

ENGLISH B.A. PROGRAM REVIEW PANEL REPORT

September 15, 2018

Panel Members

Panel chair and coordinator:	Heather Pavletic, Ph.D.
Department chair:	Jody Ollenquist, Ph.D.
Faculty members:	Debbie Courtright-Nash, Ph.D. Deirdre Fagan, Ph.D. David Marquard, Ph.D. Tracy Webb, Ph.D.
Member with special interest:	Garrett Stack, Ph.D.
Member outside college:	Sheila MacEachron, Ph.D.
Advisory board members:	Sharon Colley Jim Crees Anne Hogenson, program graduate Pete Kent Mari Kermit-Canfield, FLITE librarian Patrick LeBeau Sarah Rescoe, program graduate and adjunct faculty Wendy Samuels, Ph.D., professor, Social Work program administrator

Table of Contents

Section 1. Program Name and History	4
Section 3. Program Goals	8
Section 4. Curriculum	10
Section 5. Assessment of Student Learning	13
Section 6. Program Profile	17
Section 7. Program Value Beyond Productivity and Enrollment Numbers	24
Section 8. Program Flexibility and Access	28
Section 9. Visibility and Distinctiveness	30
Section 10. Demand	32
Section 11. Student Achievement	34
Section 12. Employability of Graduates	35
Section 13. Faculty Composition and Engagement	36
Section 14. Program Administration and Support	41
Section 15. Support Services	43
Section 16. Facilities and Equipment	49
Section 17. Perceptions of Overall Quality	50
Section 18. Implementation of Findings	53
Section 19. Signature Page	54

List of Tables

Table 1: English B.A. Curriculum Map Summary	15
Table 2: English B.A. Applications, Admissions, and Enrollments	17
Table 3: English B.A. On-Campus, Off-Campus and On-Line Enrollment Numbers	17
Table 4: Engb B.A. Program-Specific Productivity 2016-17	18
Table 5: English B.A. Summer, Fall, and Spring Credit Hours	19
Table 6: English B.A. On-Campus, Off-Campus, and On-Line Student Credit Hours	19
Table 7: English B.A. Summer, Fall, Spring, and Fall Plus Spring (F + Sp) SCH/FTEF	20
Table 8: English B.A. Enrollment by Residency, Age, and Full/Part Time	20
Table 9: English B.A. Average GPA and Act of Enrolled Students	20
Table 10: English B.A. Enrollment by Gender	21
Table 11: English B.A. Enrollment by Ethnicity	21
Table 12: English B.A. Enrollment by Time	21
Table 13: English B.A. Students Retention Year Two	22
Table 14: English B.A. Program Graduates	22
Table 15: English B.A. Year Six Graduation Rates	22
Table 16: English B.A. Program Graduates Average GPA and ACT Scores	23
Table 17: English B.A. Schedule of Course Offerings	28
Table 18: Breakdown of ELWL English B.A. Faculty	36
Table 19: Completion of FCTL Activities by ELWL by Term	39
Table 20: Perceptions of Overall Quality	50

Section 1. Program Name and History

Program Name

English Bachelor of Arts

Brief Program Description

English studies focus on interpreting and analyzing the interrelated roles of writing, literature, language, and publication in the arts, culture, and society. Rather than leading to just one defined job or career path, majoring in English provides you with a foundation of critical thinking, analysis, and communication skills to enter a wide range of career fields: for instance, publishing, creative writing, college teaching, the law, public service and government, library/information science, business, and arts-related professional writing, and many other fields.

Program's history and influence on the program's culture and decision-making

The English B.A. was one of the programs proposed and established in 2000, when the College of Arts and Sciences decided to begin to offer an array of more traditional liberal arts majors/programs to allow the University to more effectively recruit students state-wide, compete with neighboring institutions for talented students, enhance FSU's academic reputation, and better serve the geographic area by offering a wider range of degree options. Originally the program was intended to be distinct from other English degrees in the state and still offer an alternate route for graduation for students in the English Education program who might decide not to teach in the secondary system. The intent was that the program would allow students to prepare multiple life directions with either an emphasis in composition and rhetoric or in a more traditional literature track.

Soon after the program was established, Dr. Roxanne Cullen, acting head of the Department, asked the program coordinator and members of an English B.A. ad hoc committee to determine learning outcomes and a means of assessment. The group researched and reviewed program goals/outcomes established at other universities; additionally, the committee examined a standard Educational Testing Service field test in literature. Finally, the committee consulted survey results from the department's literature committee in which literature faculty members delineated learning outcomes for literature courses at levels 100 through 400.

In 2003, the B.A. ad hoc committee determined program outcomes and decided to use, on a trial basis, a portfolio method of assessment. This required that seniors, during their final semester, submit a portfolio of papers written for their courses and present one paper orally to English B.A. committee members.

Starting with Genevieve West as Department Head, we began to re-examine literature course offerings and to modernize the department, adding upper level coursework on globally related themes, for example, with an emphasis as well on non-traditional areas such as film and literature or world folk literature or an upper level course on women writers. After the 2005 program review, the program committee placed a new emphasis on multicultural education by

revising courses or adding courses to the program's curriculum. In 2005, we did not use data from assessment, this was based on faculty professional development and awareness of changes in the field. For example, the short fiction course was recast as world short fiction; in addition, the B.A. committee worked to create and offer an upper-level non-western world literature course as an elective. While the core program requirements remained traditional, the electives—with their emphases on world literature and newer narrative forms—increased the scope of what students in the program would encounter. Moreover, while the goals of the program did not change drastically, the method of assessment was refined.

The English B.A. is now in its seventeenth year; this is our third academic program review. Our history has been one of reflection, including reviewing current trends in the field and interacting with constituents and alumni through surveys, exit interviews, and alumni panels to determine potential new directions. This reflection has more recently led to a new focus on more multimodal and inclusive interpretations of texts, causing the program committee to revise the program outcomes and begin revision of the core curriculum.

The department also offers two minors:

Minor Program 1:

Name: Creative Writing Minor

Description: Creative Writing emphasizes the vital connection between thoughtful reading and the craft of writing, and it offers a unique approach to the study of both writing and literature that focuses on both creative and the critical approaches.

Minor Program 2:

Name: English Literature Minor

Description: The English Literature Minor allows students to explore a variety of cultures, perspectives, and human dynamics through the study of literature. The majority of courses are also writing intensive further adding to the graduate's marketability in a workplace where the ability to write clearly and expressively is an asset.

[Communicating the program's story to stakeholders](#)

The program's story is communicated to our stakeholders through two mediums. We maintain a detailed department history on our department Blackboard site for all department faculty, which includes a history of our major. In addition, a description of our major is available on the university website.

Section 2. Program Mission

Program Mission

Ferris State University's Mission Statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The College of Arts and Sciences Mission Statement

Through academic programs, general education, and outreach activities, the College of Arts and Sciences (CAS) provides a learning-centered education that prepares students to contribute to a complex and diverse world.

Department of English, Literature, and World Languages' Mission Statement

The Department of English, Literature, and World Languages (ELWL) provides majors, minors, and general education students a strong and broad-based education in writing, literature, linguistics, and modern languages. We prepare students to read, write, think, and speak — both individually and collaboratively — as professionals in an increasingly complex and culturally diverse world.

English B.A. Program Mission Statement

The English B. A. prepares students for an array of career opportunities and provides a solid foundation for continuing study in English, business, law, public service, government, teaching, or communications. The program emphasizes strong communication and analytical skills, as well as a knowledge of literature, to enable students to be adaptable and prepared for the workplace. Moreover, the program encourages creativity, willingness to consider multiple interpretations of texts, and engagement in critical thinking.

Program Mission Incorporation

Alignment with and advancement of the mission of the department, college and the university

The English B.A. program “prepares students for successful careers, responsible citizenship, and lifelong learning” by assisting students in developing professional analytic skills through constant deduction, induction interpretation of texts, and reasoning by analogy. In addition, students in the program refine their language and writing skills in their courses; this is one of the central skills necessary to most careers. The program also prepares students to be citizens of “a rapidly changing global economy and society” and “to contribute to a complex and diverse world” through its focus on rhetorical analysis of audience, purpose, and situation, as well as through exposure to diversity and culture through the reading of a wide variety of texts that represent world cultures. In this way, the program aligns with both the university’s and the college’s mission. English B.A. students apply critical thinking when they read works of literature and must interpret them. From analysis and discussion, they learn that literary works are cultural expressions and that interpretations are influenced by cultural values.

We are clearly a learner-centered program: our classes are small, providing for ample interaction and discussion; we incorporate technology into our classrooms widely; and our students write extensively, challenging them to grapple with the material they are presented—analyzing and interpreting it. Moreover, the courses in our program engage our students in understanding cultural and historical diversity through encounters with works of literature. B.A. students study core works in American and British literature which now include works by native, minority, and commonwealth writers. Furthermore, students may choose elective courses which focus on non-Western literature including folk literature and/or women’s literature and black literature.

[Incorporation of mission into decisions, including curricular changes, impacting the program](#)

When considering program changes or course additions or revisions, the program committee always begins first at the mission and outcomes and then moves forward to make changes, keeping in mind that our goal is to increase career opportunities and provides a solid learning foundation that includes communication and analytical skills. We also make sure we are maintaining a knowledge of literature, including multiple interpretations of texts. All changes must proceed through the program committee, the department curriculum committee, and the department chair before being voted on by the department; this process ensures that many persons who are aware of the mission have a chance to review the decisions.

[Communication of program mission to program stakeholders](#)

The program’s story is communicated to our stakeholders through a variety of methods and mediums. We maintain a department history on our department Blackboard site, which includes a history of the development of our mission and outcomes. We have an advisory board with whom we communicate through email and face-to-face meetings ([click here to view Advisory Board meeting minutes](#)). A description of our major is available on the university website. Our course outcomes, which are aligned with our mission and program outcomes, are shared through syllabi and assignments. Our program coordinator and advisors help students identify how their career goals and our program goals correspond. Our program faculty interact with students through multiple student organizations: Sigma Tau Delta, the national English Honor society, the university RSO, and the Ferris English Society.

[Monitoring the program’s mission and its relationship to the department, college and university](#)

Three entities are in place to monitor the relationship with the mission and relationship to the greater academic community: the program coordinator, who advises students and assists the chair in the planning of course offerings; the program committee, who review the program and courses periodically, as well as plan experiences that bolster the program’s mission; and the department planning committee who regularly reviews all department programs in conjunction with the department’s, the college’s, and the university’s strategic plans.

Section 3. Program Goals

Since the program's last review, the English B.A. committee continues to improve the English B.A. and to serve enrolled students. The program's faculty, advisors, and members of the program remain committed and continue to accomplish:

- Assessing the program's core outcomes and applying assessment results toward strengthening the program
- Assessing course outcomes and applying assessment results toward strengthening course outcomes
- Guiding students with aligning and connecting their career goals with that of the gained knowledge within the program
- Hiring and retaining faculty with strong academic credentials and applied teaching knowledge
- Working with the program's advisory board to identify weaknesses as a means to enhance and strengthen the program, as such insight continues to better prepare students for the professional workforce.

In addition, the program committee continues to meet regularly throughout the academic year to ([click here to view English B.A. Major/Minor Committee minutes](#)):

- participate in assessment
- review assessment data to inform curricular advancements
- celebrate and assess senior portfolios
- connect and evaluate the program's relevance regarding students' professional success

Connecting and Incorporating Program Goals to Student Success

Since the program's last review, the B.A. committee has worked vigorously to revise the very nature and understanding of an English B.A. These revisions, as outlined in [Section 4: Curriculum](#) of this report, align with and account for a more diverse and broader understanding of canonical forms of literature. Where the B.A. program will still invite students to engage with historical and traditional forms of literature, the English B.A. program aims to provide space for students to engage with a broader understanding of texts (e.g. presidential tweets, blogs composed and created by literary writers, smartphone applications, podcasts, etc.). In so doing, students will gain a richer understanding regarding ways to engage with texts—as such engagement will invite students to understand the context of texts and their functions, genre characteristics, and historical and political positioning. These revisions are informed by various levels of programmatic and course assessment, the professional needs of our students, current and national trends regarding the shifting landscape and nature of the English B.A., as well as ongoing input from the program's Advisory Board.

The purpose for such program revisions, coupled with the program's vision, is to further attract students into our program and to assure students gain an applied sense of professional relevance regarding the nature of English studies, literature, and textual studies. For the program to achieve such professional relevance, the program's committee has set forth several short and long-term goals that coincide with the program's strategic plan.

Strategic Plan

With these revisions to the program, and to best prepare students for their future professional environments post-graduation, the program's committee has set forth the following strategic plan:

Short-term:

- *Strengthening the program's accessibility:* To better communicate the program's mission and success to students and future majors, the program aims to strengthen its accessibility by taking the following actions: marketing the major through online and paper brochures; offering online videos that showcase the work of our students, alumni, and program professors; showcasing our students' (both current and former) digital portfolios.
- *Implementing professional digitized portfolios:* To strengthen student success, we aim to require students to create professional digitized portfolios that showcase 1) their development and success as students and 2) to utilize their portfolios for their job market endeavors.

Long-term:

- *Positioning the program to meet students' professional interests:* When students enter the program, program faculty intend to provide ongoing advising with students regarding their occupational outlooks, where students will be afforded the opportunity to shape the English B.A. to best suit their professional desires upon graduation.
- *Connecting the program to students' professional opportunities:* As students continue in the program, the program's goal is to connect course outcomes and course content to the broader nature of the local, state, national, and global professional environments. Given this, the program proposes to implement academic service-learning into one or more of our core courses; connect existing program alumni to future graduates for mentoring purposes; offer internships and various volunteer opportunities; connect the program with various study abroad opportunities; implement a yearly in-house conference where students will learn about and strengthen their understanding of the professional discourse of the major.
- *Building stronger connections across the disciplines:* As students navigate their way through the major, the program's aim is to network across disciplines, where we will be able to provide students the opportunity to blend the program's core courses with courses outside the program.

Goal Attainment

The program committee continues to evaluate the goals and strategic plan by meeting regularly, where the committee will continue to conduct and utilize assessment data to inform levels of achievement. As well, the program committee will continue to rely on the voices from program faculty, the advisory board, and enrolled students to help guide and understand the levels of achievement regarding meeting such goals and the effectiveness of the strategic plan.

Section 4. Curriculum

The current English B.A. program consists of 33 credits ([click here to view the program's checksheet](#)) beyond FSU's general education requirements. There are nine courses currently in the programs' core:

- LITR 250: Practical Criticism ([click here for a sample syllabus](#))
- LITR 311: Early American Literature ([click here for a sample syllabus](#))
- LITR 312: Modern American Literature ([click here for a sample syllabus](#))
- LITR 323: Shakespeare ([click here for a sample syllabus](#))
- LITR 351: Early British Literature ([click here for a sample syllabus](#))
- LITR 352: Modern British Literature ([click here for a sample syllabus](#))
- LITR 416: Literary Theory ([click here for a sample syllabus](#))

Currently, FSU's English program focuses on English studies writ large, with an emphasis in canonical literature. As many of the regional institutions (outlined in [Section 9: Competitive programs](#)) have been around a lot longer than ours (and, as a result, offer vast emphases for the English major), coupled with stagnant and/or declining enrolment in English programs,¹ our program has been forced to make significant changes.

The ELWL department determined that a revision of the English B.A. core curriculum and directed electives was necessary for future student success and to remain competitive with similar regional institutions.

Where it has been difficult to compete with such regional institutions, over the past six years, the program has made significant revisions that will provide students with a rivalling and competitive edge with such regional institutions. Namely, these revisions to the program have focused on the explicit professionalization of the major. Currently, the program emphasizes a focus in canonical literature, where students are asked to study such literature related to the early and modern British literature, early and modern American literature, and the works of Shakespeare (to name a few). These emphases have merit; yet, given the current economic climate, and in relation to the mission and vision of our University, these emphases are not always easily marketable nor professionally justifiable.

To compete with programs in institutions within in our local region, the program is working to move away from a one-dimensional view of the English B.A., where literature is the primary emphasis. Over the past six years, the program has spent time working with program/department faculty, current and past students, and our advisory board to re-envision the major ([click here to view Advisory Board meeting minutes](#), [click here to view Student Advisory Board meeting minutes](#), and [click here to view Occupational Outlooks information](#)). Collectively, these revisions have been significant, where we are shifting the emphases of the major that:

- accounts for texts – beyond traditional and canonical literature and literary time periods—and how they are situated within historical and political influences.

¹ Cartwright, Kent. "Strengthening the Undergraduate English Major: Enrollment Declines and the Problem of Attracting Students." *ADE Bulletin*. Vol. 154, 2015, pp. 57-61.

- broadens an understanding of texts that include *both* traditional forms of literature and nontraditional forms of literature.
- Focuses on and emphasizes the value of texts (literary and otherwise) composed in digital environments.
- Offers explicit reading and writing practices and strategies informed by a deep knowledge of genre studies.
- Connects course content to applied professional discourses.

For our program to remain competitive with regional programs, while simultaneously aligning with the University's mission and vision, we have been working toward revising our program, where we are planning to provide a smaller core, where students can gain foundational knowledge of the above emphases while also shaping the degree to meet their desired professional endeavors. In other words, where many competing programs offer a strict and larger core (pending emphases) with little navigational input from the students, we are moving to create a program that values traditional aspects of the English major – while simultaneously allowing students to further shape how they apply their degree regarding their professional pursuits. In sum, and because the major of English does not easily fit into a single, notable, and applied profession, the program is moving toward providing various career pathways for students to utilize their degree in the English B.A. In so doing, this will provide a competitive edge with many English B.A. programs in the surrounding area.

Throughout this revision to the program, it's important to note that faculty members of the program committee have conferenced—locally and nationally—on these significant revisions. While presenting these revisions at local and national conferences, they have discovered that other institutions (e.g. Michigan State University) are moving in the same direction. In addition, program committee members, while conferencing on these revisions, have been mentors for national programs who face the national problem of stagnant and/or decreasing enrollment in the English B.A. This is notable for two reasons: 1) it offers a national presence for our program and institution and 2) confirms that our revisions are nationally validated, where scholars from around the country confirm that our revisions are valuable and in theory, should attract more students into the major.

The core curriculum shifts from seven literary survey-based courses to four textual studies courses, and the directed electives will become more flexible in order for students to tailor the courses towards their interest and educational/career pursuits.

The new core will be: ENGL 260: Introduction to English Studies, which will provide a framework for students to study texts in a variety of forms and genres; ENGL 382: Rhetorical Genres and Literacy Studies, which will offer critical reading practices by interrogating how genres evolve and function in various social systems that account for ideology, purpose, and power; ENGL 416: Advanced Critical Theory and Practice which will focus on critical approaches --rhetorical and literary theory-- to textual production, consumption, and reception and ENGL 495: Senior Transition, which will focus on individual assessment and professional development as students prepare for career or graduate school.

As part of the revision process, the English B.A. major/minor committee:

- Consulted scholarship on the current trends in the field.
- Reviewed exit surveys from graduating seniors with a focus on their career and educational goals.
- Assembled and met with a new Advisory Board to determine the usefulness of a smaller core and more flexible elective path ([click here to view Advisory Board meeting minutes](#)).

The curriculum revision has been approved by ELWL's curriculum committee, the CAS curriculum committee, and will be submitted to the University Curriculum Committee by the fall of 2018 for approval with full implementation planned for fall of 2019.

Section 5. Assessment of Student Learning

Program-Level Student Learning Outcomes

Graduating seniors are required to create a portfolio of five artifacts from their upper-level course work near the end of their final semester.

Members of the English B.A. committee evaluate the portfolios at the end of each semester; since 2012, 32 portfolios were evaluated using a numerical rating system.

In 2015, the English B.A. committee reviewed recent portfolios and decided to redesign the process by which the work of graduating seniors was assessed. In the spring of 2016, the committee began revising the portfolio evaluation process to align it with the program outcomes which were under revision by the committee and ELWL.

The committee assessed the specific requirements for the content of the portfolio in terms of number of papers, course level, etc. and added mandatory semester level reflection that connects to a final programmatic reflection. Finally, the committee shifted from an oral presentation of the materials included in the portfolio to a group portfolio fair where graduating seniors displayed their digital portfolios.

The committee believes the new direction of assessing and presenting portfolios is an effective mechanism for assessing the extent to which graduating seniors meet program outcomes and makes a stronger connection to the students' educational and professional objectives.

Until 2015, they were also required to participate in a portfolio presentation session with other graduating seniors for members of the B.A. committee and department faculty. Following the previous APR in 2012 until 2015, assessment of the portfolio contents and the presentation was conducted by the committee using the following variables:

- **Writing Skills** – The student can:
 - write an essay with a focused thesis
 - develop and organize an essay
 - apply the rules of edited American English, punctuation, etc., to his/her writing
 - utilize proper MLA methods for acknowledging and documenting sources, honoring the principle of academic honesty
 - locate, select, and use a range of primary and secondary material from appropriate academic sources
 - use a sophisticated and flexible writing style appropriate to audience, purpose, and genre
- **Literary Analysis** – The student can:
 - discuss the literary elements of a work employing literary terminology such as *plot*, *characterization*, *setting*, *theme*, *metaphor*, *personification*, etc.
 - analyze works in at least two different genres (such as poetry, drama, short stories, novels, essays, etc.)
 - interpret and evaluate a literary work rather than simply summarize it
 - interpret, evaluate, and engage secondary material rather than simply summarize it

- **Cultural/Historical/Aesthetic Contexts** – The student can:
 - demonstrate familiarity with a variety of texts from diverse range of historic periods and cultural origins.
 - relate a literary work to its historical/cultural and/or aesthetic context.
- **Theory** – The student can:
 - explain various critical theories for analyzing texts;
 - apply critical theory to literary works.
- **Oral Presentation** – The student can:
 - present a clear and organized summary of one project/paper. This includes identifying the topic, outlining the thesis of the project/paper, relating the evidence used to support it, and describing the research process.
 - speak with a professional demeanor and respond adequately to questions asked by attending faculty.

Starting in 2017, the required oral portfolio presentation transitioned into a digital portfolio fair with other graduating seniors for members of the B.A. committee, department faculty, and other students in the English B.A. In 2017, students participating in the digital portfolio presentation had their artifacts assessed using the above variables sans the Oral Presentation outcome. ([click here for the Pre-2017 Portfolio Evaluation Rubric](#) and [click here for the Post-2017 Portfolio Evaluation Rubric](#))

In the spring of 2017, in connection with the revised direction of the portfolio assessment, program faculty and specifically members of the English B.A. committee gathered data from scholarly research, alumni surveys, advisory board focus groups, and graduating senior exit surveys to establish new program-level student outcomes that would meet current trends in the field. These outcomes are:

- **Outcome #1: Analyze a variety of texts, including their content, purposes, components, and meanings.**
 - Identify and articulate central ideas within texts.
 - Identify and explain why texts are written in relation to an understanding of audience expectations.
 - Identify and demonstrate an awareness of genre, which includes an understanding of the various explicit and tacit structure inherent to texts.
 - Provide understandings of texts, which account for various complications, questions, and contrasting viewpoints.
- **Outcome #2: Articulate the contexts (e.g., cultural, historical, rhetorical, aesthetic) and theoretical bases of texts and their production.**
 - Identify specific contexts, perspectives, or theoretical bases within which texts are created.
 - Apply contextual or theoretical approaches to specific texts.
- **Outcome #3: Create professional-quality texts for a variety of audiences and situations.**
 - Synthesize textual evidence acquired through ethical scholarly research.
 - Use effective linguistic, rhetorical, and stylistic conventions in a controlled manner appropriate for diverse academic and professional rhetorical situations.

- Outcome #4: Participate in professional critical discourse about textual studies.
 - Integrate professional critical discourse effectively into texts and discussions.
 - Participate in professional critical discourse through activities such as listservs or conferences.
 - Attend Ferris State University ELWL Senior Portfolio Fair.

These outcomes went into effect for program assessment beginning in the fall of 2017 ([click here for the English B.A. Program Four Column report](#)).

Currently, the English B.A. committee is evaluating ePortfolio systems to further enhance the program’s ability to monitor, assess, and report on program-level student learning outcomes.

A summary of the English B.A. curriculum map is shown in Table 1 ([click here for the full version of the English B.A. Curriculum Map](#)).

Legend for outcomes/skills: (I) introduced, (R) reinforced, (M) mastered
 Writing skills are introduced in the general education courses of ENGL 150 and ENGL 250.
 Writing skills are reinforced in a 300-level English composition class (311 or 321 or 323 or 325).

Oral presentation skills are introduced in the general education courses (2 required) of COMM 105 or 221 or 200 or 201 or 221.

Outcomes	ENGL 380	ENGL 382	ENGL 413	LITR 231	LITR 241	LITR 250	LITR 251	LITR 261	LITR 311	LITR 312	LITR 323	LITR 351	LITR 352	LITR 416
Writing						R	R	R	R	R	R	R	R	M
Literary Analysis				I	I	I	I	I	R	R	R	R	R	M
Cultural/ Historical Contexts	R	R	R	I		I	I	I	R	R	R	R	R	M
Critical Theory									R	R	R	R	R	M
Oral Presentation									R	R	R	R	R	

Table 1: English B.A. Curriculum Map Summary

Characteristics, Quality and Employability of Students

As previously stated, the English major prepares students for an array of career possibilities rather than one specific profession. Some of the program's graduates go on to academic careers while others use their degrees as a foundation for further study or training in various communication-related fields. Some become employed in jobs which utilize their writing and critical thinking skills.

Students' comments from surveys and exit interviews also indicate that much work needs to be done in terms of helping students prepare for careers and graduate education. In the spring of 2016, the program coordinator created and organized a Blackboard course for program majors and minors that presents career and graduate education resources. This Blackboard course is also used to provide students in the program with information on scholarships, internships, publication opportunities, and awards. Students are able to access these resources at any time and begin the process of exploring possibilities connected to graduate education and professional opportunities ([click here for English B.A. student exit interview information](#)). This project was completed during the early stages of a revision of the English B.A. program curriculum, which officially began in the fall of 2016 and is intended to address issues related to students' graduate school and career opportunities.

Based on the feedback from the exit surveys and the Advisory Board, the B.A. committee is in the process of establishing resources on internship and job shadowing opportunities.

Furthermore, more needs to be done in terms of encouraging students to attend conferences, both scholarly and publishing-related. In past years, department faculty members were active in the Michigan Academy of Science, Arts, and Letters, a venue which welcomes undergraduate attendance. However, faculty interest in this seems to have lapsed. It needs to be revived to encourage students' attendance and participation.

To further assist student's scholarly pursuits, the program will to host a local conference for program students to present their work beginning spring 2019.

The department's annual PRISM contest regularly gets submissions from students in the B.A.; many students win awards. Faculty members need to continue encouraging students to submit work. Also, Sigma Tau Delta, the international English honor society, publishes annual journals for its undergraduate members' scholarly and creative writing. Ferris State has an active chapter which recently underwent a revitalization in 2015; the B.A. program coordinator is the faculty sponsor, and she is working to help members build up a sustainable structure which will facilitate the members' ability to fully participate in the publication, scholarship, and internship opportunities offered by the honor society. Since 2015, the program has seen 17 new members inducted into the honor society.

Section 6. Program Profile

Demographic Profile

Institutional Research and Testing provided demographic and academic data for English B.A. students from 2013-2017. To summarize, during these years, 119 students were enrolled in the program, 25 (21%) of whom were male and 94 (79%) female. Eight students (6.7%) were African American, and 5 (4.2%) were foreign. Over 93% of students enrolled in the program were residents of Michigan.

Applications, Admissions, and Enrolled

The data for students who applied to the program, were admitted to the program, and enrolled in the program from 2014-2017 is as follows in Table 2:

Term	Completed applications	FTIACS Admitted	%	Enrolled
Fall 2014	32	22	69%	5
Fall 2015	34	23	68%	6
Fall 2016	41	30	73%	9
Fall 2017	30	26	87%	7

Table 2: English B.A. Applications, Admissions, and Enrollments

In light of recent national data, FSU's B.A. program is doing well in terms of enrollment. Our numbers have remained statistically consistent since 2008. Starting fall 2018, the program coordinator has begun emailing all admitted but not enrolled students.

The program has a small number of first time in any college (FTIAC) applications and enrollments; over 50% of graduates from our program are internal transfers from other Ferris programs. As we revise our major to be more marketable, we are developing plans for reaching out to local high schools to increase applications and enrollment of freshmen. We recently started the process of the program coordinator personally emailing students who had applied and not yet committed to an orientation. Plans include direct engagement with local and Grand Rapids schools by FSU faculty and students as this is shown to be most effective in attracting new students.

Enrollment – Headcounts

The data for students who were enrolled is broken down by on-campus, off-campus, and fully online in Table 3:

Year	On-Campus	Off-Campus	On-Line	Total
2012-2013	25	0	0	25
2013-2014	24	0	0	24
2014-2015	21	0	0	21
2015-2016	20	0	0	20
2016-2017	27	0	0	27
2017-2018	27	0	0	27

Table 3: English B.A. On-campus, off-campus and On-line Enrollment Numbers

According to the National Center for Education Statistics, the national number of students graduating in English has slowly declined from 53,765 in 2012 to 42,795 in 2017, a decrease of approximately 20%. Our enrollment has actually increased while the national enrollments in the same majors has decreased.

The English B.A. program is unique in that all program faculty serve dual roles, supplying both general education course credit as well as program courses. The department works with other departments across the university to balance the demand for cultural and communication general education courses required by other majors and program courses necessary for our own students' graduation. As a result, most program faculty loads are 50% general education courses and 50% program courses. Table 4 offers a breakdown of the SCH and FTEF for all program courses, program core courses, and program elective courses for the 2016-2017 academic year. With respect to general education, based on this information, approximately 79% of elective SCH generated by the English B.A. program are fulfilling general education requirements. If we are successful in marketing our major to increase first time student applications and thus our enrollment, we would need to hire new faculty with expertise either in program area or in general education courses to be able to meet the demand.

SCH					FTEF				
All program courses (core and electives)					All program courses (core and electives)				
Year	Summer	Fall	Spring	F+Sp	Year	Summer	Fall	Spring	Avg F+Sp
2016-17	144.00	1055.00	1103.00	2158.00	2016-17	1.00	5.00	5.75	5.38
SCH					FTEF				
Core courses only					Core courses only				
Year	Summer	Fall	Spring	F+Sp	Year	Summer	Fall	Spring	F+Sp
2016-17	NA	32.00	60.00	92.00	2016-17	NA	0.50	0.75	0.63
SCH					FTEF				
Electives only (also serving other majors and gen. ed.)					Electives only				
Year	Summer	Fall	Spring	F+Sp	Year	Summer	Fall	Spring	F+Sp
2016-17	144.00	1023.00	1043.00	2066.00	2016-17	1.00	4.50	5.00	4.75

SCH/FTEF				
All program courses (core and electives)				
Year	Summer	Fall	Spring	F+Sp
2016-17	144.00	211.00	191.83	401.12
SCH/FTEF				
Core courses only				
Year	Summer	Fall	Spring	F+Sp
2016-17	NA	64.00	80.00	146.03
SCH/FTEF				
Electives only				
Year	Summer	Fall	Spring	F+Sp
2016-17	144.00	227.33	220.60	434.94

Table 4: ENGB B.A. Program-Specific Productivity 2016-17

Student Credit Hour Trends

Summer, Fall, Spring, and F+SP Totals

Reported below in Table 5 is the student credit hours generated over the past five years. The information provided below is based on the LITR designation from the University's Productivity Report in order to capture a more accurate representation of program core and elective course offerings.

Year	Summer	Fall	Spring	F+SP
2012-2013	132.00	1074.00	1032.00	2106.00
2013-2014	216.00	885.00	1239.00	2124.00
2014-2015	222.00	948.00	1138.00	2086.00
2015-2016	294.00	819.00	1164.00	1983.00
2016-2017	225.00	1014.00	1324.00	2338.00

Table 5: English B.A. Summer, Fall, and Spring Credit Hours

ENGL B.A. Credit Hours

Reported below in Table 6 is the student credit hours for On-Campus, Off-Campus, and On-Line students enrolled in the English B.A. as reported by Administrative Program Review SCHs.

Year	On-Campus	Off-Campus	On-Line	Total
2013	280	0	0	280
2014	275	0	0	275
2015	236	0	0	236
2016	326	0	0	326
2017	340	0	0	340

Table 6: English B.A. On-Campus, Off-Campus, and On-Line Student Credit Hours

Two trends that our statistics reveal is the influence of internal transfer to the major on student credit hours; since many students enroll as English majors as rising Juniors, their program course load is heavier in their junior and senior years. The average student credit hours are approximately 12 credit hours on, which is a reasonable burden.

Productivity

Reported below in Table 7 is the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the last five years. The information provided below is based on the LITR designation from the University's Productivity Report in order to capture a more accurate representation of program core and elective course offerings.

Year	Summer	Fall	Spring	F+SP
2012-2013	105.6	224.14	229.33	453.31
2013-2014	144	239.19	232.31	470.26
2014-2015	126.86	223.06	250.61	474.58
2015-2016	130.67	234	258.67	495.75
2016-2017	112.5	231.77	257.44	491.29

Table 7: English B.A. Summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF

During the Fall and Spring semester of the 2016-17 academic year, Ferris State University had 684.58 full-time equated teaching faculty. A total of 309,244.00 student credit hours were produced for an average of 451.73 student credit hours produced per FTEF. The SCH/FTEF is consistently above the average university wide.

Enrollment

Residency

Reported below in Table 8 is the number of enrolled students from Michigan ("resident") and the number enrolled from out-of-state ("non-resident") over the past five years, and Table 8 shows the average GPA and ACT scores for students entering the English B.A. program.

Term	Total	Resident	Non-Resident	Age	Full Time	Part Time
2013	24	20	4	23	20	4
2014	21	19	2	25	18	3
2015	20	20	0	22	15	5
2016	27	26	1	22	21	6
2017	27	26	1	21	22	5

Table 8: English B.A. Enrollment by Residency, Age, and Full/Part Time

Term	Average GPA	Average ACT
2012-2013	3.32	24
2013-2014	3.43	24
2014-2015	3.38	24
2015-2016	3.37	24
2016-2017	3.17	24

Table 9: English B.A. Average GPA and ACT of Enrolled Students

Overall, the program appears to attract Michigan residents in their early twenties. The average GPA is consistently above a 3.0, and the average ACT score of 24 for students in the program is above the national average of 23.

Gender and Ethnicity

Enrollment by Gender

Reported below in Table 10 is the number of enrolled students by gender over the past five years.

Term	Enrollment	Male	Female
2013	24	6	18
2014	21	6	15
2015	20	3	17
2016	27	6	21
2017	27	4	23

Table 10: English B.A. Enrollment by Gender

Enrollment by Ethnicity

Reported below in Table 11 is the number of enrolled students by ethnicity over the past five years.

Term	Total	White	Black	Hispanic	Native	Asian	Multi	Foreign	Unknown
2013	24	18	1	0	1	1	0	3	0
2014	21	18	1	0	0	0	0	2	0
2015	20	19	1	0	0	0	0	0	0
2016	27	23	4	0	0	0	0	0	0
2017	27	25	1	0	0	0	1	0	0

Table 11: English B.A. Enrollment by Ethnicity

Enrollment by Time

Reported below in Table 12 is the number of enrolled students by full time and part time over the past five years.

Term	Enrollment	Full Time	Part Time
2013	24	20	4
2014	21	18	3
2015	20	15	5
2016	27	21	6
2017	27	22	5

Table 12: English B.A. Enrollment by Time

One hundred and nineteen students were enrolled in the program, 25 (21%) of whom were male and 94 (79%) female. Eight students (6.7%) were African American, and 5 (4.2%) were foreign. Ninety-six students (80.7%) were enrolled full time, and 23 (19.3%) were enrolled part time. Our percentages match the current trends with respect to gender and ethnicity at FSU.

Retention

Reported below in Table 13 is the percentage of students who chose to enroll in a second year in the program after having completed their first over the last four years. (Numbers from 2014 to 2015 reflect changes in program designation from ENGL to ENGB.)

Term	Year 2
2012	100
2013	100
2014	100
2015	50

Table 13: English B.A. Students Retention Year Two

Program Graduates

Reported below in Table 14 is the number of program graduates from the Big Rapids campus over the last five years.

Term	On-Campus	Off-Campus	On-Line	Total
2012-2013	9	0	0	9
2013-2014	7	0	0	7
2014-2015	4	0	0	4
2015-2016	4	0	0	4
2016-2017	6	0	0	6

Table 14: English B.A. Program Graduates

Six Year Graduation Rate

Reported below in Table 15 is the percentage of students enrolled in the program who graduated from the program during their 6th year in higher education over the last five years.

Term	Status	Year 6
2012	% Graduated By	50
	% Still Enrolled In	25
	% Persisters	75
	% Non-Persisters	25
2013	% Graduated By	0
	% Still Enrolled In	0
	% Persisters	0
	% Non-Persisters	0
2014	% Graduated By	0
	% Still Enrolled In	0
	% Persisters	0
	% Non-Persisters	0
2015	% Graduated By	0
	% Still Enrolled In	0
	% Persisters	0
	% Non-Persisters	0
2016	% Graduated By	0
	% Still Enrolled In	0
	% Persisters	0
	% Non-Persisters	0

Table 15: English B.A. Year Six Graduation Rates

We have improved time to graduation through improvements to program coordination.

Graduate Average GPA and ACT Scores

Reported below in Table 16 is the average FSU GPA and ACT scores of program graduates over the past five years.

Term	Average GPA	Average ACT
2012-2013	3.31	23
2013-2014	3.45	25
2014-2015	3.53	24
2015-2016	3.21	24
2016-2017	3.63	24

Table 16: English B.A. Program Graduates Average GPA and ACT Scores

Students in the program must maintain an overall GPA of 2.5 to remain in the program. Students must also earn a minimum of B- in both ENGL 150 and ENGL 250, and they must achieve a minimum grade of C in all required program courses. Many B.A. students regularly make the Dean's List, and some have been inducted into Sigma Tau Delta—the International English Honor Society—which requires students to have a minimum 3.0 cumulative GPA to join.

Section 7. Program Value Beyond Productivity and Enrollment Numbers

Benefit of the Program, Facilities, and Personnel to the University

The Department of English, Literature and World Languages (ELWL) provides student support, cultural enrichment, and co-curricular activities for much of the campus, including faculty and/or financial support for the Writing Center, the Literature in Person Reading Series, the *Prism* literary journal, the Honors Program, Study Abroad, Shakespeare's Birthday Celebration, National Poetry Month activities, the Colloquium series, the campus chapter of Sigma Tau Delta (the international English honor society), and the English Club. The department also collaborates in various ways with many departments and facilities on campus, not limited to the Math department, the Fine Art gallery, the Jim Crow Museum, and the Museum of Sexist Objects.

Faculty member David Marquard directs the Writing Center, which in fall of 2016, set a record for the number of students served in any semester. The Literature in Person (LIP) series and the National Poetry Month events are sponsored by ELWL and coordinated by Deirdre Fagan. Since fall 2015, LIP has held nine events, showcasing student creative writers of the PRISM writing contest, faculty, and national and regional authors. Two of the events have been in coordination with the local Festival of the Arts, one was co-sponsored with the Diversity and Inclusion Office, one was co-sponsored with the Ferris Art Gallery, and one was co-sponsored with FLITE. In 2018, National Poetry Month celebrations were expanded to include six events and to collaborate with both FCTL and FLITE. The *Prism* writing contest continues to be held each year, where winners are selected and celebrated, and publications appear the following fall; in addition, such publications are observed during our LIP series.

John Cullen, Deirdre Fagan, and Rebecca Sammels teach in the Honors Program. Faculty members assist the Honors Program in reading and rating essays from the Honors Invitational applicants. Linked Courses offer students inquiry-based instruction and interdisciplinary learning and support retention. Roxanne Cullen, Melissa Smith, Deirdre Fagan, and Heather Pavletic have all been participating in these initiatives. Several faculty members have been collaborating with Carrie Weis and the Ferris Fine Art Gallery. Creative Writing students wrote poems in response to the Spring 2017 exhibit, Kate T. Parker's "Strong is the New Pretty," and the winning pieces and several others were displayed alongside the photographs at the gallery reception for the artist. Poetry students also took part in the Indie Incubator exhibit, "From Poem to 3D Print," which involved students and faculty from Ferris as well as Kendall College of Art and Design. Roxanne Cullen and Victor Piercey centered their Spring 2017 ENGL 250 student research projects around topics generated from the Jim Crow Museum and the book *The New Jim Crow*. Other faculty have also linked assignments to visits to the Jim Crow Museum and the Museum of Sexist Objects.

The Ferris English Society and Sigma Tau Delta students, accompanied by Melissa Smith and Heather Pavletic, have hosted well over 100 people at the Shakespeare Festival, including almost 79 local high school students from Ewart and Morley Stanwood, as well as faculty and administrators. Faculty members have been speakers at various events, including for Disability Awareness Month and at the annual Martin Luther King Jr. Day in-service celebrations. Faculty

have written essays for the Ferris Museum of Sexist Objects website.

Faculty members in the program are active in service to the university. Program faculty members are active in the Faculty Senate, in program review, and in administrative assignments throughout the university. Faculty members are often solicited for participation on university committees because of their writing and editing skills. Contemporary training in English language and literature also emphasizes pedagogy, and program faculty members are actively involved with the Faculty Center for Teaching and Learning, where they have provided training on a variety of topics. Many have also assisted with new faculty orientation and other programming.

Faculty in the department have been recognized and received several awards. For example, in 2018, Dr. Christine Vonder Haar won the International Educator of the year award. In 2012, she won Outstanding Academic Advisor of the year.

Benefit of Program Facilities and Personnel to the Students Enrolled in the Program

Program faculty members sponsor and attend events, work with students on projects and independent studies, and take an interest in the future plans of their students. In 2017, Chris Vonder Haar, Melissa Smith, and a group of 11 ELWL students attended the Friday, October 7th, Michigan Council of Teachers of English 2016 conference. In 2016, Chris Vonder Haar, Heather Pavletic, and Deirdre Fagan traveled with five English Education students to attend the Michigan Council of Teachers of English “Think Spring” Conference. Students and faculty have been traveling to such conferences annually. Several faculty members have worked with students on topics of mutual interest in independent studies when scheduling problems would have kept students from meeting their timeline for graduating. The department has also initiated three independent study practicums for students: one in assisting the Literature in Person coordinator with literary event planning, author communications, publicity/promotions, etc.; one in production and copy editing of social work (or other) textbook manuscripts and manuscript guidelines for authors at Ferris Information Repository (FIR) in FLITE; and one in production editing on the annual PRISM publication. In 2016 and 2017, faculty led a variety of study abroad opportunities, including those to Russia, Italy, and Spain.

In addition to the activities mentioned above, the department sponsors panels and presentations for students, including recent ones focusing on teaching English and the future of English studies, during which program faculty members and guest experts from Ferris and outside the university spoke with students. Other events include a fall gathering for new and continuing students in English and English Education and an English department awards component during the spring College of Arts and Sciences Student Recognition Day. The Helen Popovich scholarship is a competitive scholarship for students interested in teaching professions, and other scholarships have also been established for program students.

Assessment of Program Personnel of the Value of the Program to Employers

The value of the English B.A. program is demonstrated through students' success in gaining admission to competitive graduate programs (approximately 50% of program graduates are

admitted to graduate programs with 22% attending programs with a focus related to English) and in securing employment. As the job market outlook demonstrates above, the communication skills of English majors are in demand. Although English majors must often begin work in entry-level positions in order to gain experience in their specific areas, they can progress very quickly in their chosen fields because of their skills in analysis, writing, and research. Even though our pool of graduates is small, their range of post-graduation fields of study and work is diverse, and our current curriculum changes are based on generalizations we have been able to make from graduate exit surveys (see [Section 4: Curriculum](#) for the outline of those changes or [click here for the English B.A. student exit interview information](#)).

Program Benefit to Entities Outside the University

Program faculty serve a variety of outside entities, including the major types and examples described below. Over the years, several program faculty members have taught at institutions abroad as part of the Fulbright Scholars or other programs ([click here for English B.A. Program faculty curriculum vitae](#) or [here for the English B.A. student exit interview information](#)).

Faculty have been very active in presenting critical and creative work as well as attending various conferences, including the College English Association, the Conference on College Composition and Communication, the Popular Culture/American Culture Association Conference, the Midwest and Southwest Modern Language Associations, and the Midwestern Conference on Literature, Language, and Media, among others in the field. Faculty have also co-presented at conferences outside of the field. Roxanne Cullen, Deirdre Fagan, and Melissa Smith, co-presented “The Unexpected Partnership Between Math and English: A Public Reflection” as part of a panel with Victor Peirce, Anil Venkatesh and Erin Benander at the 2016 MichMATYC Conference. Presentations at conferences have included David Marquard’s “Designing, Implementing, and Assessing ePortfolios for a Revised English Major” and Heather Pavletic’s, “They do it all for the Nakama: Id Manipulation and the Bonds of Comradery in Hiro Mashima’s Fairy Tale.” In addition, Deirdre Fagan’s presentation, “Kay Ryan and Poetic Play,” won Best in Section at the College English Association conference in 2017.

Faculty have published scholarly or creative work in over two dozen journals. A number of faculty serve on boards, coordinate events, and serve in other leadership or consulting roles. David Russell, who continues to serve as co-editor of *The Lion and the Unicorn*, is completing the manuscript for the 9th edition of his textbook, *Literature for Children* (Pearson Publishing), which will appear early next year. And Deirdre Fagan’s, “Kay Ryan and Poetic Play,” appeared in the CEA (College English Association) *Critic*.

Services to Extra-University General Public Groups

Many literary and cultural activities in and around Big Rapids are organized by and feature English B.A. program faculty members. Roxanne Cullen is on the board of the Big Rapids Festival of the Arts. Katherine Harris participated in a transgender group discussion with the Big Rapids Unitarian Universalist Church youth group, Our Whole Lives. Faculty have presented as part of the annual Festival of the Arts as well as facilitated writing workshops for the Great Lakes Commonwealth of Letters. The ongoing local Literature in Person series features

readings by local and regional authors. Faculty have brought poetry to the schools by doing presentations at Riverview elementary. These examples illustrate how the community benefits from the creative talents and professional expertise of program faculty.

Section 8. Program Flexibility and Access

Reported below in Table 17 are the English B.A. core courses.

Course	Number of Sections Offered	Semster Offered	Delivery Method Offered
LITR 250 Practical Criticism	1	Spring	Face-to-face
LITR 311 Early American Literature	1	Fall	Face-to-face, online
LITR 312 Modern American Literature	1	Spring	Face-to-face, hybrid, online
LITR 323 Shakespeare	1	Spring	Face-to-face
LITR 330 Contemporary Literature	1	Spring	Face-to-face, online
LITR 351 Early British Literature	1	Fall	Face-to-face, online
LITR 352 Modern British Literature	1	Spring	Face-to-face, online
LITR 416 Literary Theory (capstone)	1	Spring	Face-to-face, hybrid
Major and minor electives	4	Varies	Face-to-face, hybrid, online

Table 17: English B.A. Schedule of Course Offerings

The English B.A. major, English literature minor, and creative writing minor programs are offered exclusively on the Big Rapids campus. However, many program courses are regularly offered online, so with careful planning and advising students in nearly any location may complete the major or minors via distance learning, with only 3-9 on-campus or transfer hours out of the overall required program credits. In individual cases of special need, program students across the US are sometimes able to attend a face-to-face Big Rapids course remotely via webconference.

Offerings available online in some semesters include 4 of the 7 current B.A. major core courses as well as several major electives and minor courses. Within the last few years, 13 major/minor courses have been offered online (up from 6 courses at the time of the last academic program review), and the major and minor programs collectively offer at least 4-5 required and elective courses online each semester, along with many sections of the advanced composition, French, and Spanish courses English B.A. majors need to fulfill general education and Bachelor of Arts Core requirements.

Many courses are regularly offered in one- or two-day mixed delivery (hybrid) format, which enhances scheduling flexibility for commuting students and those with full-time employment or other off-campus obligations. Occasionally, program courses are offered in one- or two-evening format; to date, there has been little or no student demand for weekend courses.

Students wishing to reduce time to degree completion may opt to take summer courses; generally, 2-3 fully online program elective courses are offered each summer as well as a variety of general education and minor course options. If students need to complete a B.A. major core class in the summer session or must take it in a semester when it's not offered in order to maintain academic progress, the major program is flexible in allowing appropriate course substitutions and creation of LITR x97 Special Studies courses by an individual student and faculty member, and individualized/alternative capstone course options.

The B.A. major and minor programs accept transfer credit coursework from many 2- and 4-year institutions, and students may enter the major program at any point in the academic year.

One key aim of the English B.A. major curriculum update-in-progress is to increase the flexibility of the program not only allowing students to create more individualized, customized courses of study but also facilitating a smooth, efficient path to degree completion. Reducing program core credits and expanding both elective credits and available elective course options will greatly increase students' scheduling options.

In addition to providing a wider menu of standard elective courses on the check sheet, program leadership will continue to allow substitutions of appropriate "off-list" textual studies electives relevant to English B.A. program outcomes — for example, a film studies course or AIMC 324 Promotional Writing. This is particularly helpful in cases where the elective is part of a student's minor requirements, allowing the student to streamline their academic plan by taking advantage of the "1/3 major/minor credit overlap."

Section 9. Visibility and Distinctiveness

Distinct Features of the Program

The program continues to have a strong foundation in liberal education that emphasizes applied literacy, critical thinking, writing, and literary analyses. Students in the program are engaged in a broad range of literary time periods and diverse cultural perspectives. Enrollment in the program has remained consistent, indicating that its visibility has been effective.

One of the most distinctive features of the program continues to be an emphasis on written communication. Most of the courses require writing-intensive designators. Students enrolled in these courses are invited to write several essays, where such courses value writing as a process and provide key revising strategies. In sum, these writing intensive courses offer a distinctive feature in the program and provide a cornerstone of success for students completing the major and succeeding in their future professions.

Most of the classes in the program continue to be small, with a course cap of 23 students. These low course caps provide a personal environment between students and professors, which often translates into a sense of personal learning and building strong student communities as they progress through the program.

Program faculty continue to bring local, regional, national, and international visibility to the program. Such faculty remain engaged in scholarship that informs advancements in the program while often providing new literary discoveries for the discipline of English studies. In addition, many of the program faculty provide interdisciplinary collaboration with other departments, where they work to connect the program to the broader mission and vision of the University and various Colleges.

Competitive Programs

In the southwest region of Michigan, existing B.A. English programs within competing institutions are Central Michigan University (CMU), Western Michigan University (WMU), and Grand Valley State University (GVSU). It's to be noted that programs within these institutions have existed much longer than the Ferris English B.A. program, and as a result have extended their major vastly. For example, CMU offers specializations within the major to account for such emphases in applied linguistics, creative writing, and world literature (to name a few). Similarly, at WMU, the major offers areas of emphases in liberal education, rhetoric and writing studies, and creative writing. And at GVSU, the major offers three optional areas of emphases: 1) languages and literature; 2) elementary education; and 3) secondary English education.

Preeminent Program

One of the nation's leading programs in the English B.A. belongs to Harvard University. Because of Harvard's distinguished reputation, it's no surprise that they attract many of the nation's leading scholars and students. However, even Harvard's English B.A. has gone through a major revision that is similar to our own (outlined in [Section 4: Curriculum](#) of this report). For

example, and per “The Decline of the English Major” (Chace 2009), Daniel Donoghue (the English department’s former director of undergraduate studies) told *The Harvard Crimson* in December of 2009 that “our approach was to start with a completely clean slate.” In addition, Harvard’s notable Shakespearian scholar Stephen Greenblatt told the *Crimson* that the substance of the old survey will “trickle down to students through the professors themselves who, after all, specialize in each of these areas of English literature.” And with such revisions, Harvard is moving away from focusing the B.A. on distinct literary histories and/or on any one book or family of books—where, rather, according to Greenblatt, the major will not provide any one common destination as students will connect the program’s offerings and “craft their own literary ‘journeys.’”² In other words, Harvard’s English B.A. has reinvented the major where the core program is framed around the student, where students are able to pick and choose courses that will best serve their professional need. And to further reference Chace’s article:

As Harvard goes, so often go the nation’s other colleges and universities. Those who once strove to give order to the curriculum will have learned, from Harvard, that terms like *core knowledge* and *foundational experience* only trigger acrimony, turf protection, and faculty mutinies. No one has the stomach anymore to refight the Western culture wars. Let the students find their own way to knowledge.

Like Harvard’s English B.A., a preeminent program, the revisions to our English B.A. emanates their program by making strides to shift our curriculum, where, again, our program aims to better serve our majors by providing space for such students to craft and design their own professional pathways ([click here to view Advisory Board meeting minutes](#), [click here to view Student Advisory Board meeting minutes](#), [click here for English B.A. student exit interview information](#), and [click here to view Occupational Outlooks information](#)).

² Chace, William. “The Decline of the English Department.” *The American Scholar*. 24 May 2018, <https://theamericanscholar.org/the-decline-of-the-english-department/#>

Section 10. Demand

Many English B.A. students, both current, and surveyed graduates, enter Ferris initially majoring in fields other than English. According to exit interviews ([click here for English B.A. student exit interview information](#)), most initially switch to English because they like the subject matter. They switch from programs such as pre-optometry, English Education, TDMP, Biology, pharmacy, and Business. Enrollment in the program has remained steady over the last six years.

Most students currently enrolled in the program indicate that they are satisfied with their choice to attend FSU and with their choice to major in English. They rate advising, instructors, program courses, and overall program quality highly. Most surveyed graduates indicated that the program prepared them well for their career/further education and that the skills they gained in the program were instrumental in gaining their current positions, and that they currently use those skills.

However, current students were less sure about the relevance of the program to their future academic or career plans. Surveyed alumni also indicated mixed feelings about the relevance of course offerings to their career plans ([click here for the complete Ferris State University - English B.A. Graduate Survey questions and results](#)). Forty percent of students who participated in Exit Interviews stated that they did not have criticism or suggestions for the improvement of the course offerings. Others suggested more diverse offerings, which, as noted elsewhere, we have worked to increase. Fifty-six percent considered the advising to be excellent; 21% considered it to be good; others either self-advised or considered the advising weak. It must be noted that those who considered the advising weak graduated before 2014, indicating that the advising had not been done by the current program coordinator.

Graduating majors indicated that they value most highly the skills they gained in writing, analysis, and critical reading, followed by communications and “people” skills, and critical thinking and research skills.

All but one of the surveyed alumni also agree or strongly agree that the skills they gained in the program were instrumental in obtaining their current employment positions and that they use skills they learned from the program.

While most members of English B.A. advisory board also indicated that program graduates are provided with a foundation in textual studies and writing, and for further study, all members said the program provides a foundation for multiple career possibilities.

According to the 2018 edition of the *Occupational Outlook Handbook* (OOH), many of the possible career paths for English majors are projected to see growth over the next decade. For example, all but one of the professions identified by the OOH as top English B.A. Occupations are projected to see increased employment, including writers and authors, public relations specialists, librarians, and administrative services managers.³

³ *Occupational Outlook Handbook: U.S. Bureau of Labor Statistics*. (2018, January 30). Retrieved February 1, 2018, from <https://www.bls.gov/ooh/media-and-communication/editors.htm#tab-6>

The most notable demand trend in the program is that only a minority of current students indicate that they plan to attend graduate school. Instead, most look toward careers in editing/publishing, or in fields as varied as political science, teaching English to speakers of other languages/TESOL, advertising, grant writing, publishing, law school, library science, and the seminary, where they will capitalize on their skills in communication and critical thinking.

These skills are in high demand in the above professions, but they are also sought far beyond those traditionally linked to the study of English. “According to national surveys, employers want to hire college graduates who can write coherently, think creatively and analyze quantitative data. But the Conference Board has found in its surveys of corporate hiring leaders that writing skill is one of the biggest gaps in workplace readiness.”⁴ In fact, some publications have labeled English majors the “hot new hires” because of their communications, researching and critical thinking skills.⁵

The program is addressing student concerns about the relevance of the program to their career plans, and demand trends for flexibility by becoming more flexible itself. As a result of this and other trends in employment opportunities, and feedback from alumni and the program advisory board, the English B.A. program has proposed significant requirement changes to more fully meet the needs of students who indicate they are more likely to enter the publishing world than graduate school, to become librarians rather than professors.

⁴ Selingo, Jeffrey. “Why Can’t College Graduate Write Coherent Prose?” *The Washington Post*. 11 Aug. 2017, https://www.washingtonpost.com/news/grade-point/wp/2017/08/11/why-cant-college-graduates-write/?utm_term=.9d5c5e5ee0af

⁵ See Martinuzzi, Bruna. “Why English Majors Are the Hot New Hires.” *American Express Open Forum*, 11 July 2013, <https://www.americanexpress.com/us/small-business/openforum/articles/why-english-majors-are-the-hot-new-hires>; see Raynie, Stephen A. “Selling the English B.A. Program.” *South Atlantic Review*, vol. 78, no. 1-2, 2013, p. 76; see Fraser, L. (2017). Bring on the English graduates. *Canadian HR Reporter*, 30(1), 19.

Section 11. Student Achievement

Surveyed graduates and exiting students indicated they were aware of and participated in department activities. For example, all but one student participated in Shakespeare's Birthday events and more than one third entered the Prism contest.

Campus-wide and beyond, students indicated they were members of a Registered Student Organization, and indicated they were in the Honors program. Students indicated they were employed while attending FSU, including at the FSU Writing Center, and were active in community/volunteer activities. Student achievements include membership on the Dean's List and in Sigma Tau Delta, and participation in the Prism Writing and Art competition ([click here for the complete Ferris State University - English B.A. Graduate Survey questions and results](#) and [click here for complete the Ferris State University - English B.A. Student Survey questions and results](#)).

Program trends are anticipated to reward and encourage student achievement and involvement. For example, plans are being developed for working with the alumni advisory board to create and foster internships with students and create networking opportunities for post-FSU employment contacts.

Section 12. Employability of Graduates

Employment Post-Graduation

Per Ferris State University's Graduate Follow-Up reports from 2012-2016, 94% of English B.A. program graduates who responded were employed or pursuing continuing education following graduation with an average salary of \$22, 800.

Based on a survey of program graduates ([click here for the complete Ferris State University - English B.A. Graduate Survey questions and results](#)), 83% of those who responded indicated that they went on to pursue graduate studies. Fifty percent of those attending graduate studies are in a field related to their undergraduate degree (such as Rhetoric and Composition, Creative Writing), and the other half are in such fields as Social Work and Library and Information Science where they can "use the skills [they have] acquired to think critically ... and also utilize my skills in research and interpretation on a daily basis."

Stakeholder Perceptions of the Employability of Graduates

Based on a survey of current program advisory board members ([click here for the complete Ferris State University - English B.A. Advisory Board Survey questions and results](#)), 100% of those who responded agreed that the English B.A. program provided graduates with a foundation for further graduate or professional study, and they also agreed that the program provided students with a foundation for multiple career possibilities indicating that program graduates are limited in their options upon graduation.

Based on a survey of current program faculty ([click here for the complete Ferris State University - English B.A. Faculty Survey questions and results](#)), 90% of those who responded agreed that program graduates were qualified for professional employment and/or graduate-level education following graduation.

Stakeholders for employability are the same stakeholders who offered input and feedback during the curriculum revision process outlined in [Section 4: Curriculum](#). They are as follows:

- advisory board (from meetings in the spring of 2017 and 2018 and the survey administered in the spring of 2018)
- program graduates (from exit interviews and the survey administered spring 2018)
- faculty (from regular English B.A. faculty meetings and the survey administered spring 2018)

Considering these results, program stakeholders feel that graduates are being prepared for professional employment and/or graduate level education upon completing their degree.

Section 13. Faculty Composition and Engagement

Curriculum Vitae and Organization

Table 18 presents a list of all faculty currently teaching in the program.

Name		Terminal Degree	Rank	Tenure Status	Average Semester Load	Primarily Big Rapids Campus	Primarily Off-Campus	Primarily Fully Online
Balkema	Sandra	Ph.D.	Professor	Tenured	4	Yes	No	No
Caserta	John	M.A.	Professor	Tenured	4	Yes	No	No
Chrenka	Lynn	Ph.D.	Professor	Tenured	4	Yes	No	No
Courtright-Nash	Debra	Ph.D.	Professor	Tenured	4	Yes	No	No
Cullen	John	Ph.D.	Professor	Tenured	4	Yes	No	No
Garrelts	Nathan	Ph.D.	Professor	Tenured	4	Yes	No	No
Nikkari	Matthew	Ph.D.	Professor	Tenured	4	Yes	No	No
Reynolds	Gordon	Ph.D.	Professor	Tenured	4	Yes	No	No
Russell	David	Ph.D.	Professor	Tenured	4	Yes	No	Yes
Stern	Caroline	Ph.D.	Professor	Tenured	4	Yes	No	No
Vonder Haar	Christine	Ph.D.	Professor	Tenured	4	Yes	No	No
von der Osten	Robert	Ph.D.	Professor	Tenured	4	Yes	No	No
Harris	Katherine	Ph.D.	Associate Professor	Tenured	4	Yes	No	No
Ollenquist	Jody	Ph.D.	Associate Professor	Tenured	4	Yes	No	No
Sammel	Rebecca	Ph.D.	Associate Professor	Tenured	4	Yes	No	No
Stoffer	Thomas	Ph.D.	Associate Professor	Tenured	4	Yes	No	No
Taylor	Jonathan	M.F.A.	Associate Professor	Tenured	4	Yes	No	No
Webb	Tracy	Ph.D.	Associate Professor	Tenured	4	Yes	No	Yes
Arduini	Tina	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Fagan	Deirdre	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Marquard	David	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Pavletic	Heather	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Ruzicka	Dennis	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Smith	Melissa	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No
Stack	Garrett	Ph.D.	Assistant Professor	tenure track	4	Yes	No	No

Table 18: Breakdown of ELWL English B.A. Faculty

The English B.A. program faculty consists of full-time tenure and tenure-track faculty from ELWL. All courses in the program are and have been taught by tenured and tenure-track faculty. The department and B.A. committee currently would not consider it appropriate nor have a need for non-tenured faculty members to teach any course in the program ([click here for English B.A. Program faculty curriculum vitae](#)).

Currently, 100% of program faculty are tenure-line or tenured faculty with 72% of program faculty being tenured. One hundred percent of faculty teach the majority of their courses on the Big Rapids campus, and less than 1% teach the majority of their courses fully.

Service

Per Ferris State University's core value of Diversity, below are some of the highlights ELWL has provided the following in support of this value over the last three years which were taken directly from the 2014-2017 CAS Diversity Reports:

- 2014-2015
 - Hosted Chunliu Shi, a visiting scholar from the Zhengzhou Institute of Aeronautical Industry Management in China.
 - On the 70th anniversary of the liberation of Auschwitz, cosponsored “Remembering the Holocaust.”
- 2015-2016
 - ELWL's Literature in Person series hosted two Native American authors: Gordon Henry on January 28th at 7p.m. in IRC 120 and Patrick LeBeau on February 12th at 7p.m. in IRC 120
 - ELWL hosted two Russian guests, Alsu Gabdrahmanova, Ph. D.in English Education and Associate Professor, Department of Foreign Languages and Nadezhda Vaniukhina Ph.D. in Psychology and Associate Professor from Kazan University of Economics, Management and Law. Drs. Gabdrahmanova and Vaniukhina spoke to student groups such as Sigma Tau Delta about Russian education.
- 2016-2017
 - On September 30, 2016, ELWL (event coordinator Deirdre Fagan), along with the Diversity and Inclusion Office, co-sponsored a Literature in Person reading by award-winning African American poet Marcus Wicker, author of *Maybe the Saddest Thing* (Harper Perennial), National Poetry Series winner and NAACP Image Award finalist.
 - On January 31, 2017, ELWL faculty and students met with Arts and Lectures speaker Martin Lowenberg after his campus-wide presentation for a discussion of Holocaust education.
 - ELWL co-sponsored and Spanish faculty Ana Davila-Howard, Lucero Flores-Paez, Kristin Oplinger, Gustavo Rodriguez, and Eric Warner helped to organize the annual El Día los muertos celebration on November 2, 2016.
 - Deirdre Fagan contributed an essay on her experiences at the January 21, 2017 Women’s March on Washington and photos of the event to the Ferris Museum of Sexist Objects site.
 - In 2016 and 2017, ELWL faculty led a variety of study abroad opportunities: Russia (Lilia Caserta), Martinique (Dan Noren), Italy (John Caserta), Scotland (John Caserta, Lilia Caserta), Spain (Christine Vonder Haar), Costa Rica (Ana Davila-Howard, Eric Warner), and Germany & Austria (Derek Drake).
 - Deirdre Fagan read her short story “By Sweater” at the annual Martin Luther King Day in-service celebration in January 2017.
 - In December Katherine Harris participated in a transgender group discussion with the Big Rapids Unitarian Universalist Church youth group, Our Whole Lives.
 - ELWL, in collaboration with the Department of Mathematic; Retention and Student Success; the College of Business; and the School of Education, has been involved with several projects to increase student success.

This increase in service to FSU’s core value of diversity coincides with new faculty hired in 2015. In addition to this, over the last three years, EWL faculty have served on department, college, and university committees such as ([click here for English B.A. Program faculty curriculum vitae](#)):

- CAS Academic Standards Committee
- CAS Assessment Committee

- CAS Diversity Committee
- CAS Planning Committee
- CAS Retention Committee
- ELWL Composition Committee
- ELWL Curriculum Committee
- ELWL English BA Program Committee
- ELWL English Education Committee
- ELWL English Education Committee
- ELWL Helen Popovich Scholarship committee
- ELWL Literature Committee
- ELWL Online Teaching Committee
- ELWL Planning Committee
- ELWL Prism Award Committee
- ELWL Prism Award Task Force
- ELWL Professional Development Committee
- FFA Bargaining Committee
- FFA Grievance Committee
- FSU Academic Service Learning Steering Committee
- FSU Communications Core Competency Gen Ed Committee
- FSU Contract Maintenance Committee
- FSU Honors Invitational Writing Sample Rating Team
- FSU Museum of Sexist Objects Planning/Steering Committee
- FSU Sabbatical Leave Committee
- FSU Spaghetti Bridge Competition Report Rating Team
- FSU WIC/WAC University General Education Committee
- FSU Writing Assessment Committee

Research

Program faculty members regularly engage in a variety of professional activities. They write textbooks (David Russell, Robert von der Osten) and publish scholarly books and articles, attend professional conferences, and present conference papers or colloquia in program-specific areas of specialization, including literature (Rebecca Sammel, Melissa Smith), popular culture (Dierdre Fagan, Heather Pavletic), digital media (Nathan Garrelts), literary theory (Robert von der Osten), rhetoric (Debra Courtright-Nash, David Marquard), cultural history (Matt Nikkari), and professional writing (Sandra J. Balkema).

Several faculty members are published writers of novels, short fiction, poetry, and non-fiction: John Cullen, Dierdre Fagan, Jon Taylor, Garrett Stack, Gordon Reynolds.

Instructors in the program also participate in professional activity addressing broader issues relevant to program content and pedagogy, such as service learning (David Marquard) and effective course design (Jody Ollenquist, Heather Pavletic).

They also serve on the boards of professional organizations and serve as editorial board members

of and peer reviewers for scholarly publications (Sandra Balkema, Jody Ollenquist, Jonathan Taylor, Robert von der Osten).

Continuing Education

Program faculty members regularly participate in a variety of professional development activities. Several faculty members have completed FerrisConnect, Blackboard Learn, quality online course design, and online instructor certification training. Other activities faculty take advantage of include departmental workshops on teaching with technology and teaching-related sessions at professional meetings such as the Great Lakes Conference on Teaching and Learning.

In addition, faculty members from ELWL participate in FSU’s Faculty Center for Teaching and Learning (FCTL) learning communities and instructional technology training sessions. Table 19 indicates the number of FCTL opportunities completed by ELWL faculty since 2012:

Date Range	Number of FCTL Activities Completed
2012-2013	81
2013-2014	60
2014-2015	62
2015-2016	70
2016-2017	72
2017-2018 (as of 3/18/18)	36

Table 19: Completion of FCTL Activities by ELWL by Term

Stakeholder Perceptions of the Quality and Composition of Faculty

Graduates perceive the English faculty to be knowledgeable in their fields of study. Over the last five years, twenty-one students commented in their graduation exit interview that faculty knowledge is notable due to the way in which they provide background and synthesize material, four noted that faculty seemed knowledgeable in general, one noted that faculty are accessible, and two noted that faculty are passionate about the topic.

As a program, we work to maintain a student-centered environment, and in order to understand current perceptions and continue to improve our program, we held our first Student Advisory Board meeting in Spring of 2018 where we invited current English majors to provide feedback on questions such as:

- What types of professional development do you think we should emphasize?
- What types of professional development would be helpful to your career paths?
- As a program, what would you like us to stop doing, start doing, or continue to do?
- What are your thoughts on seeking help from professors concerning coursework?
- What are your thoughts on talking to a professor other than your advisor concerning career goals?

The information provided was brought to program faculty and has been taken into consideration with respect to the curriculum revision outlined in Section 4 ([click here for English B.A. Student Advisory Board meeting minutes](#)). In addition, based on the valuable feedback provided, a

Student Advisory Board will be assembled on an annual basis each spring.

Program Policies and Procedures

The ELWL department provides opportunities for and encourages program faculty to apply for funding for professional development with respect to improving teaching and increasing research. This funding has remained fairly consistent for several years. As program faculty become ever more involved in national and international organizations, current levels of support for professional development is sufficient to meet the professional goals and aspirations of the faculty.

While several faculty members have been quite productive in terms of research and scholarship, the heavy teaching responsibilities in the department may prevent many from pursuing their research agendas. The department encourages faculty to apply for sabbatical leaves, Fulbright appointments, and similar opportunities to expand and develop their professional interests and expertise. These opportunities also include those that develop faculty members' teaching skills, awareness of diversity issues, and develop new undergraduate research opportunities.

In addition to teaching responsibilities, department faculty are expected to contribute by serving as academic advisors (although not always as B.A. program advisors), and participating on department, college, and/or University committees. Release time is provided for the following:

- English B.A. Program Coordinator/Advisor: one-course release
- Writing Center Director: two-course release
- English Education Program Coordinator: one-course release
- Assessment Coordinator: one-course release

Courses in the English B.A. program are only taught by tenured or tenure-line faculty, and new tenure-line faculty members are required to hold a terminal degree in a discipline relevant to the program. Currently, 100% of tenure-line faculty hold a Ph.D. in a discipline relevant to the program, and this requirement is an effective method for ensuring that tenure-line faculty have the required expertise to teach program courses successfully.

Hiring and Retention

In 2012, the Provost's office recognized that the tenured/tenure track numbers in the ELWL department, including the English B.A. program, merited eleven hires in order to bring the tenure track/adjunct faculty ratio into compliance with FFA agreement specifications. Between 2014 and 2018, the department hired seven faculty, three of whom teach program courses.

Since the English B.A.'s last APR in 2012, five tenured faculty have retired (Chrenka, Middleton, Jablonski, Persek, Vonder Osten) and two more are predicted to retire or move to half-time during 2018-19 academic year. This indicates a need to reevaluate and identify subject specific faculty. In addition, there is a high demand for online courses which requires increased consideration with respect to teaching loads. In order to remain current and meet the demands of the field, more consideration must go into hiring additional faculty to fill the gaps left by fully or partially retired tenured faculty.

Section 14. Program Administration and Support

The English B.A. major, English literature minor, and creative writing minor programs are organized similarly to other academic programs, following guidelines for College of Arts and Sciences administrative structure ([click here for a CAS Organizational Chart](#)), as well as guidelines outlined in the bylaws and policies of the ELWL department.

The faculty member who serves as English B.A. major and English literature minor program coordinator is appointed for a 3-year term by the department chair, following the standard ELWL application process for reallocated time positions:

- The applicant submits a written application including qualifications, credentials, and goals.
- The ELWL Planning and Advisory Committee reviews applications and makes recommendations to the department chair, who makes the final appointment, followed by a confirmation vote by department faculty.
- The appointed program coordinator signs a contract outlining responsibilities and, currently, may opt for either .25 release time or 3 overload hours per semester as compensation ([click here for the English B.A. Coordinator Responsibilities](#)).

The faculty member who serves as creative writing minor program coordinator is appointed for an indefinite term by the ELWL department chair, in consultation with the Planning and Advisory Committee, and performs the position's duties as part of faculty service and advising responsibilities. Providing a separate coordinator for the creative writing minor rather than bundling it into the responsibilities of the English major/minor program coordinator helps ensure that a faculty member who is a practicing, publishing creative writer oversees this program and advises its students.

Because the major and minor programs are subunits of the ELWL department, the program coordinators report directly to the department chair, who reports to the College of Arts and Sciences dean. Major and minor graduation audits and clearances, as well as program recruitment and retention efforts, are overseen by the CAS director of student academic affairs, who reports to the CAS dean. Specific individuals with program oversight currently include:

- Heather Pavletic, Ph.D., Assistant Professor, English B.A. Major and English Literature Minor Coordinator
- Deirdre Fagan, D.A., Assistant Professor, Creative Writing Minor Coordinator
- Jody L. Ollenquist, Ph.D., Associate Professor, ELWL Department Chair and English B.A. Major Academic Advisor
- Anne London, M.S.Ed., CAS Director of Student Academic Affairs
- Joseph Lipar, Ph.D., CAS Associate Dean
- Kristi L. Haik, Ph.D., CAS Dean

The English B.A. major, English literature minor, and creative writing minor also rely on the services of ELWL department support staff: one assistant chair and (normally) two full-time clerical staff. During the 2017-18 academic year, one ELWL clerical staff member was reassigned by CAS, temporarily and then permanently, to another department, leaving ELWL with only one full-time. The department is currently conducting a search to fill the open position and return to full support staffing.

At the program and department level, the English B.A. major and the two related minors also work in conjunction with the English B.A. Major and Minor Advisory Committee, which is made up of six faculty members: the English B.A. major and English literature minor program coordinator, 4 department-elected tenured/tenure-track faculty (2-year terms), and one non-tenure track faculty member elected by department non-tenure track faculty (one-year term). This standing committee of the department meets monthly or biweekly to advise and assist the English B.A. major and minor coordinator and the creative writing minor coordinator with program curriculum, assessment, and other policies and procedures. The program committee also advises the program coordinators on scholarship applications and award decisions and provides an avenue for faculty to discuss the place of the program within the department and college.

Administrative support was generally rated positively by survey respondents. Among faculty, 70% agreed or strongly agreed that there is adequate administrative support for the program. Ninety percent of faculty members surveyed indicated that the department and university provide program faculty with sufficient opportunities and support for professional development. However, only 40% of faculty agreed that the current operating budget is sufficient to meet program needs, though there were no survey comments about how or where specifically funding should be increased.

Faculty respondents also showed that ELWL's recent clerical short-staffing may have impacted the effectiveness of administrative support for the programs: only 50% of faculty responded that there is adequate clerical support, with 50% disagreeing.

Members of the programs' advisory board were fairly positive when questioned about institutional support for the program: 50% said they agreed there was sufficient administrative support for faculty development while 50% said they don't know. Overall, these data, while reflecting positive perceptions, indicate that awareness of support and/or actual administrative support may need to be enhanced.

Section 15. Support Services

The English B.A. program has interacted with the following support offices and services as we have work to meet established goals. In each of the following sections, we indicate the positive dimensions of the services available, and opportunities for improving service offerings and operations.

FLITE

Book resources

Since the inception of the English B.A., the library has made an effort to improve, appropriately, its print and electronic collection. Owing to the continued importance of book materials to the Humanities in general and literature studies specifically, the book allocation for ELWL is the largest for any single department or program on campus. Though this allocation is spent to support not only the English B.A. program but also the English Education B.S., the Technical and Professional Communication B.S., the Spanish in the Professions B.S., and the English- and foreign-language related minors, emphasis is placed upon acquiring books in the areas of literary criticism and language studies. The average book appropriation for ELWL has been, on average, around \$12,000 per year for the past several years.

The ELWL faculty has taken an active role in collection development. Since January 2002, over twenty faculty members have requested nearly 600 titles in such areas as folklore, African American literature, children's literature, information literacy, Spanish, and Shakespeare studies. The library has attempted to honor all such requests, failing only when books are out-of-print or otherwise unavailable for purchase. The library has also been responsive for non-book requests, including purchasing the DVD series, Teaching Foreign Languages K-12: A Library of Classroom Practices, for the Spanish program.

Electronic resources

The library has continued to subscribe several Web-based database products to support the English B.A. program, including American Periodicals Series, JSTOR, the online Oxford English Dictionary, and Project MUSE. Recently, the library's subscription to Literature Resource Center was upgraded to Gale Literary Sources, which is a full-text database combining the Gale Literature Series and literary journal articles. The MLA International Bibliography, the main indexing source for literary journals, is an added component of Gale Literary Sources.

Instructional services provided by library faculty

The current library liaison to ELWL, Paul Kammerdiner, along with Kristy Motz and Mari Kermit-Canfield, have provided extensive instructional services for the various classes offered by the department. They have also offered tailored sessions for a variety of other classes within the program and have created several handouts and Web pages to support research assignments in various classes.

FLITE budget adequacy

The annual FLITE budget has been generally adequate for programmatic needs. The library has ordered most of the books and other materials that faculty have requested. The growth of

electronic resources has assisted both program faculty and students in their research.

Program faculty evaluation of FLITE services

Program faculty were surveyed to determine their opinions of FLITE services, due to the fact that the 2012 program review had indicated some negative appraisal of the library and library services are an integral part of an English major program. Overall, opinion of FLITE resources and helpfulness has improved ([click here for the complete Ferris State University - English B.A. Library Services Survey questions and results](#)). Thirty-six percent of program faculty reach out to library staff, most of them through email or direct contact; those that do not reach out to FLITE staff reported that they are able to take care of library related tasks themselves or do not have a need to do so. In regards to developing collections related to the program and aiding and instructing students in information literacy, most of the responding program faculty felt that library staff performed above average to excellent, overall. However, almost half of the faculty who responded felt that there could be better communication between the program and FLITE faculty. They noted that “The librarian I work with... is fantastic, but I am less aware of who I talk to for other topics/issues,” but mentioned a need for “more direct outreach from library; get-togethers between "our" librarian and program faculty.” They stated that faculty might be unaware of the potential services. Recently FLITE faculty offered an information literacy board game session for department faculty, which shows that they are working on outreach efforts. When asked to provide additional comments, faculty statements were entirely positive, as can be seen below:

- Our library is great. They serve my needs well and help those who ask for help. Every year it is easier to get texts. I do wish we had more ebooks and such or an arrangement with Amazon for ebooks. My public library recently changed and I am sad about that. Digital resources are the future.
- My interaction with library faculty and staff is always positive. The PILOT tutorial meets student research and literacy needs, their instructional pages help students in more specific, focused courses to access resources that they need: I think they were wise to encourage composition faculty to teach research skills and then to serve as resources for those faculty and for individual students. I have always been able to access information I need for my own purposes through Ferris and/or the MELcat system.
- The library is key to all the work we do in our department, and I do so appreciate them!
- I have a very good relationship with our college/dept library liaisons, and they have been extremely helpful, accommodating in providing help, materials, class help pages, extensive support to students in my classes.

Faculty Center for Teaching and Learning (FCTL)

Program faculty have benefited from the following programs offered by FCTL:

New Faculty Orientation Week (NFOW) and New Faculty Transition Program

In the past five years, the ELWL department has hired five new faculty and all were assisted by these programs in making smooth and positive transitions to Ferris State. The program helped new program faculty be successful as they cultivate student-centered learning environments that are stimulating and inclusive; establish supportive relationships that promote professional growth and development and or participate in the University community and become a part of meeting

the mission, goals, and core values.

Academic Service Learning

At least two of our program faculty have become involved in work with FCTL, working on ways to implement this method of course design that helps students gain further understanding of course content and disciplinary knowledge through meaningful service activity that meets identified community needs.

The Political Engagement Project

Program faculty have participated in this FCTL program that helps students develop knowledge, skills, and motivation to become members of a politically engaged populace.

The Junior Faculty Fellows Program (JFFP)

Two program faculty members (Deirdre Fagan and David Marquard) recently participated in this program which supports Fellows in their project work; specifically, they worked on a creative writing project that connected directly to program courses, providing the faculty member with a venue for sharing their work with the University community and with the larger literary community.

Small Group Instructional Diagnosis (SGID)

Program faculty have taken advantage of this formative assessment in which a person from the Faculty Center for Teaching and Learning conducts a mid-semester evaluation or checkup with students to help faculty know how they might make their courses even more learner-centered.

Timme Travel Grant

Several program faculty have been assisted in attending and presenting at conferences through the assistance of this endowment established to "encourage and support the enrichment of teaching and learning skills."

Learning Communities and Blackboard Instruction

Several program faculty have participated in FCTL Learning Communities in order to enhance student learning. This includes training sessions designed to enhance students learning through the Blackboard portal for online, hybrid, and web supported courses.

At this point, FTCL provides above average support for course design, scholarship that is connected to teaching, and formative assessment.

Writing Center and Tutorial Center

The Writing Center offers one-to-one writing consultation to all FSU students, including our program majors. The writing consultants are FSU students while others hold bachelor's and graduate degrees. Often our program majors are able to work as writing consultants. However, some seek assistance with essays, research papers, presentations, or personal statements. The tutoring center offers one-on-one sessions on specific topics. Since our program is relatively small and the program courses can tend to be specialized, our program faculty often offer and provide our majors with the additional assistance that they might need to succeed in courses.

However, if the need arises, our department has a positive relationship with the Academic Support Center staff and would feel comfortable in referring a student as a tutor or for assistance.

Technology Assistance Center (TAC)

TAC's mission is to assist in the teaching and learning "efficiency and productivity... by providing a first point of contact." TAC assists the program in this way by offering support for smart classrooms, Blackboard applications, faculty computers, and computer labs. The department and program relationship with TAC has been enhanced by improved communication through the CAS Planning Committee, which has served as a clearinghouse for any issues that might arise. By and large, the department faculty are satisfied with the promptness of TAC staff response. Also, despite the frustration of program faculty with difficulties with Blackboard and Banner related programs, there has been noticeable improvement in these areas.

Institutional Research and Testing (IRT)

The office of Institutional Research and Testing conducts research in order to provide information which supports planning and decision making, as well as external reporting. In this way, the IRT has promptly provided data that has allowed us to make decisions regarding the planning for course offerings as well as information that allows us to improve our teaching methods, for example, by providing information on DWFs in online program courses. It also serves as a conduit for Course Competency and Assessment as well as CLEP and AP testing. Although we rarely have students "test out" of program courses, on those rare occasions, IRT provides clear and timely communication regarding text scores and results.

University Advancement and Marketing

University Advancement and Marketing (including web content) has worked with the deans' office of the College of Arts and Sciences in working on alumni and industry relations, communications, fundraising, marketing, or developing resources for initiatives. Although we have reached out to the UAM to develop private resources for our programs, we were given the understanding that UAM's primary purpose was, as the website states, "to promote understanding and support of Ferris State University...." and "...to communicate the value of a Ferris State education, and initiatives, and facilitate beneficial relationships between Ferris and its constituencies." In other words, rather than marketing specific programs or majors, their focus is to increase brand awareness of the university as a whole. This is understandable when one takes into consideration the limited number of staff and resources. Thus, the department has begun to promote the major through social media, to work with the College of Arts and Science on website development, to gather resources for reaching out to the admissions for assistance with recruitment, and to begin implementing a plan of making students aware of the advantages of an English major at Ferris State University. We hope to find more ways of increasing our interaction with both alumni and future majors.

Diversity and Inclusion Office

The Office of Diversity and Inclusion has worked with our program to ensure that diversity is understood, respected, and valued. The office has offered advice on ways in which to increase the diversity of faculty hiring pools, has provided us with information from their gap analyses and NSSE data to help us reflect on ways in which we can increase minority student inclusion, and has cooperated with program faculty in events that increase diversity awareness, such as Literature in Person events like the Marcus Wickman reading.

Birkam Health Center

The Health center offers all Ferris State University students with general health care. At times program faculty may refer students to the Birkam health counseling center if they exhibit signs of stress or other emotional, physical, or mental struggles.

Media Productions

At this point, the program does not work directly with Media Productions; however, we are aware of the procedures and feel comfortable reaching out if we have specific needs. In fact, one of our strategic goals is to work with Media Productions to produce video footage of alumni and faculty to make majors and potential majors aware of career expectations and possibilities.

Career Center

At this point, the program does not work directly with the Career Center; however, we are aware of the procedures and feel comfortable reaching out if we have specific needs. In fact, one of our strategic goals is to work with the Career Center as we cluster the skills and career possibilities of our revised major in order to assist students to determine how to best structure their elective choices.

Educational Counseling and Disabilities Services

The Educational Counseling and Disabilities office interacts with us whenever there is a major who needs accommodations in one of our program courses. They have worked with specific program faculty in making sure that syllabi, internet materials, and faculty documents are accessible.

Institutional Research Board (IRB)

At this point, the program does not work directly with the IRB; however, we are aware of the procedures and feel comfortable reaching out if we have specific needs.

Grounds and Maintenance

Even though the program does not work directly with the Grounds and Maintenance department very often, the condition of our building and classrooms had direct impact on the comfort of

majors as well as the impressions of potential majors. In addition, we do request tents for our major and minor greet in the fall as well as our Shakespeare fest staging in the spring. Every time that we have made a request, the equipment has been in good condition and set up in a timely manner.

Section 16. Facilities and Equipment

Classroom, computer lab, office, and meeting room space and equipment used by the English B.A. major, English literature minor, and creative writing minor are generally sufficient for program needs. Indeed, 90% of program faculty surveyed agreed or strongly agreed that the programs' instructional facilities and equipment are adequate.

Classroom Space and Equipment

The English B.A. major, English literature minor, and creative writing minor have access to 16 classrooms, including 4 computer laboratory classrooms, managed by the College of Arts and Sciences and reserved for primary use by the ELWL Department. These facilities are located in Starr, Arts and Sciences Commons, Alumni, and Prakken, and the program additionally has access to a wide variety of other CAS-managed classrooms in the Starr, ASC, and Science buildings as needed. These facilities are more than sufficient to serve program needs.

All program classrooms are smart rooms equipped with an instructor station including computer with network/Internet access, DVD drive, and appropriate software; document camera; and projector.

Computer Classroom/Lab Space and Equipment

As noted above, English and creative writing program courses have access to 4 Starr, ASC, and Prakken computer classrooms primarily used by ELWL, along with one additional CAS computer classroom. Computer laboratory classrooms include relatively recent individual student computers and printer; the ASC 1006 and PRK 117 computer rooms also include some specialized software such as Adobe InDesign or other Adobe suite programs. The Adobe programs are primarily used by ELWL's Technical and Professional Communication program but are available for English and creative writing program courses and projects as well.

The technology and software available are more than adequate for program and student use. For out-of-class work, there are no department or program dedicated open computer labs for student use; English and creative writing students have access to open computer labs across campus that are sufficient for most projects. Students with projects requiring specialized software or extended computer lab use may receive individual keypad access to the PRK 117 computer classroom.

The equipment in computer classrooms and instructor workstation computers in traditional classrooms are updated regularly according to CAS technology update policies and schedule.

Office and Meeting Space and Equipment

Program faculty have individual offices provided by CAS and located primarily in Arts and Sciences Commons, with a few faculty housed in Prakken Building. Offices have recent computers, updated regularly according to Ferris computer replacement policies. The program has use of four ASC meeting rooms, two with network and conference phone capability, if needed.

Section 17. Perceptions of Overall Quality

Based on this report, Table 20 presents an averaged assessment of the overall quality of the English B.A. program completed by faculty in the English B.A..

Category	Rating (scale of 1-100) low-high
Program mission and goals	95
Curriculum	92.5
Assessment of student learning	97.5
Program profile	97.25
Program value	96.25
Program flexibility and access	98.5
Visibility and distinctiveness	88.75
Program demand	85
Student achievement	78.75
Employability of graduates	88.75
Faculty composition and engagement	95
Program administration and support	97.25
Support services	98.75
Facilities and equipment	98.75

Table 20: Perceptions of Overall Quality

Summary of General English B.A. Program Faculty Comments

- The mission of the program is aligned with the broader missions of the department, college, and University.
- The Program’s broad-based interdisciplinary focus reflects a major emphasis of Ferris’ mission.
- Given the structure of the program, students have the opportunity to work with many faculty members across the University.
- While the portfolio and internal assessment are excellent, TracDat does not show Action steps or follow-up assessment measures.
- Professional portfolio presentations continue to be an important component of the student’s culminating education. It is an opportunity for the students themselves to test presentations and physical material in front of a group who provide constructive feedback. It is also a time for program faculty members to observe areas of success and weakness among graduating students in order to spark immediate discussion if needed.
- Courses are formally evaluated, assessed based on objectives and outcomes, and improved as needed. Due to consistency and cooperative communication within the program, courses are also informally discussed on a regular basis to ensure any weaknesses are addressed as soon as possible in order to benefit the students currently in the program as well as future students.
- Programmatic assessment is consistent and substantive but needs modernization. The program is aware of this and is in the process of doing so now.
- It is obvious that we attract a small cohort of relatively high achieving students and help them to successfully graduate and find employment. We do this with very little administrative cost

or other resources. While our program is not as large as others, it is appropriately sized for our current resources. At the same time, it would certainly be nice to have a program that exceeds our current resources and attracts students from around the country like welding or pharmacy.

- The updated program will have a great deal of flexibility that allows students to have concentrations and attach minors and/or certificates that make them well-rounded writers.
- The faculty we have are highly qualified and active individuals; however, the department needs to hire more faculty.
- Faculty members connect with most students in various ways, from traditional classroom settings to one-on-one project oversight, career advice, and mentoring.
- The program is constantly improving visibility on campus, in the local community, and to potential constituents. We have reached out to advancement and marketing for ideas and assistance, and hope to receive more as we implement the changes in our curriculum.
- Some of our students have taken a few years to "find their niche" after graduation. In recent years, we have been assisting them in finding internships and experiences that help them to find post graduate experiences and internships that help guide them even more than before.
- We are very much supported by our department chair and college dean, and we certainly are buoyed by the support of the Provost. It is our hope that with the excitement around the changes in our curriculum, Advancement and Marketing and Recruitment will see new possibilities for assisting us in our efforts to increase our visibility.

College of Arts and Sciences Dean's Report on the Perceptions of Overall Quality

The English B.A. program is housed in the Department of English, Literature, and World Languages in the College of Arts and Sciences. Associated minors in Creative Writing and English Literature are similarly housed. The program review committee for the English B.A. program has completed a thorough analysis of the program and has done an effective job of highlighting the successes of the program while also pointing out areas that could use some improvement.

Overall, the faculty in this program take pride in the work they do and work actively to ensure that students are well-prepared for academic and professional careers upon graduation from the program. In particular, there is an emphasis on the formation of a strong knowledge base within the discipline and the development of strong critical thinking skills, analytical skills, and communication skills. They pay attention to their program, providing for change when it is advantageous to do so, and they have shown flexibility in adjusting to the needs of the students. The mission of the program, which is emphasize the development of strong communication and analytical skills and to encourage creativity and critical thinking, aligns well with the missions of the College of Arts and Sciences and Ferris State University.

Some of the accomplishments/highlights during the past five-year cycle include the following:

- Enrollments that have remained steady despite an overall decrease in enrollment at the university.
- A strong history of assessment, including the use of assessment information to make modifications to courses and to the program. Several methods of assessment are used, including student portfolios.

- Generally small class sizes, which allows for more interaction and discussion among faculty and students.
- Reformation of an Advisory Board, which has met annually in recent years and has been consulted regularly on issues of curriculum, etc.
- Ongoing existence of a Program Committee, which meets regularly participate in assessment, review assessment data to inform curricular advancements, assess student portfolios, plan experiences that bolster the program’s mission, and evaluate the program’s relevance in relation to professional opportunities for students upon graduation.
- Significant progress on modifications to the curriculum, to be implemented in the Fall of 2019. Proposed changes to the curriculum have been based on assessment data, exit surveys of students, current national trends, and input from the Advisory Board.

With respect to program assessment, the English BA program has always placed a strong emphasis on gathering assessment data and using that data to affect changes within the program. In 2017, their well-defined program outcomes were modified. These program outcomes include a) Analyze a variety of texts, including their content, purposes, components, and meanings, b) Articulate the contexts (e.g., cultural, historical, rhetorical, aesthetic) and theoretical bases of texts and their production, c) Create professional-quality texts for a variety of audiences and situations, and d) Participate in professional critical discourse about textual studies. The program has developed a curriculum map to indicate the courses in which the program outcomes are introduced, reinforced, or mastered. Assessment of program outcomes occurs through the use of student portfolios; the procedures used in the assessment of these portfolios has been modified in recent years.

This program has identified several goals. First, they plan to implement a revised curriculum in the Fall of 2019, which will allow for increased flexibility to allow students to create more individualized courses of study as they prepare for job market or for graduate/professional schools. Second, they plan to promote the scholarly endeavors of both students and faculty and the value of the program to all stakeholders, including current and potential students. Third, an effort will be made to reach out to high schools in the local area and in Grand Rapids as well as community colleges to potentially increase the number of students who transition into the English BA program.

The Dean’s office supports these goals; it is likely that the faculty associated with this program, who care greatly about their program, will be successful as they pursue these goals. It will be particularly important to focus on marketing of the program and recruitment of students into the program.

Section 18. Implementation of Findings

Based on this report, below are our initial thoughts on implementing our findings.

- The institutional emphasis on teaching and service at Ferris likely impacts the amount of scholarship we produce, national recognition we receive, and our comfort in sharing with one another. Yet, program faculty actively work in the field, present, and publish. Faculty who teach many of our general education offerings also have impressive teaching, service, and scholarship records that do not appear in this report. Researching and sharing our findings does much more than add a CV line. It inspires students, keeps us current in the field, markets our programs, causes us to question, etc. After reading this APR report, it is apparent the we could do more to promote the value of our scholarly endeavors and program to students and other stakeholders. We do this at the department level, yet advisory board members and students may not know just how active we are. A good next step after APR might be to consider ways to share our work to inform and widen our program audience.
- Several steps of the program review process, including meeting with Advisory Board members paid immediate dividends, and the English B.A. program was able to incorporate feedback into the curricular revision process that is underway.
- We need to consult with FFA and CAS administration on how we can implement Digital Measures.
- The program plans to increase direct engagement with local and Grand Rapids schools by FSU faculty and students. In addition, we want to develop a method for reaching out to community colleges to encourage potential transfer students.

Section 19. Signature Page

English – B.A. (231-591-3988)
820 Campus Drive, ASC 3080
Big Rapids, MI 49307

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Heather Pavletic 9-13-18
Signature and Date

Heather Pavletic
PRP Chair and Program Coordinator
heatherpavletic@ferris.edu

Jody Ollenquist 8/30/18
Signature and Date

Jody Ollenquist
Department Chair
jodyollenquist@ferris.edu

Garrett Stack 9-12-18
Signature and Date

Garrett Stack
Individual with Special Interest in the Program
garrettstack@ferris.edu

Sheila MacEachron 9/4/18
Signature and Date

Sheila MacEachron
Faculty from Outside the College
sheilamaceachron@ferris.edu

Debbie Courtright-Nash 9/4/18
Signature and Date

Debbie Courtright-Nash
Program Faculty
debracourtright-nash@ferris.edu

Deirdre Fagan 9/4/18
Signature and Date

Deirdre Fagan
Program Faculty
deirdrefagan@ferris.edu

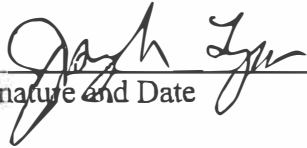
David Marquard 8/31/18
Signature and Date

David Marquard
Program Faculty
davidmarquard@ferris.edu

Tracy Webb 9-4-18
Signature and Date

Tracy Webb
Program Faculty
tracywebb@ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 9/11/18
Signature and Date

Joe Lipar
Associate Dean
JosephLipar@ferris.edu