

As part of the West Virginia University Board of Governor's Rule 2.2 Program Review process, the WVU Provost's Office required that a single Program Review Self-Study Form be completed on behalf of all identified programs in the department or unit. This Program Review Self-Study Form was to be submitted to the Provost's Office by end of day on August 1, 2023. The Provost's Office reviewed the submitted Program Review Self-Study Forms in early August.

Self-Study content is unvetted by the Provost's Office. As such, the WVU Provost's Office cannot attest to the accuracy of any data, analyses, or statements provided within. Also, redactions were made where warranted for the protection of individual identities around sensitive information.

Q1.1.
BOG Program Review Self-Study Form

This is the self-study form that will be completed in support of the summer 2023 academic transformation program portfolio review.

Only one program review self-study is to be submitted per unit; all of the unit's *programs* will be covered by one self-study.

Q1.2. Select the appropriate academic unit under review.

College	Eberly College of Arts and Sciences ▼
Department or School	English ▼

Q1.3. List all of the unit's programs.

Example:

BA Biology
BS Biology
MS Biology
PhD Biology

Q1.4. Name and Email of the person completing the self-study

Name	Brian Ballentine
Email Address	brian.ballentine@mail.wvu.edu

Q1.5. How were faculty given the opportunity to contribute to, review and provide feedback on this self-study?

The initial draft of this self-study was completed on Thursday, 7/20 and shared with faculty as a Google Doc. Initial drafting was done by the department Chair, the Assistant Chair, the Director of Graduate Studies, the Creative Writing Director, the English Secondary Education liaison, and the Undergraduate Writing Coordinator. Faculty had until Monday, 7/24 to provide additional feedback to the Google Doc draft. We hosted a Zoom meeting with all faculty on Thursday, 7/27 at 11:00 to discuss the self-study and any final edits. This timeline was announced to faculty colleagues on Monday, 7/10.

Q2.1. Explain how the unit and its programs contributes to WVU's [mission](#).

This response is limited to 7500 characters, approximately 2 single spaced pages.

The Department of English contributed over \$1.8 million in net revenue to WVU in 2022. Beyond its outstanding contributions to the economic health of the university, the department offers its students a rigorous, enriching, and comprehensive academic experience that promotes critical thinking, intellectual curiosity, creativity, and a deep understanding of diverse perspectives and cultures. Our students use the skills they learn to become inventive and imaginative entrepreneurs, sought-after employees, groundbreaking academics, and perceptive and engaged participants in our country's fragile democracy. The English B.A. trains students for a remarkable variety of careers, from business to law to medicine to Hollywood screenwriting, and further educational opportunities such as Fulbrights, teacher exchange programs, and graduate school. With interrelated curricula in literary and cultural studies, creative writing, professional writing and editing, and English secondary education, we expose our students to important books, films, and other media and offer them the tools to cultivate and enhance their critical thinking, communication, and research skills, thereby preparing them to succeed in our global culture. Within a diverse and inclusive environment, our students exchange and debate ideas, synthesize points of view, and sharpen their oratorical and written talents. We equip them for a lifetime of active learning and engaged citizenship. As a department and across all our undergraduate and graduate programs, we are committed to our Affirmation of Values. This statement is posted on our website as well as framed on a wall in the main entrance of Colson Hall. Our core values of compassion, inclusivity, and care are essential to the success of our four graduate programs, two undergraduate majors (with two more debuting this fall), multiple minors, a Writing Studio that serves all WVU graduate and undergraduate students, a Writing across the Curriculum (SpeakWrite) program, and a successful undergraduate writing program that trains and mentors dozens of GTAs for the classroom. As documented throughout this self-study, new efficiencies, curriculum improvements, and new increases to our Foundation accounts will reduce costs and increase net revenue. Finally, we acknowledge President Gee's recent remarks that going forward, "We will differentiate ourselves with programs that serve our stakeholders and play to our strengths. I believe we will lead new generations to study and appreciate the rich Appalachian arts and culture that surround us." The Department of English's faculty and students are dedicated to the needs of Appalachia and support the University's land-grant mission. Two prominent examples are the Appalachian Prison Book Project (APBP) and the WVU Higher Education in Prison Initiative (HEPI), which are committed to increasing educational access for people imprisoned in the Appalachian region. APBP is a nationally recognized nonprofit and a hub for community-engaged scholarship, teaching, and service. In 2022, the Kellogg Foundation recognized WVU for its exemplary partnership with the prison book project. Last year, HEPI launched an associate degree program at a maximum-security prison. This program includes Inside-Out Prison Exchange classes and is based on a public-private and regional partnership between WVU, Waynesburg University, and the Pennsylvania Department of Corrections. The English Department has been critical to the growth and success of these model outreach initiatives. The Department also hosts the National Writing Project at WVU whose recent outstanding projects include "Podcasting West Virginia: Black in Appalachia" and Amplifying Appalachia - a wiki edit-a-thon. For the past 26 years, the Department has operated the West Virginia Writers' Workshop, a four-day, intensive writing conference in July, which offers low-cost tuition to West Virginians and writers around the world and traditionally provides scholarships to 12 West Virginia high-school students as well as scholarships to WVU undergraduates and graduate students. Relevant links: Affirmation of Values: https://english.wvu.edu/files/d/abfdb700-910e-4018-8f5c-74ca4ec72765/wvu_engl_affirmation.pdf President Gee's remarks: <https://presidentgee.wvu.edu/messages/wvu-s-hopeful-future-as-a-modern-land-grant-university> APBP: <https://appalachianprisonbookproject.org/> WVU HEPI: <https://english.wvu.edu/research/wvu-higher-education-in-prison-initiative> Kellogg Foundation partnership: <https://wvutoday.wvu.edu/stories/2022/09/27/wvu-recognized-nationally-for-community-engagement-through-partnership-with-long-running-prison-book-program> Inside-Out Prison Exchange: <https://www.insideoutcenter.org/> Podcasting West Virginia: <https://enews.wvu.edu/articles/2023/07/17/register-to-attend-podcasting-west-virginia-black-in-appalachia> Amplifying Appalachia: <https://libguides.wvu.edu/wikipedia>

Q3.1.
Resources, Revenue, and Expenses

The purpose of this section is to ensure the accessibility and adequacy of the unit's infrastructure and resources and its financial viability.

Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Q3.2. Has the unit experienced significant issues with any of the following during the past five years?

By "significant," we mean issues that interfere with either the unit's ability to deliver its programs to its students or the students' ability to complete those programs in a timely manner.

	Yes	No
Ability to schedule required classrooms	☐	☒
Access to adequate technological infrastructure	☐	☒

Access to adequate technological support	☐	☒
Access to adequate physical infrastructure (labs, performance spaces, etc.)	☐	☒

Q3.3. Describe the issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q3.4. Data have been provided on the unit's last three years of tuition revenue, expenses, and net revenue. Address any negative net revenue or any significant changes (positive or negative) to unit's net position.

Revenue by department is the actual tuition revenue, net of any discounting, paid by students taking courses in course subject codes affiliated with the department.

Expense by department is the actual unrestricted, operating expenditures by department within the functions of instruction and academic support.

Net revenue is the revenue minus the expense.

The Department of English's 3-year average net revenue was \$2,437,963. The decrease in revenue corresponds with a decrease in total Student Credit Hours, which in turn corresponds with the declines in overall university undergraduate enrollment from 18,726 in 2020-21 to 18,020 in 2021-22 (data from personal email from Lou Slimak on 7/13). It should be noted that over the same period, the department's expenses also decreased by \$389,075. Additionally, a recent faculty resignation, a faculty retirement at the end of the last calendar year (who wasn't replaced), along with a reduction to faculty FTE percentages, a phased retirement, and a forthcoming unpaid leave, will result in decreased expenses for the coming year. New Efficiencies and Improved Net Revenue We want to emphasize that the department has already enacted a plan to increase enrollment caps in all its English 101, 102, and 103 courses by 10%. Prior to the enrollment increases, the department was scheduled to offer a total of 144 sections of ENGL 101, 102, and 103 this Fall 2023. After the enrollment increases, we are offering a total of just 121 sections while serving the same number of students. At the per course lecturer rate of \$4,000 a course, this adjustment will yield \$92,000 of savings each semester or \$184,000 for the year. We will also create greater efficiencies with targeted scheduling reductions. Reducing the total number of course offerings in our major will mean more of our full-time faculty, and fewer lecturers, will be engaged with other teaching responsibilities including English 101, 102, and 103. Beginning Spring 2024, our capstone courses will only be offered every Spring instead of every semester, a 3-course reduction yielding a savings of $4,000 \times 3 = \$12,000$ per semester. Beginning Spring 2024, we have also reduced our total number of 200-level survey offerings by 2 courses per semester and the total number of 100-level introductory offerings by 1 course a semester, yielding a savings of $4,000 \times 3 = \$12,000$ per semester. Please see the table attached to this report for details on current and projected savings. The department has benefited greatly from donations made to enhance our graduate programs: the Blanche Haskins Lough Capicola Scholarship Fund in English (annual spend over \$80,000), the David G. Allen English Literature Endowment (annual spend ~\$40,000), the Stephen Crocker Fund (annual allocation \$40,000), the Hayden Ward Department of English Discretionary Endowment (annual spend ~\$30,000), the John and Mildred Ludlum Doctoral Fellowship in English (annual spend ~\$17,000), the Blaydes Family Summer Fellowship (\$1000 annual spend), and the Dennis Allen Summer Fellowship (\$1000 annual spend). The annual spends provided by these awards contribute significantly to decreasing costs and improving efficiency for our graduate programs. Specifically, funds from the Capicola, Crocker, and Ward endowments all may be used to fund the GTAs who teach our many sections of composition. Please see the table attached to this report for more details on our Foundation accounts.

Q4.1.

Faculty Composition and Productivity

Responses should be concise but also specific and supported by evidence. Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q4.2. Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 18 to fall 22.

Address any differences in the unit's student to FTE ratio and the institution's student-to-faculty ratio of 18-to-1 per IPEDS reporting for academic year 2021-2022.

Current Faculty The Academic Transformation public dataset shows that the Department of English has 40 full-time faculty or the same number we did in 2020. In correspondence with Lou Slimak, we advised him that the department currently has 35 full-time colleagues and he invited us to clarify our numbers. As noted, because of FTE reductions with two of our tenure-track colleagues, we will have an FTE equivalent of 34 colleagues. This number reflects a June 2023 faculty resignation and a retirement that came at the end of the last calendar year where that colleague was not replaced. Class Sizes and the Demands of Writing Instruction Faculty-to-student ratios are lower than average in the Department of English in part because our course enrollment caps are lower than other departments that are able to offer larger-scale lecture classes. The need for lower enrollment caps is due to the time and attention it takes to teach students to write - this is true from our 100-level offerings through our 400-level capstones. It is especially true in our 100-level composition courses. Students in English 101, 102, or 103 are making key transitions from high school to college and the start of their majors. Research in the field of rhetoric and composition demonstrates that writing courses play a key role in the transfer of knowledge and in the development of productive habits of mind and communicative practices. Research also shows that small class sizes contribute to student recruitment, success and retention. Finally, smaller undergraduate class sizes enable our GTAs to serve as sole instructors rather than as apprentices to faculty; historically, this wealth of independent teaching experience has given our PhDs their single greatest advantage on the job market. If double or secondary majors were to be counted, our actual enrollment would be not 120 but 129 majors. As noted above, we will increase efficiency by increasing undergraduate enrollment caps by 10% in composition courses and strategic scheduling adjustments. Please see our plan outlined in the Student Enrollment section for increasing enrollments across all programs. Enrollment Caps and National Averages ~67% of the English Department's student credit hours come from ENGL 101-102-103. GTAs teach the majority (~70%) of the ENGL 101-102-103 courses and most of them teach 2 composition courses per semester. According to the National Census on Writing, the median enrollment cap for face-to-face composition instruction at 4-year institutions is 20 students per section. A cap of 20 is also consistent with the national average for 4-year, research-intensive, Big 12 public universities such as the University of Kansas (20), Baylor (19), University of Houston (19), University of Central Florida (20 for GA instructors), and the University of Oklahoma (19). For literature and cultural studies courses, the Association for the Departments of English (ADE) insists that classes should be capped at 35 students, with 30 being recommended. At WVU, we have already increased our class sizes in order to keep costs as low as possible: we cap lectures at 45 and seminars at 27. Our writing intensive courses have lower caps (introduction to the major/ENGL 200 is capped at 20, while our capstone/ENGL 496 is capped at 19). Comparable Big 12 institutions enforce the following caps: Kansas State (25), University of Houston (30), University of Oklahoma (30), Brigham Young University (35 for lectures, 20 for seminars), Oklahoma State (30 for lectures, 25 for seminars), University of Cincinnati (35 for lectures, 15 for seminars), University of Texas at Austin (30 for seminars, 300 for lectures, but with a GTA per 25 students). English departments at comparable 4-year, research-intensive public universities outside the Big 12 similarly cap their courses lower than at WVU: University of Florida (35), University of Missouri (30), and University of Georgia (25). The Provost's Office and President Gee were recently provided with copies of 59 letters of support from former students. Many of those letters reference the value of smaller class sizes especially in regard to student retention. As one alumni wrote: "It's not a secret that smaller and more intimate class sizes traditionally yield higher performing students and overall academic achievement. For me, this couldn't have been more crucial in my time at WVU. Not only did I feel like I was able to comprehend the material better with far less distractions, but it made questions with my professors and the exchange of learning far more accessible." Relevant links: WVU English Faculty: <https://english.wvu.edu/faculty-and-staff> ADE Guidelines for class sizes: <https://www.maps.mla.org/Resources/Policy-Statements/ADE-Guidelines-for-Class-Size-and-Workload-for-College-and-University-Instructors-of-English-A-Statement-of-Policy>

Q4.3. This question is optional and required only if a unit's doctoral programs are under review.

Data have been provided on the unit's tenure-track / tenured FTE to doctoral student headcount ratio across all of the unit's doctoral programs.

Address any differences in the unit's doctoral student to tenure-track and tenured faculty FTE ratio to the institutional expectation of 2-to-1.

Four Graduate Program Offerings The Department of English offers four graduate programs: terminal MA in English, terminal MA in Professional Writing and Editing (PWE), MFA in Creative Writing, and PhD in English. These programs are not siloed. Faculty in each of the programs teach and serve on the committees of students in all the others. Thus, for 2022, the 27 tenured and tenure-track FTEs were responsible not just for the 28 PhD students enrolled (yielding the ratio of approximately 1.0 given in the Academic Transformation Data table) but for the 23 MFA, 12 MA, and 8 MA-PWE students as well, a total population of 71 students (yielding a ratio of approximately 2.6, well above the university recommendation). Current Faculty As noted in the above question on FTE to student ratio and the institution's faculty-to-student ratio, the Department of English operates with 34 full-time faculty. Our department is fortunate to have the support of alumni and donors who have invested in named professorships in English. Among our colleagues we currently have two Eberly Family Professors of Outstanding Teaching, the Eberly Family Distinguished Professor of American Literature, the Jackson and Nichols Professor of English, the recently endowed Gaziano Family Legacy Professor, and the Harriet E. Lyon Professor of Women's and Gender Studies. Each of these positions carries a reduced teaching load of either 2/1 or 1/1 to support their additional duties as named professors. PhD Program Size, Quality, & Stipend Compensation Applications to the PhD program have increased 250% over the past five years (26 for the 2018-19 academic year, 56 for the 2023-24 academic year). This increase is due in part to our implementing a direct BA-to-PhD admissions track, which we did expressly to boost recruitment and shorten the time to degree. Shortening the time to degree is good for the standing of our program but also benefits WVU's Carnegie ranking with increased humanities PhD production. Since federal funding for the humanities is virtually nonexistent and we consider it unethical to favor independently wealthy applicants, our cohort size depends entirely on the number of GTA lines authorized by the university, which has remained flat or even decreased. This year, when we were told to cease admitting new GTAs, we had secured 5 new PhD students and 4 MA students for the start of Fall 2023. In other words, the PhD program was prepared to admit more students. All our GTAs have a 2/2 teaching assignment, meaning that their contributions to SCH production yield a positive net return beyond the cost of their \$18,500 stipends.

Q4.4. Data have been provided that show the changes to the unit's total number of faculty over the review period. Data have also been provided that show the total student headcount enrolled in all of the unit's programs over the same period of time as well as a three-year trend in student credit hour (SCH) production.

Explain the relationship between the change in the number of faculty in the unit and the change in the units total headcount enrollment and SCH production trends.

As noted in the discussion on faculty FTE and PhD headcount, the Academic Transformation data shows that the Department of English has 40 full-time faculty or the same number we did in 2020. In correspondence with Lou, we had advised him that the department currently has 35 full-time colleagues and he invited us to clarify our numbers. As noted, because of FTE reductions with two of our tenure-track colleagues, we will have an FTE equivalent of 34 colleagues. This number reflects a June 2023 faculty resignation and a retirement that came at the end of the last calendar year where that colleague was not replaced. We were advised by our College that the FTE counts may include lecturers if those lecturers are benefits-eligible. For Fall 2023 only, we have five lecturers scheduled who have benefits-eligible contracts. This is a decrease from the nine we employed last year at this time. We had planned to eliminate lecturers this year but rehired them to compensate for the compelled reduction in newly admitted GTAs. Like our MA GTAs, lecturers earn \$4,000 per course section. Our reliance on lecturers has also increased over the summer months. Three GTAs, frustrated with our plan to increase enrollments in composition courses, have recently elected not to return to their programs this Fall. Others have contemplated leaving because of the climate of uncertainty. Regardless of the reason, due to a smaller cohort of newly admitted graduate students and several graduate student departures, we have needed to increase our reliance on per course lecturers well beyond our original plan.

Q4.5. Data have been provided that shows the unit's research expenditures per the Higher Education Research and Development Survey (HERD).

Does this data capture all of the unit's research expenditures? If not, explain the difference here and provide evidence of additional research expenditures below.

The department has a successful record of prestigious extramural fellowships that in recent years include multiple National Science Foundation grants, a National Endowment for the Arts award, an Andrew Carnegie Fellowship (the first ever for a WVU professor), a National Humanities Center Fellowship, a Distinguished Fellowship at the Notre Dame Institute for Advanced Study, and a Laughing Gull Foundation award in support of the WVU Higher Education Prison Initiative.. At least six faculty have won various grants and fellowships from the West Virginia Humanities Council. This is by no means a comprehensive list and it does not capture the many accolades and awards won by faculty for book and article publications. Most of these awards are notoriously competitive within the humanities and often have a ~5% chance of success. Relevant links: National Science Foundation grants: https://www.nsf.gov/awardsearch/showAward?AWD_ID=1651003 National Endowment for the Arts award: <https://eberly.wvu.edu/news-events/eberly-news/2019/04/02/wvu-english-professor-receives-nea-creative-writing-award> Andrew Carnegie Fellowship: <https://wvutoday.wvu.edu/stories/2018/04/25/wvu-english-professor-awarded-prestigious-carnegie-fellowship> National Humanities Center Fellowship: <https://wvutoday.wvu.edu/stories/2017/09/14/discovering-the-art-of-waste-wvu-english-professor-named-a-fellow-of-the-national-humanities-center> Distinguished Fellowship at the Notre Dame Institute for Advanced Study: <https://eberly.wvu.edu/news-events/eberly-news/2018/08/06/lyric-logic-english-professor-receives-prestigious-notre-dame-fellowship> Laughing Gull Foundation award in support of the WVU Higher Education Prison Initiative: <https://eberly.wvu.edu/news-events/eberly-news/2022/04/08/wvu-higher-education-in-prison-initiative-selected-for-laughing-gull-foundation-award>

Q4.6. Upload evidence of research expenditures here.

Q5.1.
Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately 1.5 single spaced pages). Responses should be concise but also specific and supported by evidence.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q5.2. Data have been provided on all of the unit's program's student enrollment trends.

That data includes:

4-year median fall enrollment (fall 18 through fall 21);
Fall 2022 change from 4-year median (in headcount and in percentage).

Units should address any programs with enrollment below the median for the program level or which has experienced a negative change in enrollment.

The combined number of primary and secondary English BA majors totals 129. Our department plans to attract more majors by diversifying our portfolio of offerings. We aim to reach all students interested in pursuing any form of writing and critical inquiry, including literary, creative, and professional and technical writing. We have 33 incoming first-year students majoring in English or English Secondary Education. Updates to the English BA: AoE in Literary & Cultural Studies The English BA was recently revised with catalog changes approved in 2022 to create an area of emphasis in Literary and Cultural Studies. The program change has allowed English majors to better focus their coursework on literature and culture studies. Undergraduate majors are better prepared to pursue graduate programs in English and the change was designed to attract more students to our 3+3 program with the Law School. Our undergraduate English majors are exemplary: five English or English Secondary Education majors are among the 2023 Outstanding Senior and Order of Augusta recipients. As noted above, our undergraduate programs also receive generous support from alumni and donors and students, especially West Virginia residents, are eligible for thousands of dollars of funding dedicated to English. New BA and BS in Writing Studies In the first iteration of Strategic Transformation, technical writing was identified as a growth opportunity for WVU. Two new majors will debut in Fall 2023 as part of our Writing Studies initiative. Our new BA in Professional Writing and Editing and our new BS in Scientific and Technical Writing are approved and available in the University catalog. The new majors will be supported with existing faculty. We will maximize efficiencies between our new undergraduate majors and our existing MA in Professional Writing and Editing by offering split-level 400-/500-level courses. The Writing Studies degrees both have a 4+1 option, meaning majors may earn up to 12 hours of graduate credit during their junior and senior years. These credits can count toward the MA in Professional Writing and Editing, enabling them to complete their MA in one year following their undergraduate degree. These students will be fee paying MA students in our graduate program. The BA and BS degrees in Writing Studies are well-suited to students who are interested in translating complex information into clear prose for diverse audiences. Both degree options can be tailored to suit individual student interests with three electives (9 credits) from within the department's existing course offerings. Students who are interested in meeting the needs of an increasingly global society may, for instance, be likely to choose literature or creative writing for their electives. Updates to the English Secondary Education BA English Secondary Education majors have increased 29%, and another 10 incoming students will join the English Secondary Education cohort in Fall 2023. This degree remains essential to serving the state of West Virginia as residents endure another teacher shortage. When the 5-year program closed in 2016, the transition to the current 4-year degree faced many challenges. Regardless, essential catalog revisions have been completed by our English department colleague serving as the liaison for English Education. Our colleague has also performed essential duties to stabilize the new major including supervising students during student teaching placements, serving as instructor for the C&I 491 class that accompanies the clinical placement, collecting data on student PRAXIS scores, grades, edTPA scores, and other performance measures for accreditation purposes, and writing the CAEP accreditation report for National Council of Teachers of English review. For these reasons and more we are committed to the English Secondary Education BA remaining in the Department of English. English Secondary Education students are generously supported by our Carter Bishop Memorial Scholarship, which has a market value of over \$1 million and an annual spend of ~\$40,000. All nine students who have graduated from the new four-year major since 2020 are employed in education: all six of the students who just graduated in May 2023 either have teaching positions or are planning to substitute teach while they pursue their Master's in Literacy Education in WVU's College of Applied Human Sciences. Of the three earlier graduates, two have teaching positions, while our first graduate, Amanda Waterman, is now the Coordinator of Academic Success and Resilience at Appalachian State University. If, as President Gee wrote, this academic transformation is intended to foster "partnerships that provide a strong pipeline for our students into...jobs," then clearly the English Secondary Education major is doing exactly that. Updates to the English BA: AoE in Creative Writing Undergraduate creative writers at WVU write for, edit, and publish the university's undergraduate literary magazine, Calliope. 200-level creative writing classes typically draw students from a wide number of disciplines, including engineering, pre-law, and pre-medicine. If major requirements around the university allowed for additional electives, creative writing classes would be even more popular. The director of creative writing will introduce new recruitment strategies, including offering students in West Virginia high-school English classes the opportunity to visit with (in person or virtually) members of WVU's creative writing faculty and participate in the West Virginia Writers' Workshop. Relevant links: 3+3 Law Program: <http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/englishlanguageandliterature/#majortext> 2023 Order of Augusta Recipients: <https://outstandingsenioraward.wvu.edu/2023-outstanding-seniors-and-order-of-augusta-recipients> BA in Professional Writing and Editing: <http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/pwe/#majortext> BS in Scientific and Technical Writing: <http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/stw/> Calliope: <https://english.wvu.edu/students/current-undergraduate-students/creative-writing/calliope>

Q5.3. Data have been provided on the unit's three-year trend in student credit hour (SCH) production.

Units should address any programs with a negative trend in SCH production.

The negative trend in Department of English SCH production can be tied to the overall decline in enrollments at WVU. The department still maintained a \$1,852,519 net revenue in 2022 with a \$389,075 decrease in expenses this past year. The disruptions due to COVID have been particularly hard on first-year students, who make up the majority of the population of the composition courses that comprise GEF 1. We are, however, seeing a return to our typically high course retention rates (~85%). Our program's consistent quality and stability are due to rigorous instructor training, ongoing mentoring, common course goals, and regularly updated curriculum. The details below demonstrate our plans to maintain SCH production (keep students in the classes) as well as showcase why WVU can expect quality and efficiency from our program. Instructor Training and Mentoring Our undergraduate writing program maintains a significant degree of consistency across all sections of the required composition courses through rigorous instructor training and mentoring. -- 60+ hours of orientation and preparation before anyone teaches English 101 -- A 3-credit, graduate-level course on approaches to teaching composition (ENGL 609) that all graduate teaching assistants take during their first semester of teaching English 101 -- Numerous professional development opportunities and ongoing mentoring for all instructors at all stages of their careers -- Regular faculty observations of instructors—especially in their first years as GTAs -- Extensive online teaching materials -- Regular meetings and online forums for announcements and discussions The professional development of our teachers makes a positive difference in terms of consistently positive SEI scores (average is about 4.4 on a scale of 1.0 to 5.0 with 5 being highest), and consistent adherence to common course goals and evaluation practices across all sections. Curriculum and Course Textbooks The uniform textbooks we have developed and regularly update for ENGL 101, 102, and 103 ensure that all sections of our courses share common course goals, a similar range of assigned writing, consistent policies, and consistent evaluation practices. We update the course guides regularly to ensure that our course goals and practices are informed by national practices and research in the field of composition studies. These textbooks are custom-published, and generate a modest return on the sales. Retention and DFW Rates Instructor training and an updated and consistent curriculum normally yield high retention rates (~85%). Planned efficiencies for our course offerings include increasing enrollment caps by 10% and streamlined scheduling.

Q6.1.
Assessment of Learning and Program Improvement

The Provost's Office will review the self-studies from the most recent Board of Governor's five-year program reviews for this section.

Units may provide updated information below if they so choose.

Q6.2. Provide the unit's plans or ideas to make significant changes to its operations, structure, offerings, or personnel in order to reduce its costs or improve its efficiency.

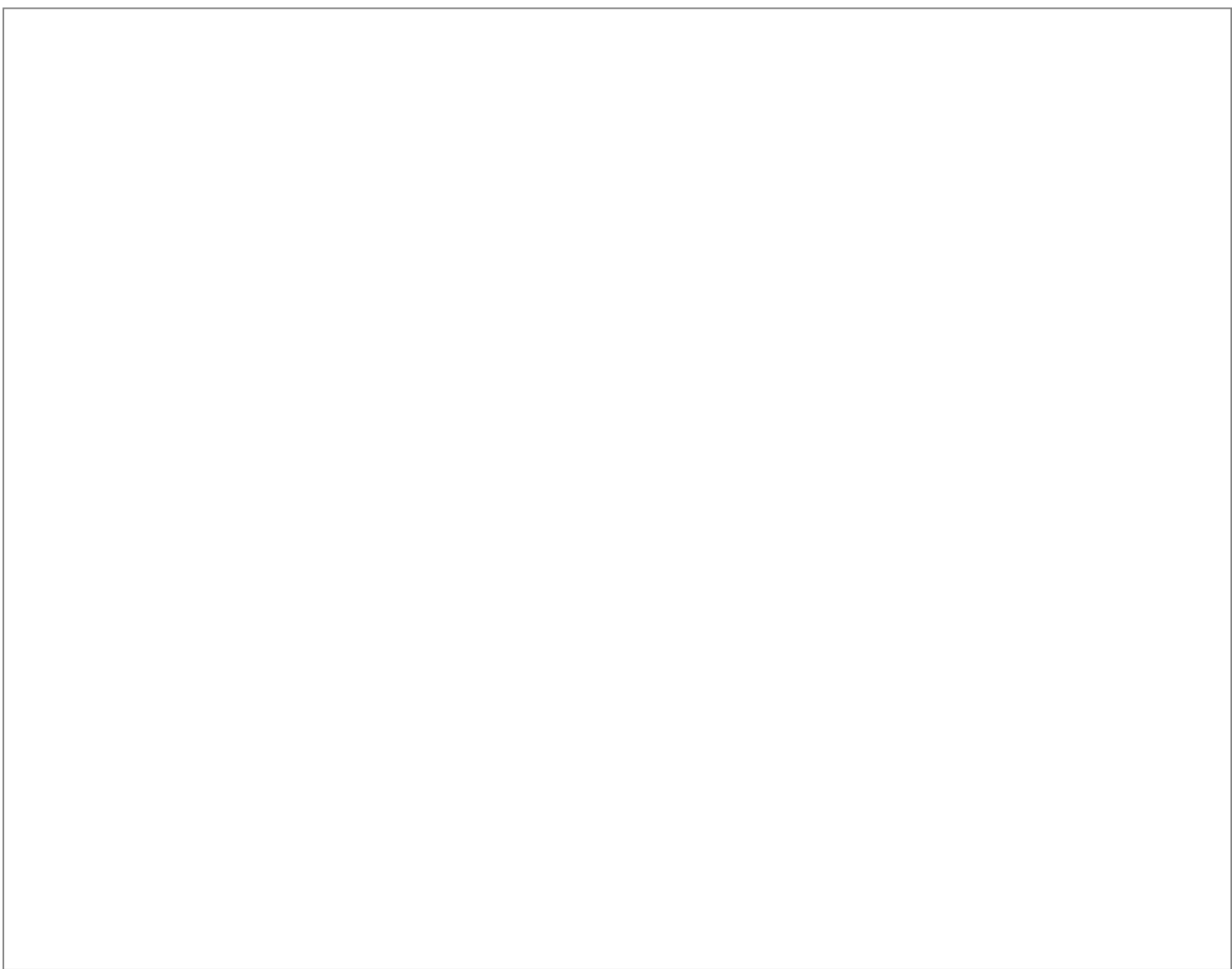
Provide any significant changes to the department's program curricula, its assessment of learning practices, or any other improvements that have been made since the department's programs completed their most recent Board of Governor's five-year review.

Please see the table attached to this report for details on changes to our operations, offerings, and personnel in order to reduce our costs for this and the coming academic year. Beginning in 2021, our undergraduate programs went through substantial curriculum mapping exercises that helped us develop not just a map (attached) but more refined assessment methods. In response to our first improved annual assessment report, Lou Slimak wrote to our undergraduate director to say: "This is simply outstanding work; I am truly impressed by the progress the English programs have made in their assessment of learning and in such a short time! You've got a powerful foundation of direct assessment that shows the efficacy of your courses as well as the relative strength in performance across the learning outcomes" (e-mail, 4/25/22, attached). Likewise, the follow-up actions we submitted in response to our last BOG review of the undergraduate programs were very well received. Lou responded: "Resolved the specific action in assessment of learning. No further action is required of the programs listed above until their next five-year review. The Undergraduate Council wanted to pass along that the follow-up report from English was particularly exemplary" (e-mail, 6/29/22, attached). Most of the recent program improvement work has centered on finalizing our two new majors in Writing Studies, the BA in Professional Writing and Editing and the BS in Scientific and Technical Writing. In our most recent BOG assessment of the PhD program (2019), we reported major innovations including a new second-year portfolio and an overhaul of the candidacy examination (both implemented 2018). Preliminary data suggests that these measures have made student progress to and through the dissertation more efficient. For the PhD cohorts admitted since implementation, retention has increased by 29% (to an impressive 100%) over the previous five-year cycle, and actual or projected time to degree has decreased by 23% (to an average of 5.75 years, significantly better than national norms).

Q6.3. The program may provide additional evidence of program improvement here.

[ENGL assessment supporting files.pdf](#)
293.3KB
application/pdf

Q7.1. The unit may provide any additional context or information about the unit's programs here.



Q7.2. You may use this section to provide any additional evidence referenced in the program review.

[Department of English endowment summary.pdf](#)
29.5KB
application/pdf

Q7.3. You may use this section to provide any additional evidence referenced in the program review.

[Department of English expense reductions.pdf](#)
40.6KB
application/pdf

Q7.4. You may use this section to provide any additional evidence referenced in the program review.

Q8.1.

Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

Location Data

Location: [REDACTED]

Source: GeolIP Estimation

