in regards to literature courses. All non-literature courses were rather stimulating while those taught by many of the older faculty members lacked depth, rigor and engagement.
- For creative writing workshops, more one on one instruction over the poems/short stories could be more beneficial. Learning from your mistakes is the best way to improve.
- Upon graduating, I moved to another city. It would have been nice to have a way where I could contact the school to help with finding a career with my degree.
- Much more professional development--every single grad student should complete the program with at least one published item (creative or scholarly), and they should be mentored through this process from beginning to end.
- I suppose the department could provide more career counseling -- maybe explore different jobs that might be available to English majors.
- Hmm... I believe that English provides a helpful framework for one's future, but only in the ivory towers of education can it be fully utilized.
- Perhaps provide a class or workshops aimed at marketing your education in the job market, highlighting transferable skills, etc. Thanks! I really miss WSU!
- Focus on building job skills like networking, professionalism. Could also help business school by providing tougher and more extensive writing courses for their students. They shouldn't own that function; the English department has greater capability.
- Extra composition courses for English majors would be beneficial. More time is needed for focusing on constructing essays and not just learning about the literature.
- Fix American Editing English course (graduate). It is a joke. Also, help MFA students with publications.