Degrees: *B.A. in English*
*M.A. in English*

I. ENROLLMENT AND COMPLETERS

**Undergraduate:**

**BA English:**

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II. DESCRIBE KEY ACCOMPLISHMENTS

1. BA Program

Degree production. According to the Office of Institutional Research, our undergraduate program produced 48 degrees in 2013-14, not the 46 reported above; only Film and Theater Arts out-produced English this year. In the last two years alone, degree production has increased 14.3%, and by now we have essentially regained the ground lost to Katrina: only in 2002-03, when 49 degrees were awarded, was the department more productive.

Student recruitment. To date, 35 Freshman English majors have been admitted for Fall 2014, an increase of 17.2% over Fall 2013, when 29 had been admitted by the middle of June. We credit the increase in admitted majors to our department’s enhanced student recruitment efforts. Of the 34 English majors currently admitted for Fall 2014, the English Department invited to campus, sent emails, sent brochures, and/or sent handwritten letters to 32 (or 94.11%) of them. 2 of the admitted applicants (5.89%) attended “Class It Up” in November 2013, an event we designed last year which brings prospective students to campus, where they visit English classes, lunch with our students and faculty, and hear presentations on study opportunities and the application process. 3 (8.82%) attended our second event, a luncheon held for incoming freshman majors in April 2014. Thus, a total of 5 (14.70%) of our admitted freshman have attended our recruitment events. In addition, 7 who attended “Class it Up” were admitted to other plans of study at UNO for Fall 2014. This means that of the 58 students who attended “Class it Up” in Fall 2014), many of whom were juniors and sophomores in high school and therefore not eligible for Fall 2014 admission), 15.51% applied to the University.

Student retention. 20 of the 25 English majors (80%) who were first-time full time freshmen in Fall 2012 returned in Fall 2013, an increase of 20.9 % over the Fall 2011-12 retention rate of 59.1%, when 13 of 22 returned. The rate at which these students were retained as English majors also increased: from 36.3% in Fall 2012, when 8 of the original cohort of 22 remained English majors, to 64%, when 16 of the original 25 returned in Fall 2013 as English majors. We credit this significant increase to our recently developed student retention activities: our “Third Wednesday” panel discussion Series and the “Yeah, You Write” student reading series, both designed to foster a sense of student community. The latter event, in which our students read their creative writing to other students and faculty, was particularly successful: 40 students attended in the fall and 51 in the spring.

2. MA Program

Degree production and enrollment. In 2013-14, the MA Program produced 26 degrees, more than any previous year since the creation of the program. Enrollment in the program continues to grow, averaging 79 across the two semesters this academic year; the Fall 2013 enrollment matched the highest number seen in the last fifteen years: the pre-Katrina enrollment of 83 in Fall 2005.

Student recruitment. We credit the steady increase in enrollment to the strong reputation of our program, where the quality of teaching and the variety in seminar topics are regularly singled out for praise in the exit questionnaires completed by graduating students. Our program quality, then, is our strongest recruitment tool: UNO’s M.A. in English Program is increasingly recognized not just as the only affordable graduate English program in the city (Tulane is our lone competitor), but as a program that offers wide, content-rich courses and plans of study. Hence it is attractive to local high school and middle school teachers, students who would be teachers at high schools and community colleges, students who would aspire to the PhD in English or Rhetoric (or other...
3. Other Accomplishments: Creative Writing Workshop, Freshman Writing Program, Faculty and Student Achievements, Outreach.

Creative Writing Workshop. The interdepartmental MFA Creative Writing Workshop, formerly housed in Film and Theater Arts, was moved to the Department of English in the 2013-14 academic year. Now offering both the MA and the MFA degrees, English houses the second-largest graduate program on the UNO campus, enrolling nearly 200 students.

Freshman Writing Program. This year the Department took steps to improve student learning outcomes by funding a reduction in class size in Freshman English. In 2002, English lowered class size from 25 to 20 students per section, which our professional organizations (Writing Program Administrators and College Composition and Communication) recognize as the optimal size if instructors are to respond adequately to student writing. Budget cuts beginning in 2010 forced an increase back to 25 students per section, and our assessment data (success, failure and withdrawal rates) all indicate that student learning outcomes have suffered as a consequence. This year, the Department submitted a grant proposal to the W.M. Keck Foundation, proposing a $200,000 project to hire additional instructors of English, which would enable us to staff a total of 60 sections of ENGL 1157 and 1158 and enroll the anticipated 1200 new and continuing freshmen at 20 students per section. The grant proposal has survived the first round of the review process.

Faculty and Student Achievements

Research Professor Nancy Easterlin has guest-edited and written an introduction for “Cognition in the Classroom,” a special issue of Interdisciplinary Literary Studies. This issue, proposed by Easterlin, is the first journal or book volume to explore the pedagogical developments in cognitive and evolutionary approaches to literature. This year, Easterlin also organized and chaired “Cognitive Pedagogies,” a special roundtable session for the Modern Language Association of America Annual Convention.

Assistant Professor Richard Goodman created “Storville,” a collaboration between students in our Creative Writing Workshop and WWNO public radio which was launched September 16, 2013. The program has resulted in ten pieces written and read by our MFA students, and recorded and broadcast to WWNO’s 100,000 listeners. This year, Goodman also won a CEO grant to support the creation of a course in writing for radio.

John Hazlett took a 19-member Model United Nations Delegation to the National MUN Conference in New York April 13-19. Representing the Syrian Arab Republic, the group won a Distinguished Delegation Award, two Outstanding Position Paper Awards and an Outstanding Delegation in Committee Award. It was the fourth consecutive year that Hazlett’s delegation has taken home awards and the fifth year they have been selected to compete, having previously represented St Vincent and the Grenadines, Honduras, Austria, and Vietnam. The delegation prepared for the conference in Hazlett’s IS 3060 (Model United Nations) course, where invited speakers included Professor Emeritus Georgette Ioup, former US Ambassador to Syria Theodore H. Kattouf, UNO’s Vice President for Business Affairs Dr. Gregg Lassen, and Senior Public Relations Specialist Laila Morcos.
**Associate Professor Catherine Loomis** was selected to receive a highly competitive summer fellowship from the Folger Shakespeare Library in Washington, D.C.

**Distinguished Professor Oluwaniyi Osundare** received the Ekiti State Merit Award for Year 2013. Ekiti, often called the ‘Land of Professors’ is one of the most educationally advanced states in Nigeria. He is the first literary figure to be so honoured by the state.

**Professor Anne Boyd Rioux** has secured a contract with Norton Books to publish her biography of Constance Fenimore Woolson. *Portrait of a Lady Novelist* will be the first biography of Woolson, a critically acclaimed 19th century American writer who served as the model for her friend Henry James’s *Portrait of a Lady* (and whose books far outsold his at the time).

**Assistant Professor M.O. (Neal) Walsh** has published his debut novel, *My Sunshine Away*, to considerable acclaim. The novel was selected as a "Buzz Book" for the upcoming year by Book Expo America. The largest annual book sellers’ event in North America, BEA features the most highly anticipated titles from publishers across the world. Walsh’s novel is one of only seven titles that were selected in the adult literature category from hundreds of submissions by major American publishers.

Riley Bingham, an undergraduate English major, read his poetry at *InnovateUNO* and the UL Academic Summit in April 2014.

Two of our alumni won teaching awards this year: **Jennifer Gioia** (MA, 2003), who teaches at Chalmette High School, received St. Bernard Parish’s Teacher of the Year Award, and **Jeremy Roussel** (MA, 2008) was named Teacher of the Year at Lake Area New Tech Early College High School.

**Outreach**

In August 2013, the Department published the first issue of *Word: News and Notes from the University of New Orleans Department of English*, which was distributed to all faculty and students, and sent electronically to the nearly two thousand graduates of our BA and MA Programs.

The Greater New Orleans Writing Project (GNOWP), our department’s longest-running outreach program, had a productive year.

GNOWP received two $20,000 grants this spring, both through the National Writing Project and the Department of Education. The Teacher Leadership grant will fund talented New Orleans-area teachers’ participation in the GNOWP annual Invitational Summer Institute. The SEED Grant for Professional Development in a High-Needs School will support 30+ hours of professional development in writing at Andrew Wilson Charter School in Broadmoor. GNOWP also received a generous private donation of $25,000 from the Clayton-Royer Family Fund. This money supports GNOWP’s ongoing commitment to local young writers through the Scholastic Writing Awards of Southeast Louisiana. WriteFest 2014 attracted nearly 100 New Orleans schoolteachers to UNI’s campus for a day of workshops with GNOWP Teacher Consultants and the nationally-known writing expert, Barry Lane.
II. ATTACH THE ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT FROM WEAVE AND THE ANNUAL FACULTY ACTIVITY REPORT FROM FACULTY 180

GNOWP also hosted three Write@UNO workshops in UNO's Writing Center. These workshops partnered UNO creative writing faculty and CWW students with local high school students in creative writing craft classes and one-on-one tutoring sessions. Funded through our partnership with the Scholastic Writing Awards, the workshops prepared students to submit creative writing to that prestigious awards program.

GNOWP hosted a launch of the 2014 Scholastic Writing Awards submission season at the Alumni Center, featuring keynote speeches from John Biguenet and Susan Larson and partnering with the New Orleans Public Library. Dozens of young New Orleans writers attended. GNOWP received over 300 local entries from 7-12th grade writers to the Scholastic Writing Awards of Southeast Louisiana. UNO Creative Writing faculty and CWW candidates helped judge the local awards. Dozens of submissions traveled to the national competition, and three young New Orleans writers from our region were honored at the national awards ceremony at Carnegie Hall this spring.
Mission / Purpose

The Department of English provides and maintains programs of high quality that respond to the community’s needs and that offer access to higher learning consistent with the University of New Orleans’s role as a major comprehensive urban university. The Department of English provides three major programs: the Freshman English Program, the Undergraduate Program, which offers a Bachelor of Arts degree, and the Graduate Program, which offers a Master of Arts degree. The Freshman English Program teaches students to write at a level appropriate to a university environment. The Undergraduate Bachelor of Arts Program provides students with a broad foundation in the areas of literary history, literary analysis, and literary production, preparing students for graduate study or for careers involving highly developed written and verbal skills. The Master of Arts in English Program provides students with advanced understanding of British, American, and other literatures and with knowledge of rhetoric and composition, preparing students for secondary and community college teaching, for editorial and other writing-based professional positions, and for doctoral study. The Department also undertakes research in the discipline of English, serves in professional organizations, and provides outreach to the community.

Strategic Plan Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SP Goal 1: Deliver quality education
Deliver quality undergraduate and graduate education.

O/O 1: Improve instruction in Freshman English: reduce class size with new hires
Improve instruction and student learning outcomes in Freshman English Program by reducing class size from 25 to 20. In late spring-summer 2014, hire 2-3 full-time instructors to staff 10-12 additional sections created by lowering class size. Total cost: $97,300-$149,950. (2-3 instructor lines @ $35,000 each plus fringe benefits cost ($13,650 each).

University Strategic Plan Associations
University of New Orleans
1 Academic Programs
2 Students

Related Measures

M 1: Tally class size and hires
Tally class size and hires.

Source of Evidence: Administrative measure - other

Target:
Reduce class size from 25 to 20 in Freshman English. Hire 2-3 full-time instructors to staff 10-12 additional sections created by lowering class size. Hire instructors in late spring-summer 2013. 2-3 instructor lines @ $35,000 each plus fringe ($13,650 each). Total cost: $97,300-$149,950.

Finding (2013-14) - Target: Not Met
Because of budgetary constraints, English was unable to reduce class size in Freshman English by hiring additional instructors.

Connected Document
Dept of English Plan 2013-14

Related Action Plans (by Established cycle, then alpha):

Continue pursuing class size reduction through external funding.
Pursue reduction in class size through external funding. Now awaiting response to $200,000 grant proposal submitted to W.M. Keck Foundation in April 2014. If rejected, re-submit proposal to another granting agency.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Strategies/Actions):
Measure: Tally class size and hires | Strategies/Actions: Improve instruction in Freshman English: reduce class size with new hires

Responsible Person/Group: Chair of Freshman English; Chair of English

O/O 2: Online and collaborative degrees
Increase access to graduate instruction by creating an online MA in English Program in collaboration with Nicholls State University. Develop a curriculum acceptable to both institutions and draft letter of intent by April 2014. Secure approval of letter and program proposal by UL Board and Regents by July 2014. Implement and market program by Fall 2014. Open a tenure-track search for faculty member with appropriate expertise (Rhetoric and Composition/Professional Writing). Initial cost: $0 Cost of future hire: $65,330 ($47,000 plus $18,330 in fringe benefits cost).

University Strategic Plan Associations
University of New Orleans
1 Academic Programs
2 Students
**Related Measures**

**M 2: Benchmark online degree progress**
Benchmark online degree progress

*Source of Evidence: Administrative measure - other*

*Target:*
Develop the curriculum for an online MA Program that is acceptable to both institutions and draft letter of intent by April 2014. Secure approval of letter and program proposal by UL Board and Regents by July 2014. Implement and market program by Fall 2014. Open a tenure-track search for faculty member with appropriate expertise (Rhetoric and Composition/Professional Writing). Initial cost: $0 Cost of future hire: $65,330 ($47,000 plus $18,330 in fringe benefits cost)

**Finding (2013-14) - Target: Partially Met**
Curriculum for online MA Program approved by English Department faculty at UNO and Nicholls State University. Now drafting letter of intent.

**Related Action Plans (by Established cycle, then alpha):**

- **Draft and submit letter of intent; implement program upon approval**
  - **Established in Cycle:** 2013-14
  - **Implementation Status:** Planned
  - **Priority:** High

**Relationships (Measure | Strategies/Actions):**
- **Measure:** Benchmark online degree progress
- **Strategies/Actions:** Online and collaborative degrees

**O/O 3: Support Inter-American Affairs PhD Program**
Support the proposed PhD Program in Inter-American Affairs by hiring a tenure-track faculty member with appropriate expertise. Open a tenure-track search in Fall 2013. Total cost of hire: $65,330 ($47,000 plus fringe benefits cost of $18,330).

**University Strategic Plan Associations**
University of New Orleans
1 Academic Programs

**Related Measures**

**M 3: Tally hires**
Tally hires

*Source of Evidence: Administrative measure - other*

*Target:*
Hire a tenure-track faculty member with appropriate expertise. Open a tenure-track search in Fall 2013.

**Finding (2013-14) - Target: Not Met**
PhD Program in Inter-American Affairs not yet approved and implemented. No tenure-track hiring undertaken by Department of English in 2013-14.

**Related Action Plans (by Established cycle, then alpha):**

- **Continue support of proposed PhD Program in Inter-American Affairs**
  - **Established in Cycle:** 2013-14
  - **Implementation Status:** Planned
  - **Priority:** High

**Relationships (Measure | Strategies/Actions):**
- **Measure:** Tally hires
- **Strategies/Actions:** Support Inter-American Affairs PhD Program

**O/O 4: Move MFA Creative Writing Workshop**
Move the MFA Creative Writing Workshop to the Department of English. Initiate consolidation of program request and seek approval from UNO administration and UL Board of Supervisors prior to Fall 2013; migrate enrolled students from Film and Theater Arts to English by end of 2013-14 academic year.

**University Strategic Plan Associations**
University of New Orleans
1 Academic Programs

**Related Measures**

**M 4: Assess MFA CWW consolidation progress**
Assess MFA CWW consolidation progress

*Source of Evidence: Administrative measure - other*

*Target:*
Initiate consolidation of program request and seek approval from UNO administration and UL Board of Supervisors prior to Fall 2013; migrate enrolled students from Film and Theater Arts to English by end of 2013-14 academic year

**Finding (2013-14) - Target: Met**
Letter of intent approved on campus July 2013 and approved by UL Board of Supervisors October 2013. All students enrolled in resident and non-resident options of the MFA Creative Writing Workshop migrated to MLART - ENGL classification at end of 2013-14 academic year.
SP Goal 2: Recruit and retain students

Recruit and retain students

O/O 5: Student Recruitment through the Ready, Set, College Outreach Program
Support and expand the Ready, Set, College Outreach Program: use high school visits to recruit students by showcasing our “Writing as Inquiry” Freshman Program and by promoting dual-enrollment study opportunities. By end of 2013-14 academic year, secure $75,000 in grant funding to compensate faculty consultants and cover all promotional costs. Expand schedule of high school outreach visits in 2013-14. In summer 2013, hire one non-classified staff member to support RSC (See goal 4 below). Total cost: $44,480 ($32,000 plus fringe benefit cost of $12,480).

University Strategic Plan Associations
University of New Orleans
2 Students

Related Measures

M 5: Tally outreach visits and new funding secured
Tally outreach visits and new funding secured
Source of Evidence: Administrative measure - other
Target: Secure funding through a grant to compensate faculty consultants and cover all promotional costs by 2013-14 ($75,000 in grant funding) Expand schedule of high school outreach visits by 10%.
Finding (2013-14) - Target: Not Met
Because we concentrated on securing a grant to reduce class size in Freshman English, we were unable to pursue this second grant. Conducted X high school outreach visits, a decrease of X % from 2012-13.
Related Action Plans (by Established cycle, then alpha):
Restructure outreach activity.
Restructure Freshman Writing Program Outreach activity and place it under the direction of the Greater New Orleans Writing Project, which offers professional development opportunities to local secondary school English teachers and provides compensation for faculty members involved in the project.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Strategies/Actions):
Measure: Tally outreach visits and new funding secured | Strategies/Actions: Student Recruitment through the Ready, Set, College Outreach Program

O/O 6: Recruit English majors
Recruit English majors through various strategies carried out in the Department. Continue and expand our department's established methods of recruiting applicants to UNO who have declared English as their major: continue participation in Get to Know UNO, increase contacts with applicants, plan on-campus reception for applicants and families, and market the program to out-of-state applicants through the First-Year Tuition Scholarship.

University Strategic Plan Associations
University of New Orleans
2 Students

Related Measures

M 6: Recruitment data analysis
Recruitment data analysis
Source of Evidence: Administrative measure - other
Target: Increase English major recruitment by 5%.
Finding (2013-14) - Target: Not Met
21 first-time full-time majors enrolled in Fall 2013, a decrease of increase of 12.5 % over Fall 2012, when 24 enrolled.
Related Action Plans (by Established cycle, then alpha):
Expand English major recruitment activity.
Pursue an increase in freshman English major enrollments by continuing recently developed recruitment activity: "Class it Up," which brings prospective applicants to campus in the Fall semester for classroom visits and reception, and the spring semester luncheon for admitted major applicants.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Strategies/Actions):
Measure: Recruitment data analysis | Strategies/Actions: Recruit English majors
Responsible Person/Group: Coordinator Associate for Graduate and Undergraduate English, Undergraduate Coordinator, Chair

O/O 7: Retain English majors
Retain English majors through various strategies carried out in the Department. Improve advising of majors; continue to develop community of majors; offer “English Major” sections of 1157 and 1158; use recently created database on majors to advise freshman and sophomores who are academically at risk; develop community through “Third Wednesday” Series, support the English Club, and maintain Facebook page.

University Strategic Plan Associations
University of New Orleans
Related Measures

M 7: Retention data analysis
Retention data analysis
Source of Evidence: Administrative measure - other

Target: Increase retention of English majors by 5%.

Finding (2013-14) - Target: Met
20 of the 25 English majors (80%) who were first-time full time freshmen in Fall 2012 returned in Fall 2013, an increase of 20.9% over the Fall 2011-12 retention rate of 59.1%, when 13 of 22 returned. The rate at which these students were retained as English majors also increased: from 36.3% in Fall 2012, when 8 of the original cohort of 22 remained English majors to 64%, when 16 of the original 25 returned in Fall 2013 as English majors.

Related Action Plans (by Established cycle, then alpha):

Continue current retention activities.
Continue current retention activities: personal advising of undergraduate majors and activities which build a sense of community among majors (“Third Wednesday” panel discussion series and “Yeah, You Write” reading series).
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Strategies/Actions):
Measure: Retention data analysis | Strategies/Actions: Retain English majors

Responsible Person/Group: Undergraduate Coordinator, Coordinator Associate for Graduate and Undergraduate English, Chair.

O/O 8: Recruit graduate students
Recruit graduate students through various strategies carried out in the Department. Market the MA in English out of state by promoting the Privateer Graduate Award (provides waiver of non-resident fee); continue to recruit prospective MA students from our undergraduate student population and other local institutions. Advertise the program to local high school teachers who need an advanced degree. Email “English Club” organizations and department chairs at out-of-state colleges and universities, starting in the southeast.

University Strategic Plan Associations
University of New Orleans
2 Students

Related Measures

M 8: Recruitment data analysis (graduate student)
Recruitment data analysis (graduate student)
Source of Evidence: Administrative measure - other

Target: Increase English graduate student recruitment by 5%

Finding (2013-14) - Target: Met
36 new graduate students entered the MA in English Program in 2013-14, an increase of 5.9% over 2012-13, when 34 students entered.

Related Action Plans (by Established cycle, then alpha):

Continue current graduate student recruitment activity.
Continue current graduate student recruitment activity.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Strategies/Actions):
Measure: Recruitment data analysis (graduate student) | Strategies/Actions: Recruit graduate students

Responsible Person/Group: Graduate Program Coordinator, Coordinator Associate for Graduate and Undergraduate English.

SP Goal 3: Recruit and retain faculty
Recruit and retain faculty

O/O 10: Strategic hires and improved compensation
Make strategically prioritized hires of tenure-track faculty members and instructors of English. Secure authorization to hire for instructors in Summer 2013 (2-3 instructor lines @ $35,000 each plus fringe ($XXXX each). In Fall 2013, secure authorization to hire for 1 tenure-track faculty member. (47,000 plus $XXXX in fringe benefit costs. Total cost: $97,300-$149,950. Improve structure of compensation by re-introducing proposal to set salary floors at all ranks.

University Strategic Plan Associations
University of New Orleans
3 Faculty

Related Measures

M 10: Hire and compensation analysis
Hire and compensation analysis
Target: Secure authorization to hire for instructors in spring 2013 (2-3 lines) and tenure-track faculty in Fall 2013.

Finding (2013-14) - Target: Not Met
English did not receive authorization to hire tenure-track faculty or instructors for 2013-14.

Related Action Plans (by Established cycle, then alpha):
Stabilize faculty population and pursue increased compensation.
Under present fiscal circumstances, it is unrealistic to pursue additional hires in English, other than instructor lines which may be supported by external funding (grant proposal). Instead, we will return to the objective pursued in 2012-13 setting salary floors at each rank to retain faculty and offer incentives for teaching, research, and service.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Strategies/Actions):
Measure: Hire and compensation analysis | Strategies/Actions: Strategic hires and improved compensation

SP Goal 4: Recruit and retain staff
Recruit and retain staff

O/O 11: Support staff
Create two non-classified staff positions to support student recruitment and retention activities while carrying out regular administrative functions of the Department and teaching in the Freshman English Program (1 section per semester). Secure authorization to hire and open the search by August 2013. Total cost for each position: $44,480 ($32,000 plus fringe benefit costs of $12,480). Total cost of two positions: $89,760.

University Strategic Plan Associations
University of New Orleans
4 Staff

Related Measures
M 11: Tally support staff hires
Tally support staff hires.
Source of Evidence: Administrative measure - other

Target: Create two non-classified staff positions to support student recruitment and retention activities while carrying out regular administrative functions of the Department and teaching in the Freshman English Program (1 section per semester). Secure authorization to hire and open the search by Fall 2013.

Finding (2013-14) - Target: Not Met
English was unable to create any non-classified staff positions in 2013-14.

Related Action Plans (by Established cycle, then alpha):
Continue efforts to improve academic support through non-classified hires.
English will continue its efforts to improve academic support through one non-classified hire in 2014-15, a position that will support the Freshman Writing Program and its recruitment and retention activity. To that end, a strategic funding request has been made, which offers to match funds provided by the central administration with funds drawn from departmental accounts.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Strategies/Actions):
Measure: Tally support staff hires | Strategies/Actions: Support staff

SP Goal 5: Encourage and increase community outreach efforts
Encourage and increase community outreach efforts

O/O 12: Encourage and increase community outreach efforts
Encourage and increase community outreach efforts. Foster and expand Ready, Set, College, and GNOWP, particularly the professional development workshops both programs sponsor. Expand schedule of high school visits. Expand efforts to create community with alumni of undergraduate and graduate programs. By August 2013, publish first issue of Word: News and Notes from the UNO English Department and distribute to all current students and all alumni of undergraduate and graduate programs.

University Strategic Plan Associations
University of New Orleans
5 Community

Related Measures
M 12: Tally other community outreach efforts
Tally other community outreach efforts: publication of departmental magazine and distribution to all alumni; planning of events involving alumni of undergraduate and graduate programs.
Source of Evidence: Activity volume

Target: Publish first issue of Word: News and Notes from the UNO Department of English by August 1, 2013. Plan first alumni events for Fall 2013.

Finding (2013-14) - Target: Partially Met
First issue of Word published and distributed in hard copy and electronic format to all English Department faculty, students, and alumni in August 2013. Alumni events to be planned and hosted in Fall 2014.

**Related Action Plans (by Established cycle, then alpha):**

**Continue publication of Word; plan and host alumni events in 2014-15.**
Publish second issue of Word in August 2014; plan and host events for alumni of undergraduate and graduate programs by middle of Fall semester 2014.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Strategies/Actions):**
- **Measure:** Tally other community outreach efforts
- **Strategies/Actions:** Encourage and increase community outreach efforts

**SP Goal 6: Grow and support research mission**
Grow and support research mission

**O/O 13: Raise funds internally**
Raise funds internally to support faculty research, through the Freshman Textbook Fund (rhetoric and composition research) and other custom-published textbooks; raise revenue for department through non-credit courses; use Word: News and Notes from the UNO English Department to solicit donations from alumni. Launch non-credit courses by Fall 2013.

**University Strategic Plan Associations**
University of New Orleans
6 Research

**Related Measures**

**M 13: Tally funds raised**
Tally funds raised.

- **Source of Evidence:** Administrative measure - other
- **Target:** Raise a minimum of $1000 in donations from alumni through the publication of the first issue of Word.

**Finding (2013-14) - Target: Not Met**
$230 raised in alumni donations.

**Related Action Plans (by Established cycle, then alpha):**

**Expand alumni outreach efforts**
Expand alumni outreach efforts in 2014-15: follow the publication of the second issue of Word with a reception for alumni of the undergraduate and graduate programs, no later than the middle of the Fall semester 2014.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Strategies/Actions):**
- **Measure:** Tally funds raised
- **Strategies/Actions:** Raise funds internally

**Other Outcomes/Objectives, without Strategic Plan Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 9: Retain and graduate MA Program Students**
Continue current strategies to assist the academic progress and professional development of students. Build community in MA program; improve advising of graduate students, particularly those whose enrollment has lapsed; offer orientation to new graduate students and panel presentations on useful topics (career opportunities, doctoral program application), support the English Graduate Organization, monitor academic progress of students and contact lapsed students.

**University Strategic Plan Associations**
University of New Orleans
2 Students

**Related Measures**

**M 9: Graduation Data Analysis (graduate student)**
Analysis of data on completers of MA in English Program.

- **Source of Evidence:** Administrative measure - other
- **Target:** Maintain or increase numbers of MA Program graduates by 5%.

**Finding (2013-14) - Target: Met**
26 students graduated from the MA in English Program in 2013-14, an increase of 23.8% over 2012-13, when 21 students graduated.

**Related Action Plans (by Established cycle, then alpha):**

**Continue current retention strategies.**
Continue personal advising of graduate assistants, annual orientation of new graduate students, and other retention strategies designed to help MA Program students stay on track academically, prepare for careers, and feel that they are part of an academic community in our program and department.

**Established in Cycle:** 2013-14
Implementations Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Graduation Data Analysis (graduate student) | Strategies/Actions: Retain and graduate MA Program Students  

Details of Action Plans for This Cycle (by Established cycle, then alpha)  

**Continue current graduate student recruitment activity.**  
Continue current graduate student recruitment activity.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Recruitment data analysis (graduate student) | Strategies/Actions: Recruit graduate students  
Responsible Person/Group: Graduate Program Coordinator, Coordinator Associate for Graduate and Undergraduate English.  

**Continue current retention activities.**  
Continue current retention activities: personal advising of undergraduate majors and activities which build a sense of community among majors ("Third Wednesday" panel discussion series and "Yeah, You Write" reading series).  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Retention data analysis | Strategies/Actions: Retain English majors  
Responsible Person/Group: Undergraduate Coordinator, Coordinator Associate for Graduate and Undergraduate English, Chair.  

**Continue current retention strategies.**  
Continue personal advising of graduate assistants, annual orientation of new graduate students, and other retention strategies designed to help MA Program students stay on track academically, prepare for careers, and feel that they are part of an academic community in our program and department.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Graduation Data Analysis (graduate student) | Strategies/Actions: Retain and graduate MA Program Students  

**Continue efforts to improve academic support through non-classified hires.**  
English will continue its efforts to improve academic support through one non-classified hire in 2014-15, a position that will support the Freshman Writing Program and its recruitment and retention activity. To that end, a strategic funding request has been made, which offers to match funds provided by the central administration with funds drawn from departmental accounts.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Tally support staff hires | Strategies/Actions: Support staff  

**Continue publication of Word; plan and host alumni events in 2014-15.**  
Publish second issue of Word in August 2014; plan and host events for alumni of undergraduate and graduate programs by middle of Fall semester 2014.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Tally other community outreach efforts | Strategies/Actions: Encourage and increase community outreach efforts  

**Continue pursuing class size reduction through external funding.**  
Pursue reduction in class size through external funding. Now awaiting response to $200,000 grant proposal submitted to W.M. Keck Foundation in April 2014. If rejected, re-submit proposal to another granting agency.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Strategies/Actions):  
Measure: Tally class size and hires | Strategies/Actions: Improve instruction in Freshman English: reduce class size with new hires  
Responsible Person/Group: Chair of Freshman English; Chair of English  

**Continue support of proposed PhD Program in Inter-American Affairs**  
Continue to support approval of proposed PhD Program in Inter-American Affairs and request authorization for a tenure-track hire in a relevant specialization.  
Established in Cycle: 2013-14  
Implementation Status: Planned  
Priority: High
**Relationships (Measure | Strategies/Actions):**

**Measure:** Tally hires | **Strategies/Actions:** Support Inter-American Affairs PhD Program

**Draft and submit letter of intent; implement program upon approval**

Draft and submit letter of intent to UL System by August 2014. Implement approved program in late Fall 2014 and begin first student recruitment cycle.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Strategies/Actions):**

**Measure:** Benchmark online degree progress | **Strategies/Actions:** Online and collaborative degrees

**Expand alumni outreach efforts**

Expand alumni outreach efforts in 2014-15: follow the publication of the second issue of Word with a reception for alumni of the undergraduate and graduate programs, no later than the middle of the Fall semester 2014.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Strategies/Actions):**

**Measure:** Tally funds raised | **Strategies/Actions:** Raise funds internally

**Expand English major recruitment activity**

Pursue an increase in freshman English major enrollments by continuing recently developed recruitment activity: "Class it Up," which brings prospective applicants to campus in the Fall semester for classroom visits and reception, and the spring semester luncheon for admitted major applicants.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Strategies/Actions):**

**Measure:** Recruitment data analysis | **Strategies/Actions:** Recruit English majors

**Responsible Person/Group:** Coordinator Associate for Graduate and Undergraduate English, Undergraduate Coordinator, Chair

**Improve departmental support of faculty productivity.**

Improve departmental support of faculty productivity by seeking funding to support travel to conferences and research activity.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Strategies/Actions):**

**Measure:** Tally outreach visits and new funding secured | **Strategies/Actions:** Student Recruitment through the Ready, Set, College Outreach Program

**Restructure outreach activity.**

Restructure Freshman Writing Program Outreach activity and place it under the direction of the Greater New Orleans Writing Project, which offers professional development opportunities to local secondary school English teachers and provides compensation for faculty members involved in the project.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Strategies/Actions):**

**Measure:** Hire and compensation analysis | **Strategies/Actions:** Strategic hires and improved compensation

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**Mission / Purpose**

The Undergraduate Program leading to the Bachelor of Arts in English provides students with a broad knowledge of literary history and the practice necessary to develop their skills in literary analysis, literary research, and effective writing, thereby preparing students for graduate study or for careers involving developed written and verbal skills. In order to achieve these outcomes, the major offers students five optional areas of concentration, three of which emphasize writing. The curriculum includes introductory and advanced courses in American and British literary history and in the major literary genres, as well as courses in journalism and creative and professional writing. Faculty members in the Department of English publish both scholarly and creative works. Their research and creative writing inform and enrich their teaching, and the Department also sponsors panel presentations and readings that bring our students into contact with the work of...
our colleagues. The service mission of the Bachelor of Arts Program includes the following: English Department faculty members directly advise our majors and serve on the Undergraduate Advisory Committee.

**Student Learning Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: British and American literary history**

Students will develop a broad knowledge of British and American literary history.

**Related Measures**

**M 1: Jury-read major paper**

Juried reviews will be governed by a rubric devised by the departmental Undergraduate Advisory Committee.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

80% of essays written for ENGL 3394 will demonstrate satisfactory knowledge of British and American literary history according to rubric.

**Finding (2013-14) - Target: Not Met**

We realized that these essays could not measure knowledge of British and American literary history, because ENGL 3394, the undergraduate seminar, focuses on a single writer, genre, or topic. However, the essays from this course are useful measures of the other outcomes.

**Related Action Plans (by Established cycle, then alpha):**

**Change Measure**

Reading these major papers may not always measure students' knowledge of both British and American literary history

**Established in Cycle:** 2013-14

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Jury-read major paper | **Outcome/Objective:** British and American literary history

**Implementation Description:** The Undergraduate Advisory Committee will meet, conduct research, and decide on a new measure.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Undergraduate Advisory Committee of the English Department

**Additional Resources:** None.

**Find another measure**

Consult with faculty to determine how to measure this outcome.

**Established in Cycle:** 2013-14

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Jury-read major paper | **Outcome/Objective:** British and American literary history

**Projected Completion Date:** 12/2014

**Responsible Person/Group:** Undergraduate Coordinator

**M 2: Jury-read Senior Portfolio**

Juried Senior Portfolio of student-selected writing. (Juried reviews will be governed by a rubric devised by the departmental Undergraduate Advisory Committee.)

**Source of Evidence:** Portfolio, showing skill development or best work

**Target:**

80% of senior portfolios will demonstrate satisfactory knowledge of British and American literary history according to rubric.

**Finding (2013-14) - Target: Met**

Fall 2013: 100% of senior portfolios demonstrated satisfactory knowledge of British and American literary history according to the rubric. Spring 2014: The Undergraduate Advisory Committee read and evaluated the senior portfolios and determined that 92% of senior portfolios demonstrated satisfactory knowledge of British and American literary history.

**Related Action Plans (by Established cycle, then alpha):**

**Continue.**

Because senior portfolios show that students have achieved knowledge in British and American literary history, we will continue offering courses in British and American literature and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on this outcome.

**Established in Cycle:** 2013-14

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Jury-read Senior Portfolio | **Outcome/Objective:** British and American literary history

**Implementation Description:** The UAC will read and evaluate senior portfolios from the Fall 2013 semester.

**Projected Completion Date:** 05/2014
M 4: Exit questionnaire
Self-report (exit questionnaire)
Source of Evidence: Exit interviews with grads/program completers
Target:
80% of graduates will report that they have developed a broad knowledge of British & American literary history.
Finding (2013-14) - Target: Met
Fall 2013: 100% of graduates reported on their exit questionnaires that they have developed a broad knowledge of British and American literary history. Spring 2014: 81% of graduates reported on their exit questionnaires that they have developed a broad knowledge of British and American literary history.
Related Action Plans (by Established cycle, then alpha):
Continue.
Because graduating seniors report that they have achieved knowledge in British and American literary history, we will continue offering courses in British and American literature and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Exit questionnaire | Outcome/Objective: British and American literary history
Implementation Description: The Undergraduate Coordinator will read and record results of the questionnaire given to graduating seniors in the Fall 2013 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: Undergraduate Coordinator
Additional Resources: None

SLO 2: Literary analysis
Students will develop effective skills in literary analysis.

Related Measures

M 1: Jury-read major paper
Jury-read major paper written for English 3394 (Seminar in English) Juried reviews will be governed by a rubric devised by the departmental Undergraduate Advisory Committee.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of essays written for English 3394 will demonstrate effective skills in research and literary analysis according to rubric.
Finding (2013-14) - Target: Met
Fall 2013: 100% of essays showed effective skills in research and literary analysis according to the rubric. Spring 2014: After reading the essays in the fall, we realized that we were measuring two different skills with one measure, so I divided this measure in two. 100% of the essays this semester showed effective skills in literary analysis and 93% showed effective research skills.
Related Action Plans (by Established cycle, then alpha):
Continue.
Fall 2013: Because student essays show that students have achieved effective skills in research and literary analysis, we will recommend that faculty continue to assign essays requiring research and literary analysis and the Undergraduate Advisory Committee will continue to read and evaluate essays written in ENGL 3394. Spring 2014: Because student essays show that students have achieved effective skills in literary analysis, an essential skill for an English major, we will recommend that faculty continue to assign essays requiring literary analysis. Because reading student essays seems like an accurate measure of this skill the UAC will continue to read and evaluate essays written in ENGL 3394.
Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Jury-read major paper | Outcome/Objective: Literary analysis
Implementation Description: The UAC will read and evaluate essays written for ENGL 3394 in the Fall 2013 semester. The UAC will read and evaluate essays written for ENGL 3394 in the Spring 2014 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

M 2: Jury-read Senior Portfolio
Jury-read Senior Portfolio of student-selected writing. (Juried reviews will be governed by a rubric devised by the departmental Undergraduate Advisory Committee.)
Source of Evidence: Portfolio, showing skill development or best work
Target:
Senior portfolios will demonstrate effective skills in research and literary analysis according to rubric.
Finding (2013-14) - Target: Met
Fall 2013: 85.7% of senior portfolios showed effective skills in research and literary analysis according to the rubric. Spring 2014: The Undergraduate Advisory Committee read and evaluated the senior portfolios, determining that 100% showed effective skills in research and literary analysis.
Continue. Because student essays show that 85.7% of students have achieved effective skills in research and literary analysis, we will recommend that faculty continue to assign essays requiring research and literary analysis and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read Senior Portfolio | Outcome/Objective: Literary analysis

Implementation Description: UAC will read and evaluate senior portfolios from the Fall 2013 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

M 4: Exit questionnaire
Self-report (exit questionnaire)
Source of Evidence: Exit interviews with grads/program completers

Target:
80% of graduates will respond that they have developed effective skills in research and literary analysis.

Finding (2013-14) - Target: Met
Fall 2013: 100% of graduates reported on their exit questionnaires that they have developed effective skills in research and literary analysis. Spring 2014: 100% of graduates reported on their exit questionnaires that they have developed effective skills in research and literary analysis.

Related Action Plans (by Established cycle, then alpha):
Continue. Because graduating seniors report that they have achieved effective skills in research and literary analysis, we will continue assigning essays that require research and literary analysis and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit questionnaire | Outcome/Objective: Literary analysis

Implementation Description: The Undergraduate Coordinator will read and record the results of the questionnaires given to graduating seniors in Fall 2013.
Projected Completion Date: 05/2014
Responsible Person/Group: Undergraduate Coordinator
Additional Resources: None

SLO 3: Advanced writing skills
Students will develop advanced writing skills.

Related Measures

M 1: Jury-read major paper
Jury-read major paper written for English 3394 (Seminar in English) Juried reviews will be governed by a rubric devised by the departmental Undergraduate Advisory Committee.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of essays written for English 3394 will demonstrate advanced writing skills according to rubric.

Finding (2013-14) - Target: Met
Fall 2013: 100% of essays showed advanced writing skills according to the rubric. Spring 2014: The Undergraduate advisory committee read the essays written in English 3394 and found that 93% showed advanced writing skills.

Related Action Plans (by Established cycle, then alpha):
Continue. Because student essays show that students have achieved advanced writing skills, faculty will continue to assign essays and the Undergraduate Advisory Committee will continue to read and evaluate essays written in ENGL 3394

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read major paper | Outcome/Objective: Advanced writing skills

Implementation Description: The UAC will read and evaluate essays written in ENGL 3394 from the Fall 2013 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

M 2: Jury-read Senior Portfolio
Jury-read Senior Portfolio of student-selected writing. (Juried reviews will be governed by a rubric devised by the
departmental Undergraduate Advisory Committee.)
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
80% of senior portfolios will demonstrate advanced writing skills according to rubric.

**Finding (2013-14) - Target: Met**
Fall 2013: 100% of senior portfolios demonstrate advanced writing skills according to the rubric. Spring 2014: The Undergraduate Advisory Committee read and evaluated the senior portfolios and determined that 92% of senior portfolios demonstrate advanced writing skills.

**Related Action Plans (by Established cycle, then alpha):**

**Continue.**
Because student essays show that students have achieved advanced writing skills, the faculty will continue to assign essays and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on this outcome.

**Established in Cycle: 2013-14**
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Jury-read Senior Portfolio | Outcome/Objective: Advanced writing skills

**Implementation Description:** UAC will read and evaluate senior portfolios.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** UAC

**Additional Resources:** None

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**M 4: Exit questionnaire**
Self-report (exit questionnaire)

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of graduates will respond that they have developed advanced writing skills.

**Finding (2013-14) - Target: Met**
Fall 2013: 80% of graduates reported on their exit questionnaires that they have developed advanced writing skills. Spring 2014: 80% of graduates reported on their exit questionnaires that they have developed advanced writing skills.

**Related Action Plans (by Established cycle, then alpha):**

**Continue.**
Because graduating seniors report that they have achieved advanced writing skills, we will continue assigning essays and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.

**Established in Cycle: 2013-14**
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Exit questionnaire | Outcome/Objective: Advanced writing skills

**Implementation Description:** Undergraduate Coordinator will read and record the results of the questionnaire given to graduating seniors in the Fall 2013 semester.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Undergraduate Coordinator

**Additional Resources:** None

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Change Measure**
Reading these major papers may not always measure students’ knowledge of both British and American literary history

**Established in Cycle:** 2013-14
**Implementation Status:** Finished
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Jury-read major paper | Outcome/Objective: British and American literary history

**Implementation Description:** The Undergraduate Advisory Committee will meet, conduct research, and decide on a new measure.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Undergraduate Advisory Committee of the English Department
**Additional Resources:** None

**Continue.**
Because graduating seniors report that they have achieved advanced writing skills, we will continue assigning essays and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Exit questionnaire | Outcome/Objective: Advanced writing skills

**Implementation Description:** Undergraduate Coordinator will read and record the results of the questionnaire given to graduating seniors in the Fall 2013 semester.
Because graduating seniors report that they have achieved effective skills in research and literary analysis, we will continue assigning essays that require research and literary analysis and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit questionnaire | Outcome/Objective: Literary analysis

Implementation Description: The Undergraduate Coordinator will read and record the results of the questionnaires given to graduating seniors in Fall 2013.

Projected Completion Date: 05/2014
Responsible Person/Group: Undergraduate Coordinator
Additional Resources: None

Continue.
Because graduating seniors report that they have achieved knowledge in British and American literary history, we will continue offering courses in British and American literature and the Undergraduate Coordinator will continue to administer the questionnaire to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit questionnaire | Outcome/Objective: British and American literary history

Implementation Description: The Undergraduate Coordinator will read and record results of the questionnaire given to graduating seniors in the Fall 2013 semester.

Projected Completion Date: 05/2014
Responsible Person/Group: Undergraduate Coordinator
Additional Resources: None

Continue.
Because senior portfolios show that students have achieved knowledge in British and American literary history, we will continue offering courses in British and American literature and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read Senior Portfolio | Outcome/Objective: British and American literary history

Implementation Description: The UAC will read and evaluate senior portfolios from the Fall 2013 semester.

Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
Because student essays show that 85.7% of students have achieved effective skills in research and literary analysis, we will recommend that faculty continue to assign essays requiring research and literary analysis and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read Senior Portfolio | Outcome/Objective: Literary analysis

Implementation Description: UAC will read and evaluate senior portfolios from the Fall 2013 semester.

Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
Because student essays show that students have achieved advanced writing skills, faculty will continue to assign essays and the Undergraduate Advisory Committee will continue to read and evaluate essays written in ENGL 3394.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read major paper | Outcome/Objective: Advanced writing skills

Implementation Description: UAC will read and evaluate major papers from the Fall 2013 semester.

Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
Because student essays show that students have achieved advanced writing skills, the faculty will continue to assign essays and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios to check on
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read Senior Portfolio | Outcome/Objective: Advanced writing skills

Implementation Description: UAC will read and evaluate senior portfolios.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
Because student essays show that students have achieved effective skills in research and literary analysis, we will recommend that faculty continue to assign essays requiring research and literary analysis and the Undergraduate Advisory Committee will continue to read and evaluate senior portfolios.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Implementation Description: The UAC will read and evaluate senior portfolios from the Fall 2013 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
Fall 2013: Because student essays show that students have achieved effective skills in research and literary analysis, we will recommend that faculty continue to assign essays requiring research and literary analysis and the Undergraduate Advisory Committee will continue to read and evaluate essays written in ENGL 3394. Spring 2014: Because student essays show that students have achieved effective skills in literary analysis, an essential skill for an English major, we will recommend that faculty continue to assign essays requiring literary analysis. Because reading student essays seems like an accurate measure of this skill the UAC will continue to read and evaluate essays written in ENGL 3394.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read major paper | Outcome/Objective: Literary analysis

Implementation Description: The UAC will read and evaluate essays written for ENGL 3394 in the Fall 2013 semester. The UAC will read and evaluate essays written for ENGL 3394 in the Spring 2014 semester.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Continue.
The student portfolios from Spring 2013 reviewed in December 2013 show excellent results for this outcome, so we will continue with the curriculum requiring courses in both British and American literature.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Implementation Description: The Undergraduate Advisory Committee (UAC) will read and evaluate senior portfolios from the Fall 2013 semester to see whether students are gaining knowledge in British and American literary history.
Projected Completion Date: 05/2014
Responsible Person/Group: UAC
Additional Resources: None

Find another measure
Consult with faculty to determine how to measure this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Jury-read major paper | Outcome/Objective: British and American literary history

Projected Completion Date: 12/2014
Responsible Person/Group: Undergraduate Coordinator

**Mission / Purpose**

The Freshman Writing Program at UNO teaches writing as part of the larger process of academic inquiry. Our students ask questions, seek answers, entertain different viewpoints, draw conclusions, and reflect on what they've learned. They compose in multiple genres for multiple purposes for multiple audiences, employing a variety of media. Students who successfully complete our program are prepared to compose at the college level. Teaching writing as inquiry allows our students the opportunity to practice the cognitive strategies (“habits of mind”) necessary for success in college. Because the Freshman Writing Program is one of only two programs on our campus which has the opportunity to engage nearly every freshman, we have a special responsibility to ensure that students completing our program will not only be proficient
writers, but also successful students. Our mission is informed by the research we pursue on the teaching of writing, making our program nationally competitive. Our learning outcomes are aligned with those recommended by the National Council of Writing Program Administrators, and our program’s identity is aligned with that recommended by the Boyer Commission’s report on higher education. Our faculty members serve the mission of the University by working as consultants for Ready, Set, College, UNO’s college-readiness outreach project that takes our Freshman Program to the secondary schools of the New Orleans area. Our colleagues further serve the mission of our program by hosting and participating in four professional development meetings every semester; by assessing student placement, CLEP, and Advanced Standing exams; by mentoring our TAs and first-year instructors; and by serving on the Freshman Advisory Committee of the Department of English.

Student Learning Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Rhetorical knowledge
Students will develop rhetorical knowledge.

Related Measures

M 1: Student portfolio
1. Portfolio of student work over time 2. Jury-judged capstone course (ENGL 1158) Juried reviews will be governed by a rubric devised by the departmental Freshman Advisory Committee.

Source of Evidence: Capstone course assignments measuring mastery

Target: 88% of students will exhibit proficiency.

Finding (2013-14) - Target: Not Reported This Cycle
Fall 2013: 67.02% of ENGL 1158 portfolios were deemed proficient or exceedingly proficient. Spring 2014: Not reported this cycle; will be reported in the fall.

Related Action Plans (by Established cycle, then alpha):

Class size decrease
When we raised class size from 23 to 25 students, we saw a decrease in 10% student proficiency. In 2012, 73.89% of student portfolios were deemed proficient in a portfolio review conducted by faculty; in 2013, only 67% were deemed proficient. Neither of these results meet our targets, so we are pursuing a grant that will allow us to decrease class size to a reasonable, pedagogically-sound number, and we believe that with an appropriate class size, we can reach our target goal.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Student portfolio | Outcome/Objective: Conventions
| Critical thinking, reading, and writing | Rhetorical knowledge

Implementation Description: Apply for grants (spr 2014) - make changes to class size in fall 2014-spring 2015 - see results in Spring 2015 portfolios—which are assessed in Fall 2015

Projected Completion Date: 12/2015
Responsible Person/Group: Freshman Writing Program

Additional Resources:

faculty development
Research and argumentation were two areas of weakness often noted by faculty who reviewed the student portfolios. One of our required PD workshops will focus on this issue this spring. We will look at sample portfolios, share approaches, and develop strategies for helping students achieve this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Student portfolio | Outcome/Objective: Conventions
| Critical thinking, reading, and writing | Rhetorical knowledge

Implementation Description: PD workshop - reserve room - organize groups

Projected Completion Date: 05/2014
Responsible Person/Group: Freshman Writing Program

Additional Resources: None. The textbook publisher is footing the bill.

faculty development
The FWP is adding three hours of pro-bono faculty development this spring, with the world-class Bruce Ballenger, the preeminent expert in teaching Writing as Inquiry.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Student portfolio | Outcome/Objective: Conventions
| Critical thinking, reading, and writing | Rhetorical knowledge

Implementation Description: Organize activities - reserve classrooms

Projected Completion Date: 02/2014
Responsible Person/Group: Freshman Advisory Committee & Freshman Writing Program

Additional Resources: None. The textbook publisher is footing the bill.

Supplemental Instruction
In three ENGL 1158 courses, we are piloting a new supplemental instruction initiative sponsored by Academic Affairs. We are hopeful that this extra support will translate into higher student achievement.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):  
- Measure: Student portfolio | Outcome/Objective: Conventions  
- Critical thinking, reading, and writing | Rhetorical knowledge

Implementation Description: -already implemented; see Toni Spahn
Projected Completion Date: 05/2014
Responsible Person/Group: Toni Spahn and FWP
Additional Resources: none

M 2: Reflective essay
Self-report (reflective essay)

Source of Evidence: Academic indirect indicator of learning - other

Target: 88% of students will self report proficiency.

Finding (2013-14) - Target: Not Reported This Cycle
Self-evaluation assessment begins Spring 2015.

Related Action Plans (by Established cycle, then alpha):
Create and implement student self-evaluation mechanism
FAC will design and implement a self-evaluation mechanism for students. Reflective essay will be one option.

Established in Cycle: 2013-14
Implementation Status: On-Hold
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Reflective essay | Outcome/Objective: Conventions  
- Critical thinking, reading, and writing | Rhetorical knowledge

Projected Completion Date: 12/2015

M 3: Survey
This multi-question survey asks faculty who have completed the portfolio review to evaluate the program as a whole. Are we providing students with opportunities to achieve the program's outcomes?

Source of Evidence: Academic indirect indicator of learning - other

Connected Documents
Faculty survey 2013 -excel
Faculty Survey Results in DOC

Target: 90% of faculty will find that the program effectively helps students to achieve rhetorical proficiency.

Connected Documents
Faculty survey 2013 -excel
Faculty Survey Results in DOC

Finding (2013-14) - Target: Met
91% of faculty agree that our program does provide students with opportunities to achieve our program's outcomes. However, a significant number of faculty would like to see our program focus more on argument and on "academic writing".

Connected Documents
Faculty survey 2013 -excel
Faculty Survey Results in DOC

Related Action Plans (by Established cycle, then alpha):
faculty development
Research and argumentation were two areas of weakness often noted by faculty who reviewed the student portfolios. One of our required PD workshops will focus on this issue this spring. We will look at sample portfolios, share approaches, and develop strategies for helping students achieve this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Student portfolio | Outcome/Objective: Conventions  
- Critical thinking, reading, and writing | Rhetorical knowledge
- Measure: Survey | Outcome/Objective: Rhetorical knowledge

Implementation Description: -PD workshop -reserve room -organize groups
Projected Completion Date: 05/2014
Responsible Person/Group: Freshman Writing Program
Additional Resources: none

Related Action Plans (by Established cycle, then alpha):
faculty development
The FWP is adding three hours of pro-bono faculty development this spring, with the world-class Bruce Ballenger, the preeminent expert in teaching Writing as Inquiry.

Established in Cycle: 2013-14
SLO 2: Critical thinking, reading, and writing
Students will be able to engage in critical thinking, reading, and writing.

**Related Measures**

**M 1: Student portfolio**
1. Portfolio of student work over time
2. Jury-judged capstone course (ENGL 1158)
   Juried reviews will be governed by a rubric devised by the departmental Freshman Advisory Committee.

   **Source of Evidence:** Capstone course assignments measuring mastery

   **Target:**
   88% of students will exhibit proficiency.

   **Finding (2013-14) - Target: Not Reported This Cycle**
   Fall 2013: 67.02% of ENGL 1158 portfolios were deemed proficient or exceeding proficient. Spring 2014: Not reported this cycle; will be reported in the fall.

   **Related Action Plans (by Established cycle, then alpha):**

   **Class size decrease**
   When we raised class size from 23 to 25 students, we saw a decrease in 10% student proficiency. In 2012, 73.89% of student portfolios were deemed proficient in a portfolio review conducted by faculty; in 2013, only 67% were deemed proficient. Neither of these results meet our targets, so we are pursuing a grant that will allow us to decrease class size to a reasonable, pedagogically-sound number, and we believe that with an appropriate class size, we can reach our target goal.

   **Established in Cycle:** 2013-14
   **Implementation Status:** Planned
   **Priority:** High

   **Relationships (Measure | Outcome/Objective):**
   - **Measure:** Student portfolio | Outcome/Objective: Conventions
     - Critical thinking, reading, and writing | Rhetorical knowledge

   **Implementation Description:** apply for grants (spr 2014) - make changes to class size in fall 2014-spring 2015 - see results in Spring 2015 portfolios - which are assessed in Fall 2015
   **Projected Completion Date:** 12/2015
   **Responsible Person/Group:** Freshman Writing Program

   **faculty development**
   Research and argumentation were two areas of weakness often noted by faculty who reviewed the student portfolios. One of our required PD workshops will focus on this issue this spring. We will look at sample portfolios, share approaches, and develop strategies for helping students achieve this outcome.

   **Established in Cycle:** 2013-14
   **Implementation Status:** Planned
   **Priority:** High

   **Relationships (Measure | Outcome/Objective):**
   - **Measure:** Student portfolio | Outcome/Objective: Conventions
     - Critical thinking, reading, and writing | Rhetorical knowledge
   - **Measure:** Survey | Outcome/Objective: Rhetorical knowledge

   **Implementation Description:** - PD workshop - reserve room - organize groups
   **Projected Completion Date:** 05/2014
   **Responsible Person/Group:** Freshman Writing Program
   **Additional Resources:** none

   **Supplemental Instruction**
   The FWP is adding three hours of pro-bono faculty development this spring, with the world-class Bruce Ballenger, the preeminent expert in teaching Writing as Inquiry.

   **Established in Cycle:** 2013-14
   **Implementation Status:** Planned
   **Priority:** High

   **Relationships (Measure | Outcome/Objective):**
   - **Measure:** Student portfolio | Outcome/Objective: Conventions
     - Critical thinking, reading, and writing | Rhetorical knowledge
   - **Measure:** Survey | Outcome/Objective: Conventions
     - Rhetorical knowledge

   **Implementation Description:** - organize activities - reserve classrooms
   **Projected Completion Date:** 02/2014
   **Responsible Person/Group:** Freshman Advisory Committee & Freshman Writing Program
   **Additional Resources:** None. The textbook publisher is footing the bill.
Academic Affairs. We are hopeful that this extra support will translate into higher student achievement.

**Established in Cycle:** 2013-14  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- Measure: Student portfolio | Outcome/Objective: Conventions  
- Critical thinking, reading, and writing | Rhetorical knowledge  
- Measure: Survey | Outcome/Objective: Conventions

**Implementation Description:** -already implemented; see Toni Spahn  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Toni Spahn and FWP  
**Additional Resources:** none

**M 2: Reflective essay**  
Self-report (reflective essay)

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**  
88% of students will self report proficiency.

**Finding (2013-14) - Target: Not Reported This Cycle**  
Self-evaluation assessment begins Spring 2015.

**Related Action Plans (by Established cycle, then alpha):**  
- Create and implement student self-evaluation mechanism  
  FAC will design and implement a self-evaluation mechanism for students. Reflective essay will be one option.  
  **Established in Cycle:** 2013-14  
  **Implementation Status:** On-Hold  
  **Priority:** Medium

  **Relationships (Measure | Outcome/Objective):**  
  - Measure: Reflective essay | Outcome/Objective: Conventions  
  - Critical thinking, reading, and writing | Rhetorical knowledge

  **Projected Completion Date:** 12/2015

**M 3: Survey**  
This multi-question survey asks faculty who have completed the portfolio review to evaluate the program as a whole. Are we providing students with opportunities to achieve the program's outcomes?

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**  
90% of faculty will find that the program effectively helps students to achieve proficiency in critical thinking, reading, and writing.

**Connected Documents**  
- Faculty survey 2013 - excel  
- Faculty Survey Results in DOC

**Finding (2013-14) - Target: Met**  
91% of faculty agree that our program does provide students with opportunities to achieve this outcome. However, only 70% felt that the portfolio review process allowed us to assess only critical thinking and writing skills--not critical reading skills.

**Related Documents**  
- Faculty survey 2013 - excel  
- Faculty Survey Results in DOC

**Related Action Plans (by Established cycle, then alpha):**  
- consider new assessment  
  Faculty feel that our current method of assessment doesn't allow us to fully evaluate students' reading proficiency. The FAC will begin to look for other assessment mechanisms in Fall 2014.

  **Established in Cycle:** 2013-14  
  **Implementation Status:** Planned  
  **Priority:** High

  **Relationships (Measure | Outcome/Objective):**  
  - Measure: Survey | Outcome/Objective: Critical thinking, reading, and writing

  **Implementation Description:** -research  
  **Projected Completion Date:** 12/2014  
  **Responsible Person/Group:** FAC/FWP  
  **Additional Resources:** none

**SLO 3: Conventions**  
Students will be able to employ writing conventions effectively (e.g., use standard grammar, mechanics and punctuation; make appropriate choices about style and diction; follow MLA guidelines).

**Related Measures**  
**M 1: Student portfolio**
1. Portfolio of student work over time
2. Jury-judged capstone course (ENGL 1158)

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
88% of students will exhibit proficiency.

**Finding (2013-14) - Target: Not Met**
Fall 2013: 67.02% of ENGL 1158 portfolios were deemed proficient or exceedingly proficient. Spring 2014: Not reported this cycle; will be reported in the fall.

**Related Action Plans (by Established cycle, then alpha):**

**Class size decrease**
When we raised class size from 23 to 25 students, we saw a decrease in 10% student proficiency. In 2012, 73.89% of student portfolios were deemed proficient in a portfolio review conducted by faculty; in 2013, only 67% were deemed proficient. Neither of these results meet our targets, so we are pursuing a grant that will allow us to decrease class size to a reasonable, pedagogically-sound number, and we believe that with an appropriate class size, we can reach our target goal.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Student portfolio | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

**Implementation Description:**
- apply for grants (spr 2014)
- make changes to class size in fall 2014
- spring 2015
- see results in Spring 2015 portfolios—which are assessed in Fall 2015

**Projected Completion Date:** 12/2015
**Responsible Person/Group:** Freshman Writing Program

**faculty development**
Research and argumentation were two areas of weakness often noted by faculty who reviewed the student portfolios. One of our required PD workshops will focus on this issue this spring. We will look at sample portfolios, share approaches, and develop strategies for helping students achieve this outcome.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Student portfolio | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

**Implementation Description:**
- PD workshop
- reserve room
- organize groups

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Freshman Writing Program
**Additional Resources:** None

**faculty development**
The FWP is adding three hours of pro-bono faculty development this spring, with the world-class Bruce Ballenger, the preeminent expert in teaching Writing as Inquiry.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Student portfolio | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

**Implementation Description:**
- organize activities
- reserve classrooms

**Projected Completion Date:** 02/2014
**Responsible Person/Group:** Freshman Advisory Committee & Freshman Writing Program
**Additional Resources:** None. The textbook publisher is footing the bill.

**Supplemental Instruction**
In three ENGL 1158 courses, we are piloting a new supplemental instruction initiative sponsored by Academic Affairs. We are hopeful that this extra support will translate into higher student achievement.

**Established in Cycle:** 2013-14
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Student portfolio | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

**Implementation Description:**
- already implemented; see Toni Spahn

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Toni Spahn and FWP
**Additional Resources:** None

**M 2: Reflective essay**
Self-report (reflective essay)

Source of Evidence: Academic indirect indicator of learning - other
Target:
88% of students will self report proficiency.

**Finding (2013-14) - Target: Not Reported This Cycle**
Self-evaluation assessment begins Spring 2015.

**Related Action Plans (by Established cycle, then alpha):**

**Create and implement student self-evaluation mechanism**
FAC will design and implement a self-evaluation mechanism for students. Reflective essay will be one option.

Established in Cycle: 2013-14
Implementation Status: On-Hold
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Reflective essay | Outcome/Objective: Conventions
  - Critical thinking, reading, and writing | Rhetorical knowledge

Projected Completion Date: 12/2015

**M 3: Survey**
This multi-question survey asks faculty who have completed the portfolio review to evaluate the program as a whole. Are we providing students with opportunities to achieve the program's outcomes?

Source of Evidence: Academic indirect indicator of learning - other

**Connected Documents**
Faculty survey 2013 - excel
Faculty Survey Results in DOC

**Target:**
90% of faculty will find that the program effectively helps students to achieve proficient knowledge of writing conventions.

**Connected Documents**
Faculty survey 2013 - excel
Faculty Survey Results in DOC

**Finding (2013-14) - Target: Not Met**
80% of faculty report that our program is allowing students to achieve this outcome. Even more specifically, several faculty cited issues with grammar, mechanic, and MLA in the free essay section, suggesting that our program must do more to help provide students with opportunities to accomplish this outcome.

**Connected Documents**
Faculty survey 2013 - excel
Faculty Survey Results in DOC

**Related Action Plans (by Established cycle, then alpha):**

**faculty development**
The FWP is adding three hours of pro-bono faculty development this spring, with the world-class Bruce Ballenger, the preeminent expert in teaching Writing as Inquiry.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Student portfolio | Outcome/Objective: Conventions
  - Critical thinking, reading, and writing | Rhetorical knowledge
- Measure: Survey | Outcome/Objective: Conventions
  - Rhetorical knowledge

Implementation Description: -organize activities -reserve classrooms
Projected Completion Date: 02/2014
Responsible Person/Group: Freshman Advisory Committee & Freshman Writing Program
Additional Resources: None. The textbook publisher is footing the bill.

**Supplemental Instruction**
In three ENGL 1158 courses, we are piloting a new supplemental instruction initiative sponsored by Academic Affairs. We are hopeful that this extra support will translate into higher student achievement.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Student portfolio | Outcome/Objective: Conventions
  - Critical thinking, reading, and writing | Rhetorical knowledge
- Measure: Survey | Outcome/Objective: Conventions

Implementation Description: -already implemented; see Toni Spahn
Projected Completion Date: 05/2014
Responsible Person/Group: Toni Spahn and FWP
Additional Resources: none

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Class size decrease**
When we raised class size from 23 to 25 students, we saw a decrease in 10% student proficiency. In 2012, 73.89% of student portfolios were deemed proficient in a portfolio review conducted by faculty; in 2013, only 67% were deemed proficient. Neither of these results meet our targets, so we are pursuing a grant that will allow us to decrease class size.
consider new assessment
Faculty feel that our current method of assessment doesn't allow us to fully evaluate students' reading proficiency. The FAC will begin to look for other assessment mechanisms in Fall 2014.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Survey | Outcome/Objective: Critical thinking, reading, and writing
  Additional Resources: none

Create and implement student self-evaluation mechanism
FAC will design and implement a self-evaluation mechanism for students. Reflective essay will be one option.

Established in Cycle: 2013-14
Implementation Status: On-Hold
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Reflective essay | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

faculty development
Research and argumentation were two areas of weakness often noted by faculty who reviewed the student portfolios. One of our required PD workshops will focus on this issue this spring. We will look at sample portfolios, share approaches, and develop strategies for helping students achieve this outcome.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student portfolio | Outcome/Objective: Conventions
  | Critical thinking, reading, and writing | Rhetorical knowledge

Additional Resources: None. The textbook publisher is footing the bill.

Supplemental Instruction
In three ENGL 1158 courses, we are piloting a new supplemental instruction initiative sponsored by Academic Affairs. We are hopeful that this extra support will translate into higher student achievement.

Established in Cycle: 2013-14
Implementation Status: In-Progress
Priority: High
Mission / Purpose

The Master of Arts in English Program provides students with advanced understanding of British, American, and other literatures, and knowledge of rhetoric, composition, professional writing and creative writing. The Program thus prepares students for secondary and community college teaching, for editorial and other writing-based professional positions, and for doctoral study. Graduate faculty members teach graduate seminars at the 6000-level and also teach graduate students in 4000G-level courses. Their teaching mission includes service as directors and readers of Master’s theses. Professors create the knowledge they teach by conducting research in literature, rhetoric, and writing, publishing books and articles (and some creative writing), while also presenting their research at professional meetings. The service mission of the graduate faculty of the Department of English includes the following: our colleagues serve as officers in professional organizations, they organize conferences or sessions, and chair or moderate panels. They also serve as readers of scholarly presses and journals, hold various administrative positions within the department and beyond, and serve on departmental, college, and university committees.

Student Learning Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Mastery of the field of English Studies
Students will have advanced, comprehensive knowledge—mastery of the field of English Studies.

Related Measures

M 1: Comprehensive exam
Jury-graded comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 80% of students who take comprehensive exams in 2013-14 will pass
Finding (2013-14) - Target: Met
Nine of eleven students passed the comprehensive exams in the Spring of 2013 for a percentage of 82%. Eleven of eleven students passed a comprehensive exam in the Fall of 2013 for a percentage of 100%. Thirteen of fifteen students passed a comprehensive exam in the Spring of 2014 for a percentage of 88%.

M 2: Major paper
Jury-read major paper
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 80% of students who submit a juried paper will receive a positive evaluation
Finding (2013-14) - Target: Met
Spring 2013: Two of the two graduates who submitted a major paper received a positive evaluation for a percentage of 100%. (One student did not submit a major paper.) Fall 2014: Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (One student did not submit a major paper.) Spring 2014: (Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (Four students did not submit a major paper.)

M 3: MA thesis
Jury-read MA thesis
Source of Evidence: Senior thesis or culminating major project
Target: 80% of students who wrote a thesis will pass their thesis defense the first time.
Finding (2013-14) - Target: Met
In Fall 2013, one student wrote a master’s thesis, and (100%) passed the thesis defense the first time. In Spring 2014 five students wrote a master’s thesis, and four passed the thesis defense the first time; the fifth student missed the deadline for submitting preparatory work, but upon appealing, was allowed to complete the thesis and then passed the defense before the end of the semester (but not in time to graduate during the Spring; she will graduate over the summer). So 80% passed the defense the first time.

Related Action Plans (by Established cycle, then alpha):

Develop Post-Thesis Questionnaire for Thesis Directors and Readers
In the process of reviewing the thesis results, we realized that although students comment upon all aspects of the MA program in their exit questionnaire, professors who have been thesis directors and readers do not comment upon the thesis process after reading and approving theses. Hence we will develop a questionnaire to the end of reviewing the thesis process and outcomes more thoroughly, and also will develop a target or targets relating to parts of this questionnaire that can be used in the WEAVE process.
Established in Cycle: 2013-14
Implementation Status: Finished
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** MA thesis
- **Outcome/Objective:** Mastery of the field of English Studies

**Implementation Description:** A questionnaire will be developed covering the process of thesis conception, writing, revision, and defense that thesis directors and readers will each complete immediately after defense of thesis. These will be turned in to the Graduate Coordinator, who will yearly summarize and share the results with the Graduate Advisory Committee.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Graduate Coordinator.

**Additional Resources:** None.

**M 4: Exit questionnaire**

**Self-report (exit questionnaire)**

**Source of Evidence:** Exit interviews with grads/program completers

**Target:**
50% of students will report that the program had a “great” or “good” effect (as opposed to a “moderate” or “limited” or “little/no” positive effect) on Mastery of the field of English Studies.

**Finding (2013-14) - Target: Met**
Nine students graduated this Spring semester of 2013 and all nine filled out the questionnaire; 78% of them reported that the program had a “great” or “good” effect on their knowledge of the field of English Studies. Four students graduated in the Fall of 2013 and three of them filled out the questionnaire; 67% of these three reported that the program had a “great” or “good” effect on their knowledge of the field of English Studies. Twelve students graduated in the Spring of 2014 and nine of them filled out the questionnaire; 89% of these seven reported that the program had a “great” or “good” effect on their knowledge of the field of English Studies.

**Related Action Plans (by Established cycle, then alpha):**

**Increase the target percentage of students rating Mastery highly**

In the area of the Exit Questionnaire, the target for students rating "Mastery of the field of English Studies" was 50%. The percentage of students giving the program "great" or "good effect" on their Mastery of the field of English Studies was 78%. The target is new, and the high percentage may be idiosyncratic of this year’s students. Nevertheless, we can aim higher.

**Established in Cycle:** 2013-14

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Exit questionnaire
- **Outcome/Objective:** Mastery of the field of English Studies

**Implementation Description:** Increase the target mentioned above from 50% to 70%.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Graduate Coordinator

**Additional Resources:** None

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**SLO 2: Advanced research skills**

Students will develop advanced research skills.

**Related Measures**

**M 1: Comprehensive exam**

- Jury-graded comprehensive exam

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
80% of students who take comprehensive exams in 2013-14 will pass

**Finding (2013-14) - Target: Met**
Nine of eleven students passed the comprehensive exams in the Spring of 2013 for a percentage of 82%. Eleven of eleven students passed a comprehensive exam in the Fall of 2013 for a percentage of 100%. Thirteen of fifteen students passed a comprehensive exam in the Spring of 2014 for a percentage of 88%.

**M 3: MA thesis**

- Jury-read MA thesis

**Source of Evidence:** Senior thesis or culminating major project

**Target:**
80% of students who wrote a thesis will pass their thesis defense the first time.

**Finding (2013-14) - Target: Met**
In Fall 2013, one student wrote a master's thesis, and (100%) passed the thesis defense the first time. In Spring 2014 five students wrote a master's thesis, and four passed the thesis defense the first time; the fifth student missed the deadline for submitting preparatory work, but upon appealing, was allowed to complete the thesis and then passed the defense before the end of the semester (but not in time to graduate during the Spring; she will graduate over the summer). So 80% passed the defense the first time.

**M 4: Exit questionnaire**

- Self-report (exit questionnaire)

**Source of Evidence:** Exit interviews with grads/program completers

**Target:**
50% of students will report that the program had a “great” or “good” effect (as opposed to a “moderate” or “limited” or “little/no” positive effect) on their interpretive skills.

**Finding (2013-14) - Target: Met**
Nine students graduated Spring semester of 2013 and all nine filled out the questionnaire; 89% of them...
reported that the program had a “great” or “good” effect on their interpretive skills. Four students graduated Fall semester of 2013 and three of them filled out the questionnaire; 67% of them reported that the program had a “great” or “good” effect on their interpretive skills. Twelve students graduated Spring semester of 2014 and nine of them filled out the questionnaire; 78% of them reported the program had a “great” or “good” effect on their interpretive skills.

Related Action Plans (by Established cycle, then alpha):

Increase the target percentage of students rating Advanced Research Skills highly
In the area of the Exit Questionnaire, the target for students rating “Advanced Research Skills” highly was 50%. The percentage of students giving the program “great” or “good effect” on their Advanced Research Skills was 89%. The target is now, and the high percentage may be idiosyncratic of this year’s students only. Nevertheless, we can aim higher.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit questionnaire | Outcome/Objective: Advanced research skills
Implementation Description: Increase the target mentioned above from 50% to 70%.
Projected Completion Date: 05/2014
Responsible Person/Group: Graduate Coordinator
Additional Resources: None

SLO 3: Advanced analytical skills
Students will develop advanced analytical skills.

Related Measures

M 1: Comprehensive exam
Jury-graded comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% of students who take comprehensive exams in 2013-14 will pass
Finding (2013-14) - Target: Met
Nine of eleven students passed the comprehensive exams in the Spring of 2013 for a percentage of 82%. Eleven of eleven students passed a comprehensive exam in the Fall of 2013 for a percentage of 100%. Thirteen of fifteen students passed a comprehensive exam in the Spring of 2014 for a percentage of 88%.

M 2: Major paper
Jury-read major paper
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80% of students who submit a juried paper will receive a positive evaluation
Finding (2013-14) - Target: Met
Spring 2013: Two of the two graduates who submitted a major paper received a positive evaluation for a percentage of 100%. (One student did not submit a major paper.) Fall 2014: Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (One student did not submit a major paper.) Spring 2014: (Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (Four students did not submit a major paper.)

SLO 4: Advanced writing skills
Students will develop advanced writing skills.

Related Measures

M 1: Comprehensive exam
Jury-graded comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% of students who take comprehensive exams in 2013-14 will pass
Finding (2013-14) - Target: Met
Nine of eleven students passed the comprehensive exams in the Spring of 2013 for a percentage of 82%. Eleven of eleven students passed a comprehensive exam in the Fall of 2013 for a percentage of 100%. Thirteen of fifteen students passed a comprehensive exam in the Spring of 2014 for a percentage of 88%.

M 2: Major paper
Jury-read major paper
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80% of students who submit a juried paper will receive a positive evaluation
Finding (2013-14) - Target: Met
Spring 2013: Two of the two graduates who submitted a major paper received a positive evaluation for a percentage of 100%. (One student did not submit a major paper.) Fall 2014: Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (One student did not submit a major paper.) Spring 2014: (Three of the three graduates who submitted a major paper received a positive evaluation for a percentage of 100% (Four students did not submit a major paper.)
Source of Evidence: Exit interviews with grads/program completers

**Target:**
50% of students will report that the program had a “great” or “good” effect (as opposed to a “moderate” or “limited” or “little/no” positive effect) on their writing.

**Finding (2013-14) - Target: Met**
Nine students graduated Spring semester of 2013 and all nine filled out the questionnaire; 89% of them reported that the program had a “great” or “good” effect on their writing. Four students graduated Fall semester of 2013 and three of them filled out the questionnaire; 67% of them reported that the program had a “great” or “good” effect on their writing. Twelve students graduated Spring semester of 2014 and nine of them filled out the questionnaire; 89% of them reported that the program had a “great” or “good” effect on their writing.

**Related Action Plans (by Established cycle, then alpha):**

**Increase the target percentage of students rating Advanced Writing Skills highly**
In the area of the Exit Questionnaire, the target for students rating Advanced Writing Skills was 50%. The percentage of students giving the program “great” or “good” effect on their Advanced Writing Skills was 89%. The target was new, and the high percentage may be idiosyncratic of this year’s students. Nevertheless, we can aim higher.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Finished
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Exit questionnaire
- **Outcome/Objective:** Advanced writing skills

**Implementation Description:** Increase the target mentioned above from 50% to 70%.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Graduate Coordinator
**Additional Resources:** None

**Increase the target percentage of students rating Advanced Research Skills highly**
In the area of the Exit Questionnaire, the target for students rating “Advanced Research Skills” highly was 50%. The percentage of students giving the program “great” or “good effect” on their Advanced Research Skills was 89%. The target is new, and the high percentage may be idiosyncratic of this year’s students only. Nevertheless, we can aim higher.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Finished
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Exit questionnaire
- **Outcome/Objective:** Advanced research skills

**Implementation Description:** Increase the target mentioned above from 50% to 70%.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Graduate Coordinator
**Additional Resources:** None

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**Develop Post-Thesis Questionnaire for Thesis Directors and Readers**
In the process of reviewing the thesis results, we realized that although students comment upon all aspects of the MA program in their exit questionnaire, professors who have been thesis directors and readers do not comment upon the thesis process after reading and approving theses. Hence we will develop a questionnaire to the end of reviewing the thesis process and outcomes more thoroughly, and also will develop a target or targets relating to parts of this questionnaire that can be used in the WEAVE process.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Finished
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** MA thesis
- **Outcome/Objective:** Mastery of the field of English Studies

**Implementation Description:** A questionnaire will be developed covering the process of thesis conception, writing, revision, and defense that thesis directors and readers will each complete immediately after defense of thesis. These will be turned in to the Graduate Coordinator, who will yearly summarize and share the results with the Graduate Advisory Committee.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Graduate Coordinator.
**Additional Resources:** None
Increase the target percentage of students rating Mastery highly

In the area of the Exit Questionnaire, the target for students rating "Mastery of the field of English Studies" was 50%. The percentage of students giving the program "great" or "good effect" on their Mastery of the field of English Studies was 78%. The target is new, and the high percentage may be idiosyncratic of this year's students. Nevertheless, we can aim higher.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Exit questionnaire
- Outcome/Objective: Mastery of the field of English Studies

Implementation Description: Increase the target mentioned above from 50% to 70%.
Projected Completion Date: 05/2014
Responsible Person/Group: Graduate Coordinator
Additional Resources: None

Mission / Purpose

The Creative Writing Workshop at the University of New Orleans provides graduate level training in the writing of fiction, nonfiction, poetry, plays and screenplays. The Creative Writing Workshop offers a Master of Fine Arts degree. It provides students with training in the fields of writing, publishing, education, theater and film. Housed in the Department of English, the Creative Writing Workshop strives to give its students a strong background in literature along with developing and refining their writing and editing skills. The Creative Writing Workshop offers its students the opportunity to practice their craft in on-campus, low-residence, community and national and international venues. The Creative Writing Workshop also serves as a university-wide center for literary education at the University of New Orleans through its sponsorship of readings and visits by established writers, student readings, panels on topics of importance to writers and the publication of the literary magazines, Ellipsis and Bayou, as well as graduate assistantships in editing, conference management, teaching and administration. It also provides artistic support to the greater New Orleans community through its relationship with the Tennessee Williams Festival and its production of the Storyville series on WWNO.

Student Learning Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: High quality work in their genres

Students will learn to produce high quality work in their genres: fiction writing, poetry, nonfiction writing, screenwriting, playwriting

Related Measures

M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

Target:

80% of students will satisfactorily complete their thesis within four years, thereby demonstrating high quality work in their genres.

Finding (2013-14) - Target: Met

Summer and Fall 2013: 21 students and Spring 2014: 14 students (or 100% of those who attempted the MFA thesis) successfully defended the thesis, thereby demonstrating the ability to produce high quality work in their genres. 31 of 35 students completed the thesis within four years.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Thesis
- Outcome/Objective: Analytic expertise
  - Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
**M 2: Comprehensive exam**

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating high quality work in their genres.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**

Although we continue to be impressed by our students’ high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Comprehensive exam
- **Outcome/Objective:** Analytic expertise
  - Book-length manuscripts
  - High quality work in their genres
  - Identify characteristics of English grammar, mechanics, and usage
  - Professional editing

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

**Additional Resources:** none

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**SLO 2: Professional editing**

Students will learn the skills of professional editing, skills that are taught, along with writing in the core workshops.

**Related Measures**

**M 1: Thesis**

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers’ work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

**Source of Evidence:** Senior thesis or culminating major project

**Target:**
80% of students will satisfactorily complete their thesis within four years, thereby demonstrating professional editing skills.

**Finding (2013-14) - Target: Met**

Summer and Fall 2013: 21 students and Spring 2014: 14 students (or 100% of those who attempted the MFA thesis) successfully defended the thesis, thereby demonstrating mastery of professional editing skills.

31 out of 35 defended within four years.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to improve assessment of the MFA thesis.**

Although we continue to be impressed by our students’ high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Thesis
- **Outcome/Objective:** Analytic expertise
  - Book-length manuscripts
  - High quality work in their genres
  - Identify characteristics of English grammar, mechanics, and usage
  - Professional editing

**Implementation Description:** We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

**Additional Resources:** none

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**M 2: Comprehensive exam**

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating professional editing skills.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**

Although we continue to be impressed by our students’ high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Comprehensive exam
- **Outcome/Objective:** Analytic expertise
  - Book-length manuscripts
  - High quality work in their genres
  - Identify characteristics of English grammar, mechanics, and usage
  - Professional editing

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

**Additional Resources:** none
Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Comprehensive exam | Outcome/Objective: Analytic expertise
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.
Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
Additional Resources: none

SLO 3: Book-length manuscripts
CWW graduates will learn to produce book-length manuscripts in their genres.

Related Measures

M 1: Thesis
All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will be held to an oral defense of the work before the members of the committee.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | Outcome/Objective: Analytic expertise
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.
Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
Additional Resources: none

M 2: Comprehensive exam
All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Comprehensive exam | Outcome/Objective: Analytic expertise
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use this rubric to assess all comprehensive exams in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.
Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
Additional Resources: none

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | Outcome/Objective: Analytic expertise
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.
Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
Additional Resources: none
SLO 4: Analytic expertise
Students will develop analytic expertise in their genres. Students will be able to identify and analyze elements in their genre (in fiction, for example: plot characterization, style, point of view) and be able to comment on and manipulate these techniques. These skills are taught in genre workshops.

**Related Measures**

**M 1: Thesis**
All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers’ work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will be subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

**Target:** 80% of students will satisfactorily complete the comprehensive examination within four years, thereby demonstrating analytic expertise.

**Finding (2013-14) - Target: Not Met**
16 students (or 100% of students who took the comprehensive examination) passed the examination, thereby demonstrating analytic expertise in their genres. 14 out of 16 took and passed the examination within four years.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to improve assessment of the MFA thesis.**
Although we continue to be impressed by our students’ high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

**Relationships (Measure | Outcome/Objective):**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
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<tr>
<td>Thesis</td>
<td>Analytic expertise</td>
</tr>
<tr>
<td>Book-length manuscripts</td>
<td>High quality work in their genres</td>
</tr>
</tbody>
</table>

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

**M 2: Comprehensive exam**
All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:** 80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating analytic expertise.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**
Although we continue to be impressed by our students’ high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

**Relationships (Measure | Outcome/Objective):**

<table>
<thead>
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<tr>
<td>Book-length manuscripts</td>
<td>High quality work in their genres</td>
</tr>
</tbody>
</table>

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

SLO 5: Identify characteristics of English grammar, mechanics, and usage
All students will learn to identify characteristics of English grammar, mechanics, and usage and apply them to their own and to the texts of others.

**Related Measures**

**M 1: Thesis**
All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers’ work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

**Target:**
80% of students will satisfactorily complete their comprehensive examination within four years, thereby demonstrating the ability to identify characteristics of English grammar, mechanics, and usage.

**Finding (2013-14) - Target: Met**
Summer and Fall 2013: 16 students and Spring 2014: 14 students (or 100% of those who took the comprehensive examination) satisfactorily completed the examination, thereby demonstrating the ability to identify characteristics of English grammar, mechanics, and usage. 28 out of 30 students satisfactorily completed the examination within four years.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to improve assessment of the MFA thesis.**
Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Thesis
- Outcome/Objective: Analytic expertise

**Implementation Description:** We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

**Projected Completion Date:** 09/2014
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**M 2: Comprehensive exam**
All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating their ability to identify characteristics of English grammar, mechanics, and usage.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**
Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Comprehensive exam
- Outcome/Objective: Analytic expertise

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop

**Additional Resources:** none
Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis | Outcome/Objective: Analytic expertise
  | Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

Projected Completion Date: 09/2014
Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop
Additional Resources: none
# Activity Overview - By Faculty

## English

### Summer 2013 - Spring 2014

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Activity Overview - By Faculty

English

Summer 2013 - Spring 2014

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