



English Bachelor of Arts

2019-20 Board of Governors 5-Year Program Review

Degree Program:	Bachelor of Arts in English
External Reviewer:	Dr. Heidi M. Hanrahan, Professor of English, Shepherd University
Reviewer Email:	hhanraha@shepherd.edu

1. Provide a synopsis of significant findings from the external reviewer and include:

A. Strengths:

Dr. Hanrahan identifies its dedicated, hard-working, and talented faculty as the English Program's greatest strength. She notes that every student with whom she spoke made this same observation: they consistently described the faculty as caring, accessible, and skilled, and they felt supported and valued as members of the community. According to Dr. Hanrahan, the best evidence for this strength is the fact that full-time faculty made the decision in spring 2019 to assume primary responsibility for co-requisite composition courses. Each fall, two full-time, tenured, or tenure-track faculty will teach *only* these courses, rather than their usual mix of literature and composition. These four-credit-hour courses, which are challenging from a staffing perspective, are populated by students who need additional support and instruction. As Dr. Hanrahan notes, they are the most vulnerable student population on campus because they may lack the skills or the confidence to see themselves as college ready. Rather than assign these difficult courses primarily to adjuncts, the full-time faculty in the English Program have taken ownership of them, a decision that signifies the faculty's dedication to student success. A related strength is the program's limited reliance upon adjuncts in general: courses are predominantly staffed by instructors who are important stakeholders in the Program's and the University's success.

In addition, Dr. Hanrahan identifies the Program's curriculum as one of its strengths for several related reasons. First of all, she praises its "strong" core curriculum, comprised of four courses that all English majors take (with the exception of one course that is not required for English Education majors). This core curriculum reflects the Program's values—cultivating strong reading and writing abilities, cultivating an awareness of the diverse world that students will enter, and fostering a sense of community—while preparing students for the workforce. She highlights the Program's major in Writing as evidence of the career-oriented nature of the curriculum, which is also reflected in the opportunities provided for professional internships and graduate school preparation in advanced coursework. Second of all, she notes that the curriculum allows for flexibility, with plenty of room for students to choose electives that are of particular interest to them. Finally, Dr. Hanrahan notes that our curriculum prepares students to perform well in professional settings: English Education majors, for example, consistently earn top scores on the PRAXIS content exam.

B. Challenges:

Dr. Hanrahan notes one challenge related to staffing: we currently employ only one faculty member with expertise in writing. Given the importance of first-year writing to the University's general studies program and given the English Program's major in Writing, the Program is understaffed in this area, particularly since this lone faculty member also runs the Robinson Writing Center.

Dr. Hanrahan also notes several challenges related to curriculum. First of all, through her conversations with students she learned that some have required independent studies in order to graduate on time because required courses weren't always offered in an accessible rotation. While the existence of these independent studies—which are rare—is a further testament to the program's dedicated faculty, she notes that it can lead to faculty burn-out. Dr. Hanrahan thus recommends using course substitutions

instead. Second of all, she notes that the Comics Studies major looks good on paper but has never really “taken off” and has thus become a potential burden to the faculty and the Program. She urges a serious conversation about the major’s future viability. Third, she observes that it would be impossible for a student to graduate in four years in the English Education major if they only take 15 hours per semester; in other words, they must take a challenging load of 18 hours per semester to stay on track. This required course load, she notes, could lead to students feeling overwhelmed. We might consider modifications to this curriculum to ease this potential burden and make the major more accessible.

Finally, Dr. Hanrahan points out that a serious lack of library resources significantly undermines our students’ ability to locate and access recent and relevant research in their fields. While this is not an issue that the Program itself can control, it remains a significant challenge to our ability to deliver our curriculum.

C. Recommendations:

Given the staffing challenge noted above, Dr. Hanrahan recommends that the Program hire an additional faculty member with expertise in writing. This potential hire would help the Program address two additional recommendations. First of all, Dr. Hanrahan recommends more training and professional development opportunities for faculty specifically linked to teaching composition: workshops, funding to attend conferences, department meetings to share resources and ideas, etc. She notes that although the faculty who teach these courses are dedicated professionals who deliver a strong curriculum, they nonetheless could use additional resources and support, particularly given that (with one exception) their formal training is in literature, not writing. Second of all, she suggests that we discuss ways to achieve greater alignment within our first-year writing sequence. While the faculty do work with a common set of student learning outcomes in these courses, we might do more to make sure we are on the same page regarding how we achieve these outcomes.

In addition to reviewing the future viability of the Comics Studies major, as noted above, Dr. Hanrahan also recommends that we consider revising the curriculum of our major in Writing. The English Program originally created the major using the writing courses that already existed in the catalog. Now that the major has existed for a few years and continues to attract new students, she urges us to create new courses in professional writing, which is also something for which students expressed a desire. Courses in publishing, business writing, and grant writing could be marketable to other majors/minors on campus and would help the Program bolster its already-strong emphasis on career preparation. Relatedly, she notes that the Dean and Interim Chair expressed interest in creating a major in Creative Writing. Dr. Hanrahan urges caution in this area and recommends that all faculty be consulted throughout this process. Furthermore, she urges us to be deliberate in our planning and mindful of potential staffing challenges.

2. Address accomplishments or challenges cited in previous review and discuss steps taken to further progress and/or implement recommendations or make revisions.

Our previous BOG review (2014-2015) notes that one of the Program’s greatest strengths is its faculty, who have a range of expertise and credentials. In addition, our previous review notes promising revisions to our curriculum, which underwent significant changes in fall 2014, and also highlights the vital role the English Program plays in the University’s general studies curriculum. In the years following our previous review, we have built upon these three strengths.

First of all, we have reinforced our already diverse faculty by hiring an expert in writing in fall 2017, as noted above. In addition to offering courses in our Writing major, this faculty member oversees the newly created Robinson Writing Center, which opened in fall 2017 and provides vital academic support to the entire WLU campus and community. Students in all disciplines, at the graduate and undergraduate level, use the Center, and it offers targeted support for our first-year writing courses, which are central to general studies. The Writing Center also offers professionally oriented workshops in writing resumes and cover letters. Beginning in fall 2019, the Writing Center began offering workshops for faculty on topics such as designing effective writing assignments. To support the Center and to strengthen our major in Writing, we created a new course intended to prepare students to work in the Center as writing tutors: ENG 451: Writing Tutor Practicum. As these examples indicate, we continue to review and revise our curriculum as needed to better meet our Program goals and to better serve the University as a whole.

A challenge noted in our previous review was our lack of a strong plan for Program assessment. At the time, we had taken initial steps to address this weakness by creating a new core curriculum of seven courses. This decision enabled us to establish locations for direct and indirect assessment of Program SLOs. However, at that time, we had not developed our own instruments (i.e. rubrics) for assessing our students, nor had we made any specific decisions about where and how these assessments would take place. Since that time, we have developed a fourth SLO and further revised the core: it now consists of four courses that align with our four SLOs. Furthermore, as our updated Assessment Plan reflects (please see below), we have devised a system for implementing direct and indirect measures of student learning at multiple stages and in multiple locations and have also developed our own rubrics for assessing our SLOs.

Finally, the previous external reviewer, Dr. J. Robert Baker of Fairmont State University, noted that WLU's transition to the co-requisite model for composition courses is a Program strength. At the time, co-requisite courses were worth five credit hours and English Education majors were responsible for two supplemental instructional hours each week. In recent years, as our current external reviewer notes, faculty have assumed responsibility for all of these instructional hours, and we've revised the number of credit hours students earn. In other words, our Program continues to fulfill the HEPC's mandate to replace developmental courses with accelerated learning opportunities, and we continue to improve our methods for doing so.

3. Five-year data on graduates and majors enrolled:

English			HEPC Series 10 Productivity Standards		
AY	*Enrollment	**Awards	Programs are required to meet at least one of the indicators listed below.		
2018-19	51	9	Average of Five Most Recent Years		
2017-18	48	7	Degree Level	Awards	Enrollment
2016-17	49	12	Baccalaureate	5	12.5
2015-16	40	8	Masters	3	4.5
2014-15	47	12			
5-YR AVG	46	9.75			
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

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4. **What is the process for assessment of student learning?** Please include most recent assessment update submitted in LiveText.

Provide at least three Student Learning Outcomes for the program that are specifically stated (the student will . . .) and that are easily measurable.

- 1) The student will analyze a text using a suitable interpretive method.
- 2) The student will compose a rhetorically appropriate written text.
- 3) The student will synthesize research into an original argument.
- 4) The student will integrate culturally-diverse perspectives into their textual analysis.*
 - The fourth outcome has been revised since the 2018 update report in which it was stated as “The student will acknowledge culturally diverse perspectives.” This revision was made to account for the difficulties in measuring students’ acknowledgement of perspectives.
 - We also decided to revise the first SLO which originally stated, “The student will analyze texts...” This revision was made because we were concerned that the original version might imply that the student needed to analyze multiple texts in one assignment.

General Studies Integration: Describe how/where the University General Studies student learning outcomes and are integrated and assessed in the program.

GS SLO	How/Where these are assessed in the program (ex. corresponds to program SLO1 or, if not integrated into the program SLOs, how/where are the GS SLOs assessed?)
The Communication GS SLO corresponds to program SLOs #2 and #3. There are four courses in the English Program that specifically align with this General Studies SLO. Course titles and catalog descriptions appear below.	
Communication	(1) ENG 101: College Composition I: English 101 focuses on the fundamentals of expository writing and emphasizes various rhetorical strategies, such as definition, comparison/contrast, and others. This course will also introduce proper quotation, paraphrase, and summary of sources, and will review basic grammatical and mechanical skills. A minimum grade of “C” is required for graduation. Pre-requisite: English ACT 18 or SAT 450 Verbal. Students not meeting the ACT/SAT requirement will be required to take the 5 credit hour section of this course which includes two hours of weekly supplemental instruction.
	(2) ENG 102: College Composition II: 3hrs. English 102 is a continuation of English 101 and emphasizes persuasion, argumentation, and researched writing. Students will undertake a researched writing project involving several process drafts, which conclude in a well-documented academic essay. A minimum grade of ‘C’ is required for graduation. Prerequisite: ‘C’ or better in College Composition I (English 101).
	(3) ENG 103: Accelerated College Composition: 3 hrs. Accelerated three-credit hour composition course for students who have already demonstrated a high level of writing proficiency. After an introduction to the fundamentals of college-level writing, special emphasis will be given to persuasion, argumentation, and research. Prerequisite: English ACT 25 or SAT 570 Verbal or an Advanced Placement Score of 3 in English Literature and Composition.
	(4) ENG 385: Advanced Composition: 3 hrs. Writing varied types of essays; practice in sentence analysis; reading about writing, with emphasis on prose style. Pre-requisite: ENG 101 & 102 or ENG 103.
The Analysis GS SLO corresponds to program SLO #1. The English Program’s literature courses specifically align with this General Studies SLO. Examples of literature course titles and catalog descriptions appear below.	
Analysis	(1) ENG 200: Literature Foundations for English Majors: 3 hrs. This course provides instruction in the fundamentals of literary study. Designed with the needs of declared or prospective English majors and minors in mind, it emphasizes literary research, interpretation, and criticism. The course covers three or more literary genres, such as fiction, poetry, drama, nonfiction, or film, and will provide a basic introduction to concepts, terms, and practices commonly encountered in literary study. This course is a prerequisite for all English literature courses numbered above 300. Prerequisites: ENG 101 and ENG 102 (either a pre- or a co-requisite) or ENG 103.
	(2) ENG 204: British Literature Through the 18th Century: 3 hrs. Old English period through the eighteenth century; emphasis on types, movements, and major figures; attention given to the epic tradition, Renaissance and troubadour poetry, classical lyrics and satires, and drama.
	(3) ENG 205: American Literature Before the Civil War: 3 hrs. American writers from Colonial days to 1860 with emphasis upon the Romantics, some reference to world influence.
	(4) ENG 214: British Literature after the 18th Century: 3 hrs. A survey of English writers from the Romantic period through the twentieth century; emphasis on types, movements, and major figures.
	(5) ENG 215: American Literature after the Civil War: 3 hrs. A survey of American literature from the Civil War to the present, focusing upon the rise of realism, naturalism, primitivism, and other intellectual, sociological, political and historic trends.
The Self & Cultural Awareness GS SLO corresponds to program SLO #4. Several courses in the English Program that specifically align with this	
S&C Awareness	(1) ENG 315: Multicultural Studies in Literature: 3 hrs. This course addresses a broad spectrum of issues related to cultural diversity through the reading and discussion of literature from a variety of historical periods and geographical locations, and in multiple genres. Rotating topics may focus on themes related to ethnicity, gender, nationality, race, and class. Prerequisites: ENG 101 and ENG 102.
	(2) ENG 320: Young Adult Literature: 3 hrs. Addresses specific reading strategies essential for a creative and instructional approach to meeting reading needs of middle school students; resources and techniques are used to explore, analyze, and evaluate a variety of young adult literature. Pre-req: C or better in (ENG 101 and ENG 102) or ENG 103.
	(3) ENG 330: Appalachian Literature: 3 hrs. A study of representative writers from the Appalachian region, with special emphasis on West Virginia. Pre-req: C or better in (ENG 101 and ENG 102) or ENG 103.

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Assessment Method: Describe assessment methods used and include examples of both direct and indirect measures. *The rubrics referred to under the Direct Measures column are attached at the end of this report.

Program SLO	Direct Measures	Indirect Measures
(1) The student will analyze a text using a suitable interpretive method.	We have developed a rubric to assess this SLO. This rubric will be applied to assignments in our literature courses such as close readings, literary analysis essays, and exams.	Gateway Survey-ENG 200 Midway Survey: ENG 315 Exit Survey-ENG 495
(2) The student will compose a rhetorically appropriate written text.	We have developed a rubric to assess this SLO. This rubric will be applied to assignments such as a funding proposal in ENG 274: Professional Writing which requires students to appeal to the interests of their audience. Similarly, the rubric can be applied to the major research essay in ENG 385: Advanced Composition in which students must address their argument to a scholarly audience.	Gateway Survey-ENG 200 Midway Survey-ENG 385 Exit Survey-ENG 495
(3) The student will synthesize research into an original argument.	We have developed a rubric to assess this SLO. This rubric for example, can be applied to literature reviews which are assigned in ENG 102 and 385.	Gateway Survey-ENG 200 Midway Survey-ENG 385 Exit Survey-ENG 495
(4) The student will integrate culturally-diverse perspectives into their textual analysis	We have developed a rubric to assess this SLO. This rubric will be applied to assignments in our literature courses such as close reading, literary analysis essays, and exams.	Gateway Survey-ENG 200 Midway Survey-ENG 315 Exit Survey-ENG 495

Additional Clarification on Indirect Measures: The English Program began implementing the exit survey in ENG495: Senior Seminar at the end of the spring 2018 semester. We plan to develop and implement a Gateway Survey in ENG 200 and a Midway Survey in ENG 315 and ENG 385 in the next academic year (2020/2021). The Gateway Survey will measure students’ understandings of the program SLOs when they begin taking the series of required courses specific to the English major, and the Midway Survey will measure students’ progress toward these SLOs once they have taken approximately half of the core English courses.

Location of Measures: Describe the method, implementation and location of assessment measures
All English majors are required to take the following core classes: ENG 200, ENG 315, ENG 385, and ENG 495. Our four SLOs have therefore been paired with these four courses in the following chart. For direct measures, we plan to use the attached rubrics to assess written assignments such as literary analysis essays, exam questions, and research papers. For indirect measures, we plan to use student surveys.

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Measures	Beginning	Middle	End
Program SLO 1: The student will analyze a variety of texts using a suitable interpretive method			
Direct	Location: ENG 200: Literature Foundations for English Majors Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 315: Multicultural Studies in Literature Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 495: Senior Seminar Method: We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	Location: ENG 200: Literature Foundations for English Majors Method: We will assess students' understanding using the Gateway Survey.	Location: ENG 315: Multicultural Studies in Literature Method: We will assess students' understanding using the Midway Survey.	Location: ENG 495: Senior Seminar Method: We will assess students' understanding using the Exit Survey.
SLO 2: The student will compose a rhetorically appropriate written text			
Direct	Location: ENG 200: Literature Foundations for English Majors Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 385: Advanced Composition Method: We will assess student essays (e.g. literature reviews and research-based arguments) using the attached rubric.	Location: ENG 495: Senior Seminar Method: We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	Location: ENG 200: Literature Foundations for English Majors Method: We will assess students' understanding using the Gateway Survey.	Location: ENG 385: Advanced Composition Method: We will assess students' understanding using the Midway Survey	Location: ENG 495: Senior Seminar Method: We will assess students' understanding using the Exit Survey.
SLO 3: The student will synthesize research into an original argument			
Direct	Location: ENG 200: Literature Foundations for English Majors Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 385: Advanced Composition Method: We will assess student essays (e.g. literature reviews and research-based arguments) using the attached rubric.	Location: ENG 495: Senior Seminar Method: We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	Location: ENG 200: Literature Foundations for English Majors Method: We will assess students' understanding using the Gateway Survey.	Location: ENG 385: Advanced Composition Method: We will assess students' understanding using the Midway Survey	Location: ENG 495: Senior Seminar Method: We will assess students' understanding using the Exit Survey.
SLO 4: The student will integrate culturally-diverse perspectives into their textual analysis			
Direct	Location: ENG 200: Literature Foundations for English Majors Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 315: Multicultural Studies in Literature Method: We will assess student essays (e.g. literary analyses) using the attached rubric.	Location: ENG 495: Senior Seminar Method: We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	Location: ENG 200: Literature Foundations for English Majors Method: We will assess students' understanding using the Gateway Survey.	Location: ENG 315: Multicultural Studies in Literature Method: We will assess students' understanding using the Midway Survey.	Location: ENG 495: Senior Seminar Method: We will assess students' understanding using the Exit Survey.

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5. **Implementation:** Describe the process of data collection and analysis. How is the information shared with faculty in the department/program? Are program revisions or curriculum changes linked to the data? Is assessment information used to encourage faculty engagement in the assessment of student learning?
 - 1) What direct assessment data have you collected? We have not yet started to collect direct assessment data but will do so beginning fall of 2020 using the attached program SLO rubrics
 - 2) What indirect assessment data have you collected? We have collected one semester worth of data through our ENG 495 exit survey.
 - 3) How is the information shared with faculty in the department/program? At present, the program does not have a plan for sharing data with faculty or for making curriculum changes in response to this data. We will develop such a plan once we have had the chance to assess enough students to identify patterns in progress toward the program SLOs.
 - 4) What program revisions or curriculum changes have been made as a result of your analysis of the data? At We have not collected enough data to make program revisions of curriculum changes.
 - 5) How is assessment information used to encourage faculty engagement in the assessment of student learning? We have not yet developed a plan for assessment information to be used to encourage faculty engagement in the assessment of student learning.
6. **Timeline:** Describe the program three-year assessment plan and include current actions, short- and long-term plans for collecting and analyzing data. *We plan to assess our SLOs on the same timeline and have therefore included all four SLOs in one row below.
7. **Previous Reviews:** Address previous Assessment and Accreditation Committee recommendations and provide an update for how program assessment strengths were continued or improved upon, how any challenges or deficiencies were addressed, and current status.

In AY 2019-2020 the English Program addressed the Assessment and Accreditation Committee's recommendation to revise our fourth English Program SLO: "The student will acknowledge culturally diverse perspectives." The revised version states, "The student will integrate culturally diverse perspectives into their textual analysis." This revision was made in response to the Assessment and Accreditation Committee's concern that it would be difficult to measure students' efforts to acknowledge perspectives.

We have also responded to the Assessment and Accreditation Committee's recommendation that we develop our own assessment rubrics. Specifically, we drafted rubrics (included below) for each of the four SLOs and met with the English Program faculty and instructors on October 9th and November 20th to discuss the rubrics and identify necessary revisions. These rubrics will allow us to collect meaningful data that tells us how well we are meeting our Program goals rather than relying upon GSAC rubrics that are not aligned with our curriculum.

English Program Rubrics: Assessment Update, January 2020

Program SLO 1: The student will analyze a text using a suitable interpretive method.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Demonstrates a thorough reading of the text and shows that they understand the text's key components and how they relate to the author's overall focus, argument, or purpose.				
Displays a thorough understanding of the method. This method is clearly defined in the text.				
Applies the method to reveal how parts of the text work together to produce a particular effect or shape the meaning.				
Applies the method effectively to draw well-supported conclusions about the text.				

English Program Rubrics: Assessment Update, January 2020

Program SLO 2: The student will compose a rhetorically appropriate written text.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
<p>Develops the content of the text in response to their audience's needs. For example, the writer engages with topics and concepts and cites examples and studies relevant to their reader's interests, the writer defines concepts that are likely to be unfamiliar to their reader, etc.</p>				
<p>Organizes the content of the text in response to their audience's needs and expectations for the genre. For example, the writer of a research essay might include an abstract and literature review section, while the writer of a grant proposal might include a problem definition section, etc.</p>				
<p>Discusses the significance of their topic or argument for their audience. This discussion is detailed and persuasive, ultimately answering the question of why the topic or argument matters?</p>				
<p>Effectively crafts reader-based prose. For example, the writer connects new information to what the reader already knows, creates effective transitions between paragraphs, makes use of metacommentary, etc.</p>				

English Program Rubrics: Assessment Update, January 2020

Program SLO 3: The student will synthesize research into an original argument.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Effectively organizes the text around an argument. This argument does not simply restate the views of another source but instead says something new (original). The writer remains consistently focused on crafting and supporting this argument.				
Cites relevant research to contextualize and support this argument. This research is effectively integrated into the writing (i.e. introduced and interpreted in relation to the writer's claims).				
Synthesizes research by drawing connections between studies, as opposed to simply summarizing individual studies. For example, the writer identifies a shared finding or trend amongst several studies and describes how their argument adds to or perhaps challenges this trend.				

English Program Rubrics: Assessment Update, January 2020

Program SLO4: The student will integrate culturally-diverse perspectives into their textual analysis.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Cites and explains a culturally diverse perspective in a way that does not oversimplify and that recognizes the nuances of diversity.				
Explains how this perspective challenges, expands, or possibly supports their interpretation or analysis. The writer does not simply cite and then dismiss or ignore the perspective.				
Offers insight into the significance [or causes, sources] of the differences between cultural, social, and economic groups. In other words, the writer states why this approach matters. [So what?]				

8. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.**

First of all, it is important to note that there is no single prescribed career path for a person with a degree in English, particularly one with an emphasis in writing or literature. Rather, an English degree prepares students to succeed in any number of workplaces because these students possess excellent communication and analytic skills. Students with degrees in writing or literature go on to work in a variety of professions, all of which are related to their field of study because they involve communication, analysis, and the ability to acknowledge diverse perspectives.

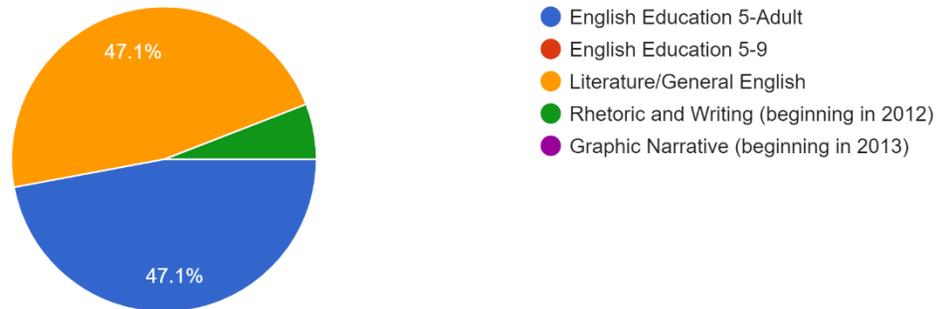
While acknowledging the diverse career paths that English alumni take, we distributed an Alumni Survey in late 2019 to collect up-to-date information on job placement and advanced degree attainment. The survey went out to all alumni from May 2009-May 2019, for a total of 122 alumni. Of these, 34 alumni responded, for a response rate of 28%. While such a survey is by no means comprehensive, no prior data of this nature existed, so this initial effort is our first step toward more reliably tracking our alumni in the years to come.

Information relevant to this program review appears below in a series of images copied from the Google Form through which we distributed the survey. Although we collected names, graduation years, and contact information, results are presented anonymously in this review. The survey reflects the following trends:

- All respondents are employed full (94%) or part (6%) time.
- Respondents work in fields with strong ties to the communication and analytic skills they gained in our Program: teachers, lawyers, editors, proofreaders, document preparation specialists, and librarians.
- More than half (18) of respondents have earned graduate degrees, the majority of which are in fields closely related to English: literature, writing, library science, education, and law, among others.
- One facet of the English Program with clear career trajectory is English Education, and we have a strong track record of job placement in this area.

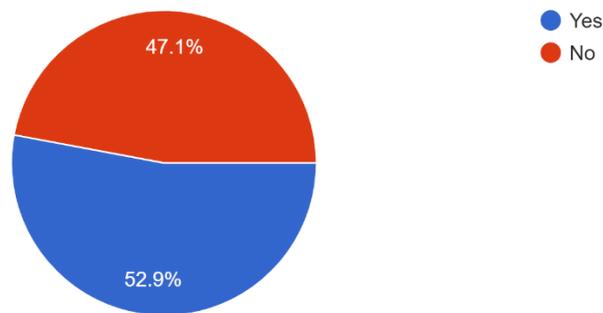
What type of English degree did you earn?

34 responses



Have you earned (or are you working toward) a graduate degree?

34 responses



REDIRECT FOR RESPONDENTS WHO ANSWERED 'YES' TO THE PREVIOUS QUESTION:

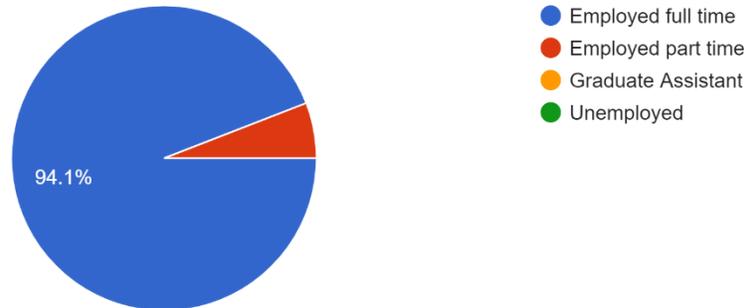
Please identify your graduate institution(s), the degree(s) you've earned, and your graduation year(s). If you are currently pursuing a graduate degree, please identify your graduate institution, the degree you are pursuing, and your anticipated date of completion.

- Post Graduate Certificate in Data Analytics, George Mason University 2017
- West Liberty University, Master of Education, Reading Specialist, Spring 2021
- Virginia Tech, MA in Literature and Certificate in Women's Studies, 2018
- WVU College of Law, J.D. Class of 2019
- West Liberty University; MAED-Multi-Categoritcal Special Education 2016
- West Virginia University M.A in World Languages, Literatures, and Linguistics
- Juris Doctorate- West Virginia University College of Law- 2016
- UC Riverside and UW Madison
- Wheeling Jesuit University - Educational Leadership
- Kent State University, Master of Library and Information Science, 2016
- West Liberty University, MBA Management, May 2020
- Masters degree in leadership and education
- Wheeling Jesuit University, MAED Administration and Superintendency, May 2019

- Marshall University (MA, English, 2005) Indiana University of Pennsylvania (PhD, Literature and Criticism, 2012)
- Kent State University, Master of Library and Information Science, 2017
- University of Cincinnati, Masters of Arts in Professional Writing, graduated in 2018
- Juris Doctor, The University of Akron, School of Law, 2017
- Wheeling Jesuit University Masters in Educational Leadership 2017

Which of the following best describes your current employment status?

34 responses



In what field(s) are you currently working? If applicable, please identify your official job title.

- Technology and Cost Optimization
- Library Assistant
- Education - English Teacher - 7th grade
- Education - 7th Grade ELA Teacher
- Teacher
- Law - Law Clerk, United States Court of Appeals for the Fourth Circuit
- Editor at FEMA's National Fire Academy
- Teacher of Gifted and English Grades 7-8
- Teacher in Ohio County, Camp Director for ORVC Boy Scouts of America
- Sales
- ESL Instructor
- Document Specialist
- Legal Field- Associate Attorney
- Talent Acquisition Operations Specialist & Global Recruiting Coordinator for an autonomous vehicle company
- High School English and Creative Writing Teacher
- Liberal Arts
- Teacher of English; Cameron Middle School
- Education - Assistant Principal
- Library Technical Assistant, Resource Sharing
- Senior Legal Proofreader
- Director of auxiliary services- education
- 7th Grade ELA Teacher for Hancock County Schools
- Assistant Professor of English, West Virginia University Institute of Technology
- High School English Teacher
- Substitute teacher
- Education- ELA Teacher
- Middle School Reading and Language Arts Teacher
- Learning Resources Librarian & Cataloger
- Legal Assistant
- Legal proofreader

- I'm an editor at a publishing company that produces digital media and print magazines.
- I am an Associate Attorney. I currently practice in the areas of estate and trust planning and administration.
- High school/club girls/boys volleyball coach; nanny; English tutor
- Teacher of English Language Arts

In addition to the above survey data, an English faculty member who maintains contact with many of their former advisees compiled a spreadsheet listing the last known place of employment for 40 recent English program alumni, some (but not all) of whom also took the Alumni Survey. Below is the employment information that this faculty member compiled, which yields the same observations as above. Our alumni work in fields with strong ties to the communication and analytic skills they gained in our Program: teachers, lawyers, editors, proofreaders, document preparation specialists, and librarians. Several are small-business owners, and others work in corporate positions.

Last known place of employment

- US Court of Appeals--4th Circuit
- Warwood Middle School (Ohio County Schools)
- Triadelphia Middle School (Ohio County Schools)
- Sherrard Middle School (Marshall County Schools)
- Administrative Assistant, Washington Alliance Church & Writer for the church's blog
- Bridge Street Middle School (Ohio County Schools)
- Owner, Tacoholix
- Inspire Closing Services
- Bookkeeper @ Bordas & Bordas Law (also comedienne)
- Assistant Director of Strategic Programs--CMU College of Engineering
- Sherrard Middle School (Marshall County Schools)
- Central Catholic High School (Ohio County Schools)
- Weir Middle School (Hancock County Schools)
- Proofreader @ Williams Lea
- Kennen & Kennen Realty
- Ritchie County Middle School
- Oak Glen High School (Hancock County Schools)
- Legal Assistant @ Sheehan & Associates (Wheeling)
- Assistant Editor *CompositesWorld* magazine
- Washington High School (Massilon (OH) City Schools)
- Jones Passodelis Law
- Proofreader @ Williams Lea Tag
- Title 1 Specialist @ WV Board of Ed (also "Mrs. West Virginia International 2017")
- Black McCuskey Law
- Warwood Middle School -- Assistant Principal (Ohio County Schools)
- Brooke High School (Brooke County Schools)
- Magnolia High School (Wetzel County Schools)
- Library Assistant, WVU Libraries
- Hundred High School (Wetzel County Schools)

- Warren Middle School (Warren Local (OH) Schools)
- Teaching Assistant @ University of Dayton
- Greenfield School (Wilson, NC)
- East Hardy Middle School (Hardy County Schools)
- Director of Auxiliary Programs @ Norfolk Collegiate School / Admin Assistant of Relig. Education @ Sacred Heart Catholic Church
- Weir Middle School (Hancock County Schools)
- Owner, Design by Daria
- Cave Spring Middle School (Roanoke County Schools)
- Moundsville Middle School (Marshall County Schools)