

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Master of Arts in English
Academic Year of Report: 2022 and 2023 (covering Summer 2021 through Spring 2023)
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: <https://www.weber.edu/ie/Results/EnglishM.html>

A. Mission Statement

Information is current; no changes required: Yes _____ No _____

Update if not current:

The Master of Arts in English program provides advanced education in the English discipline, with emphases in creative writing, English education, and literature, and a certificate in rhetoric and writing. We offer small class sizes providing personal contact with faculty and staff, evening and online classes providing access for working adults, and numerous funding opportunities. The MA program affords students professionalizing opportunities in teaching and research, preparation for further study and a variety of career pathways, in an environment that is student-centered, encourages free expression, and values diverse identities and ideas.

B. Student Learning Outcomes

Information is current; no changes required: Yes _____ No _____

Update if not current:

Creative Writing Emphasis Learning Outcomes:

Students will demonstrate...

1. The ability to gather, analyze, and communicate information and insights critically.
2. The ability to closely read and analyze texts within historical contexts and critical frameworks.
3. A developed and honed voice, as evident in polished creative works.
4. An awareness of their own aesthetic practices in the continuum of literary traditions and genres.
5. Sophisticated revision and editing tactics.

English Education Emphasis Learning Outcomes:

Students will demonstrate...

1. The ability to gather, analyze, and communicate information and insights critically.
2. The ability to closely read and analyze texts within historical contexts and critical frameworks.
3. The ability to apply theory and research to pragmatic and practical pedagogical processes.
4. A commitment to equitable pedagogical practices articulated through a research-based rationale consistent with Utah State Core Standards, the ELA Endorsement Competencies, and the Utah Effective Teaching Standards.

Literature Emphasis Learning Outcomes:

Students will demonstrate...

1. The ability to gather, analyze, and communicate information and insights critically.
2. The ability to closely read and analyze texts within historical contexts and critical frameworks.
3. The ability to apply current scholarship, practices, and/or theoretical and critical perspectives in their own writings.
4. The ability to use discipline-specific terminology and conventions in their written, oral, and/or multimodal presentations.

Rhetoric and Writing Certificate Learning Outcomes:

Students will demonstrate...

1. The ability to identify and apply the ways rhetoric and writing studies creates knowledge, solves problems, and/or generates meaningful pedagogies.
2. Informed research practices related to the major ideas and movements of rhetoric and writing studies.
3. An understanding of how differences in language and everyday lived realities are intellectually generative and fundamental to contemporary ethical practices.

C. Curriculum GridInformation is current; no changes required: Yes **No**

Update if not current:

Shared Core			
	Student Learning Outcomes		
Courses	The ability to gather, analyze, and communicate information and insights critically.	The ability to closely read and analyze texts within historical contexts and critical frameworks.	
MENG 6010 Intro to Grad Studies	X	X	
MENG 6240 Seminar American Lit	X	X	
MENG 6250 Seminar British Lit	X	X	
MENG 6260 Seminar World Lit	X	X	
MENG 6510 Eminent Writers	X	X	

Creative Writing Emphasis			
	Student Learning Outcomes		
Courses	A developed and honed voice, as evident in polished creative works.	An awareness of their own aesthetic practices in the continuum of literary traditions and genres.	Sophisticated revision and editing tactics.

MENG 6730 Creative Forms and Crafts	X	X	X
MENG 6740 Creative Nonfiction	X	X	X
MENG 6750 Fiction Writing	X	X	X
MENG 6760 Poetry Writing	X	X	X
MENG 6770 Screenwriting	X	X	X
English Education Emphasis			
	Student Learning Outcomes		
Courses	The ability to apply theory and research to pragmatic and practical pedagogical processes.	A commitment to equitable pedagogical practices articulated through a research-based rationale consistent with Utah State Core Standards, the ELA Endorsement Competencies, and the Utah Effective Teaching Standards.	
MENG 6230 Wasatch Range Writing		X	
MENG 6231 Adv Wasatch Range Writing		X	
MENG 6822 Teaching College Writing	X	X	
MENG 6823 Teaching Practicum	X	X	
MENG 6110 Writing for Teachers	X	X	
MENG 6120 Young Adult Literature		X	
MENG 6310 Lang and Sociolinguistics	Not Offered		
MENG 6210 Teaching Lit and Literacy	Not Offered - new course		
MENG 6100 Lit Curriculum Design	Not Offered - new course		
Literature Emphasis			
	Student Learning Outcomes		

	The ability to apply current scholarship, practices, and/or theoretical and critical perspectives in their own writings.	The ability to use discipline-specific terminology and conventions in their written, oral, and/or multimodal presentations.	
Courses			
MENG 6030 Lit and Critical Theory	X	X	
MENG 6240 American Lit	X	X	
MENG 6250 British Lit	X	X	
MENG 6260 World Lit	X	X	
Post-Baccalaureate Certificate in Rhetoric and Writing			
	Student Learning Outcomes		
	The ability to identify and apply the ways rhetoric and writing studies creates knowledge, solves problems, and/or generates meaningful pedagogies.	Informed research practices related to the major ideas and movements of rhetoric and writing studies.	An understanding of how differences in language and everyday lived realities are intellectually generative and fundamental to contemporary ethical practices.
MENG 6130 Theories of Rhet/Writing	X	X	X
MENG 6140 Foundations of PTW		X	X
MENG 6822 Teaching College Writing	X	X	X
MENG 6823 Teaching Practicum	X		X
MENG 6110 Writing for Teachers	X		X
MENG 6330 Lit and Rhet Stylistics	X	X	X
MENG 6730 Creative Forms and Crafts	X		X
MENG 6150 Grant Writing	Not Offered - New Course		
MENG 6230 Wasatch Range Writing	X		X
MENG 6231 Adv Wasatch Range Writing	X		X

D. Program and Contact Information

Information is current; no changes required: Yes No

Update if not current:

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E. Assessment Plan

Information is current; no changes required: Yes _____ No _____

Update if not current:

Each semester, the MA Steering Committee reviews syllabi for the subsequent semester to ensure that courses meet program standards for quality and are attending to the programmatic learning outcomes.

Each semester, the MA Steering Committee assesses artifacts from MENG 6010: Intro to Grad Studies. The artifacts are sorted into the student's emphasis area, anonymized, and distributed with the appropriate learning outcomes. These artifacts are then assessed, the program director reviews students' GPAs, publications, and involvement in additional opportunities such as Teaching/Research Assistantships, and issues each student a progress report, encouraging them to continue to focus on any learning outcomes where their work may need some improvement. This is part of a formative assessment process that ensures feedback is provided to students.

Each semester, any thesis projects (MENG 6940, 6950, or 6960) are assessed based on the specific emphasis learning outcomes by the thesis review committee. These assessments are independent of the grade for the thesis project, and a final report is generated by the program director to each student as a summative assessment of their learning.

Each semester, graduating students who are not completing a thesis are required to submit a portfolio of specific work via Canvas. These include the following...

English Education Emphasis – artifacts to be determined as the emphasis launched in Summer 2023.

Literature Emphasis – the final paper from MENG 6030: Literary and Critical Theory, and a paper/project from any other literature course (MENG 6510, 6240, 6250, or 6260) that the student feels represents their mastery of the program learning outcomes.

Rhetoric/Writing Certificate – the final paper/project from MENG 6130: Theories of Rhetoric and Writing.

These artifacts are then assessed and a final summative report is generated by the program director and presented to each student as a summative assessment of their learning.

Students are asked to self-report their publications while in the program, and these data are added to our own information about student conference presentation gathered from student funding requests, course evaluations are reviewed each semester, and exit interviews are

conducted with graduating students each semester to gain valuable programmatic feedback.

F. Student Achievement

As this report is for a graduate program, data are not available at this time.

G. Evidence of Learning

Alternative Evidence of Learning Grid

	Outcome: The ability to gather, analyze, and communicate information and insights critically.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis
Target Performance	75% meets/exceeds progress expectations	100% meets/exceeds expectations
Actual Performance	92% meets/exceeds progress expectations	100% meets/exceeds
Reflection/Interpretation	Artifacts exceed performance target.	Performance target met.
Action Plan	None at this time.	None at this time.

Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A
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	Outcome: The ability to closely read and analyze texts within historical contexts and critical frameworks.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis
Target Performance	75% meets/exceeds progress expectations	100% meets/exceeds expectations
Actual Performance	85% meets/exceeds progress expectations	100% meets/exceeds expectations
Reflection/Interpretation	Artifacts exceed performance target.	Performance target met.
Action Plan	None at this time.	None at this time.
Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A

	Outcome: A developed and honed voice, as evident in polished creative work.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis
Target Performance	75% meets/exceeds expectations.	100% meets/exceeds expectations
Actual Performance	75% meets/exceeds expectations	100% meets/exceeds expectations
Reflection/Interpretation	Artifacts exceed performance target.	Performance target met.
Action Plan	None at this time.	None at this time.
Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A
	Outcome: An awareness of their own aesthetic practices in the continuum of literary traditions.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis

Target Performance	75% meets/exceeds expectations.	100% meets/exceeds expectations
Actual Performance	67% meets/exceeds expectations.	100% meets/exceeds expectations.
Reflection/Interpretation	Very nearly met performance target (1 artifact improving would have exceeded the target).	Performance target met.
Action Plan	Instructor will work with creative writing faculty to better incorporate this LO into course work throughout the semester.	None at this time.
Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A
	Outcome: Sophisticated editing and revision tactics.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis
Target Performance	75% meets/exceed expectations.	100% meets/exceeds expectations
Actual Performance	88% meets/exceeds expectations	100% meets/exceeds expectations

Reflection/Interpretation	Artifacts exceed performance target.	Performance target met.
Action Plan	None at this time.	None at this time.
Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A
	Outcome: The ability to apply current scholarship, practices, and/or theoretical and critical perspectives in their own writings.	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis/Portfolio
Target Performance	75% meets/exceeds expectations.	90% meets/exceeds expectations
Actual Performance	88% meets/exceeds expectations	No data at this time.
Reflection/Interpretation	Artifacts exceed performance target.	N/A
Action Plan	None at this time.	N/A

Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A
	Outcome: The ability to use discipline-specific terminology and conventions in their written, oral, and/or multimodal presentations..	
	Measure 1	Measure 2
Method of Measurement	MENG 6010: Intro to Grad Studies final project.	Thesis/Portfolio
Target Performance	75% meets/exceeds expectations.	90% meets/exceeds expectations
Actual Performance	81% meets/exceeds expectations.	No data at this time.
Reflection/Interpretation	Artifacts exceed performance target.	N/A
Action Plan	None at this time.	N/A
Assessment of Changes/Closing the Loop	Instructor was notified of assessment data, students were given progress reports.	N/A

Additional narrative (optional – use as much space as needed):

As the program only recently launched the emphasis areas, and created emphasis-specific learning outcomes, our data are limited at this time. We will have significantly further data for the next biennial assessment, including specific material for each emphasis area and the post-baccalaureate certificate.

Student Publications/Presentations/Honors:

- Dannea Nelson** – "LGBTQ+ Programming at the Local Library: Tactical Technical Communication as a Way of Addressing Gaps in Community Resources and Representation." Conference on College Composition and Communication, 11 March 2022
- Dannea Nelson** - selected as a member of the CCCCs Queer Caucus Standing Panel for 2022
- Dannea Nelson** - "LGBTQ+ Programming at the Local Library: Tactical Technical Communication as a Way of Addressing Gaps in Community Resources and Representation." *Tactical Approaches to Technical Communication: Reimagining Institutions* (2022). Co-authored with Dr. Emily January Petersen
- Dannea Nelson** – "Gothically Monstrous? Gender, Violence, and the Grotesque in Joyce Carol Oates's Writing." Utah Southwest Regional Conference on Student Research in Gender and Women's Studies presentation, March 25, 2022.
- Keolanani Kinghorn** - "Satan and Mankind: A Shared 'Interpretive Community' in *Paradise Lost*," Seventeenth-Century English Literature session at RMMLA, Oct. 2021.
- Keolanani Kinghorn** - "Decolonializing Stanley Fish's 'Interpretive Communities' for Academic Culture," Building Equity, Diversity, and Inclusion Symposium, the University of Utah, Nov. 2021.
- Sean Bishop** - "Doubt." *The LQ*, vol. 1, iss. 1, Summer/Fall 2021.
- Elissa Cruz** - "The Public Theater 2019 *Much Ado About Nothing*." Review of *Much Ado About Nothing* published in *The Shakespeare Newsletter*, vol. 40, no. 1, January 2022.
- Elissa Cruz** – "Rhetorically Reflective FYC: A Student-Centered, WAC-Aligned Foundation for Transfer." TYCA National Conference, 9 March 2022, online.
- Angela Fantone** – "The Mythopoetic Memorial: Creating and Recreating Myth and Sites of Memory in Neil Gaiman's *The Sandman*." Southern Humanities Conference, San Antonio, TX, January 2023.
- Carrigan Zaugg** – "Haunted Crossings in Lahiri's *The Lowland*." Multi-Ethnic Literature in the US Conference, April 2023.
- Elissa Cruz** – "We will spare for no wit: Shakespeare's Subversive Clowns." RMMLA Conference, Albuquerque, NM, October 2022.
- Keolanani Kinghorn** – "Psychoanalysis on Screen: Shakespeare's *Hamlet*." RMMLA Conference, Albuquerque, NM, October 2022.
- Kathryn Abbott** – "Phil Klay's *Redeployment* and War Rhetoric." College English Association Conference, San Antonio, TX, March 2023.
- Amanda Stevens** - SIGDOC Student Research Competition Semi-Finalist, October 6–8, 2022, in Boston, MA.
- Amanda Stevens** – "Literature and the Neo-Slave Narrative." American Literature Association Conference, May 2023, Boston, MA.
- Courtney Hatch** – "Mormon Women Writers and Epic Poetry." Mormon Historical Association Conference, June 2023, Rochester, NY.
- Jackson Reed** – Azonal Four, translating poetry. <https://www.azonaltranslation.com/azonal-four#61ddb9c6b6cc4>
- Sarah Carter** - Utah Southwest Regional Conference on Student Research in Gender and Women's Studies presentation, March 25, 2022.
- Justin Riley** – Wooden O Symposium at the Utah Shakespeare Festival in Cedar City, UT, August 8-10, 2022. <https://www.bard.org/about/education/wooden-o-symposium/>
- Toban Barnes** – RMMLA in Albuquerque, NM – October 12-16, 2022. "*Lovecraft's Bible*".

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Sept. 2020	Recommendation	Progress Description
Recommendation 1	As the program transitions to including more online course offerings, we recommend that the Steering Committee develop best practices for intention and planned student engagement including orientation, advising, and professional socialization with faculty and other MEng students.	2020 +1 progress: we have implemented an orientation program for new students, which occurs twice per year in December and August, and plan to expand that to conclude with program-wide social event once it is safe to again gather in large groups; we have implemented advising (see below); we have implemented several professional/social events (including socials before/after visiting writers and scholars, and a PhD preparation event).
		2020 +3 progress: see above, these events have continued and we have only fine-tuned our student engagement practices.
Recommendation 2	We also recommend that the mission statement be rephrased to reflect its intention to recruit and train students from beyond the local community.	2020 +1 progress: we completed a revision of the mission and it is now updated and implemented.
		2020 +3 progress: see above, recommendation completed.
Recommendation 3	Formalize the tracks within the MEng program into official concentrations and/or graduate certificates (for some of the tracks) that will appear on the students' diplomas.	2020 +1 progress: we have submitted proposals to convert our two largest tracks (Lit and CW) into emphasis areas. We plan to finalize a proposal to convert our secondary licensure track into an English Teaching emphasis during Sp22 for implementation the following year, and converting the TESOL track into a graduate certificate on roughly the same timeline.
		2020 +3 progress: we have completed the conversion of the English Education emphasis, launched in SU23, and are already enrolling students. We have

		also launched a new, online-only proposal for a fourth emphasis.
Recommendation 4	We recommend that the MEng program require all new students to take MENG 6010 in their first semester to orient them to the program and connect them with other students.	2020 +1 progress: we strongly advise students to take this course in their first semester, however we have allowed for some flexibility in cases where students' schedules do not allow them to take the course on a given day/time.
		2020+3 progress: we have formalized this, and all students are now required to take 6010 in their first semester.
Recommendation 5	We also recommend that MENG 6010 should better reflect with equal weight all four of the different program concentrations rather than be primarily focused on the Literature concentration.	2020 +1 progress: this had already been done prior to the site visit, so I'm unsure why the team made this recommendation.
		2020+3 progress: completed, see above.
Recommendation 6	We recommend eliminating the remaining dual-designations courses (5000-level courses) from the MEng program.	2020 +1 progress: we cannot completely eliminate all 5000-level courses, as they provide necessary access to students who do not have undergraduate degrees in English in the form of leveling courses. We did, however, eliminate a large number of these that we do not intend to utilize as leveling courses.
		2020+3 progress: we have continued to hone the list of potential 5000-level courses to only those that are absolutely necessary.
Recommendation 7	The Review Team recommends that, as the MEng faculty work on developing formalized concentrations for each emphasis area, the assessment of each concentration should be considered as well.	2020 +1 progress: we utilized assessment data in the formulation of new emphasis-specific LOs for the newly proposed Lit and CW emphases, and will continue to do so with the remaining elements of our curriculum.
		2020+3 progress: this is now complete.
Recommendation 8	We also recommend that the MEng faculty revise its current assessment program to provide more immediate feedback to the students and to better reflect the learning outcomes of the program.	2020 +1 progress: the program considers its assessment and student feedback separately. Students receive ample and timely feedback in the form of grades on their assignments, which via syllabus review we have ensured are all tied clearly to LOs. We think the holistic approach to program assessment (student LO achievement, student publication achievement, and syllabus

		review) is a very effective means of assessing the success of our program.
		2020+3 progress: as set out above in the description of our assessment practices, the program has completely revamped these, and is now providing timely progress reports to students, as well as summative feedback in their final semester.
Recommendation 9	We also recommend that the program use the outstanding accomplishments of the students to market the program to prospective students and to continue to build the program's scholarly reputation in the community.	2020 +1 progress: we have already implemented this via our social media channels, and will continue to do so as we transform the culture around students self-reporting their scholarly and creative successes.
		2020+3 progress: see above, this process continues to be ongoing.
Recommendation 10	In the interest of better retention and student success after graduation, the Review Team recommends that the college consider hiring an academic advisor who could devote some or all of their time to advising graduate students in the college (MEng and MPC). Until that is financially feasible, we recommend providing Kate Johnson, the Administrative Specialist, with additional opportunities for training in advising, within and outside of the university as available and applicable. We recommend that the requirement of first-year students to meet with the Administrative Specialist be clarified in order to eliminate confusion on the part of students regarding the program requirements and the course sequences. Furthermore, we recommend that, at the start of their second year, students be required, rather than only encouraged, to meet with the Program Director or supporting faculty designated by the Director. That second-year meeting should involve direct discussion of student career goals and perhaps some form of action plan for each student.	2020 +1 progress: the program has provided the administrative specialist with additional opportunities for training, our orientation program has helped eliminate any confusions regarding program requirements/course sequences, we maintain rigorous advising of students, although we do not want to make advising mandatory. We do fully support the college hiring an academic advisor who could dedicate some/all of their time to graduate program advisement, and generally support hiring more professional advisors for undergraduate programs, as well.
		2020+3 progress: as administrative specialist Kate (Johnson) Lyons moved on, the program is back to the

		director handling all advising, however more advanced students (second year, as elucidated by the recommendation) are regularly sent to faculty with more specific expertise in certain areas in order to receive more direct advising.
Recommendation 11	The Review Team recommends that the program director, in partnership with the WSU Diversity Office, develop strategies to recruit diverse faculty when openings occur. The easiest opportunity for diversifying the faculty would come from developing a stronger online component to the program, as this would allow for hiring diverse faculty from outside the local community.	2020 +1 progress: the program does not hire its own faculty, so this is a mooted recommendation, though we do fully support diversity initiatives across campus. We do not feel that hiring diverse adjuncts is any kind of solution, as it will further exacerbate systemic inequities.
		2020+3 progress: see above.
Recommendation 12	While the program has been able to secure more funding recently for scholarships, the enrollment growth will result in additional financial need for graduate students. The Review Team recommends that the college seek out donors who are interested in endowing scholarships for graduate students.	2020 +1 progress: the program has continued to call for further fund-raising for donors.
		2020+3 progress: the program director has prepared a request for the college development director for further funding.
Recommendation 13	We recommend that the program implements processes to ensure continuity when transitioning to new leadership and/or administration.	2020 +1 progress: the director and administrative specialist have compiled a program calendar, which serves as a handbook for program leadership. It includes tasks that need to be accomplished in each month, along with links to the forms or instructions for each task.
		2020+3 progress: see above, this recommendation is complete.
Recommendation 14	Rework the MEng website to focus it more on prospective students only and consider creating a Canvas course geared to provide pertinent information for current graduate students. This would essentially function like an internal website and could also be used for announcements. We also recommend that old versions/iterations	2020 +1 progress: we have revised the website to make it more oriented toward prospective students, and created an internal Google Site for current students. We are unaware of any ghost websites remaining. The website is now updated regularly with the most up-to-date information, as are informational pages on the program's internal Google Site.

	of the MEng website be removed from weber.edu to avoid confusion and to improve web searching by current and potential students.	
		2020+3 progress: see above, this recommendation is complete. One note: the graduate programs across campus will be receiving a revised landing page as we better align under the Office of Graduate Studies.
Recommendation 15	We recommend the creation of a newsletter to share information about student achievements, highlight program events, maybe even introduce new students. This newsletter (or a shorter version of it) could also be shared with MEng alumni. Highlighting alumni achievements to current students would help with retention and also make alumni continue to feel connected to the program, which would make it easier for MENG to collect data on alumni success.	2020 +1 progress: we publish a monthly newsletter during the academic year, and once during the summer months, with vital information for students (including kudos for publications, graduation announcements, intro of new students, upcoming deadlines, class offerings, etc.). We have begun an e-mail list for program alumni who also receive this newsletter. The problem we are facing in terms of tracking alumni success is that we do not have accurate contact info for all alumni (210+), and there is very little/no institutional support for the process of alumni relationships on a program level.
		2020+3 progress: see above, the first part of this recommendation is complete, alumni tracking is ongoing.
Recommendation 16	We recommend that MEng develop an external advisory board that can provide feedback to the faculty on the development of the concentration areas and seek advice to help recruit additional students, and more diverse students, to the program to further grow the enrollment. An external advisory board would also help provide continuity and stability during future transitions.	2020 +1 progress: in our response, the program rejected this recommendation as an immediate need, but is open to revisiting this recommendation in the future.
		2020+3 progress: see above.
Recommendation 17	We also recommend that MEng devise a plan for better tracking of MEng alumni and career placement, and continue to reach out to MEng alumni to track their career paths as well as to invite them to remain engaged in the program through mentoring, guest lectures, and/or participation in the external advisory board.	2020 +1 progress: see above re: institutional support. We have the best plan in place that we can manage with the limited resources we have.
		2020+3 progress: see above. This is ongoing.

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2019-20	2020-21	2021-22	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	15	17	11	15
Full-time Non-Tenured (includes tenure-track)	8	7	14	17
Part-time and adjunct	1	1	0	0
With Master's Degrees				
Full-time Tenured	0	0	0	0
Full-time Non-Tenured	2	2	1	1
Part-time and adjunct	0	0	0	0
With Bachelor's Degrees				
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time and adjunct	0	0	0	0
Other				
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time	0	0	0	0
Total Headcount Faculty				
Full-time Tenured	15	17	11	15
Full-time Non-tenured	10	9	15	18
Part-time	1	1	0	0

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

Our previous biennial report was just 1 year after the conclusion of our Board of Regents review process, which was delayed because of the COVID-19 pandemic. Thus, we were still very much in the process of implementing improvements. Since that time, the program faculty and staff have been extremely busy in pushing forward numerous advancements for the program. We have implemented the shift from “tracks” to emphases in all of our major curricular areas. This shift was a major undertaking, necessitating not only an intentional creation of more concentrated curricular pathways, but also revision of our learning outcomes, course offerings, and significant student advising. Now that this shift is complete, we are in the process of proposing an online degree pathway via a new emphasis that is going through the curriculum process currently. We have also made significant changes to our assessment processes (see below for more), improved our website and other recruitment efforts, and enhanced our advising for students through open graduate advising hours that are offered weekly, further mentoring of new students by continuing and almost-graduating students, thesis information and TA information sessions each semester, and an information session annually for students interested in learning more about continuing their studies in PhD or MFA programs. In short, in reflecting upon the past two years, I think they have been quite transformative for the MA program, and have set the program itself, but more importantly our students, up for success for years to come. As I reflect now, in my penultimate year as program director, I think that between our enrollment growth, curricular changes, and student-service-focused enhancements, that I will be handing the program off to a new director (before our next biennial assessment report) in a strong position for the future.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

The MA program is not included in this dashboard, so I do not have access to the data. However, I do receive the DFWI report for each course/instructor each semester, and I do not see any significant issues. As a grad program, our academic standards are quite high, and students report being pushed intellectually in our program, and we have very low rates of failure in our courses and very high rates of student retention.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

With our recent curricular changes, the specification of LOs for each emphasis and our certificate, and all of this being relatively new, the

program has made strides to have more of a holistic approach to program assessment that provides direct and timely feedback to students as well as useful information to the program. As this is all relatively new, I welcome feedback from the assessment review team. The program's steering committee is in agreement that we are still forming and fine-tuning these processes, and that they will continue to evolve in the coming years to ensure that assessment is both effective for the program and the students. I do think that one aspect of our program's syllabus review is particularly helpful to point out: we ensure that each assignment in each course is tied directly to the program's learning outcomes. So, while I understand that more goes into grades, sometimes (like attendance/participation), than LO achievement, we have taken strides to ensure that each course assignment provides students with LO-related assessment. I acknowledge that assessment should also take into account material information beyond grades, I think at the graduate level, it is much clearer to our students because of this syllabus review work how each course, and each assignment in each course, is geared toward helping them achieve the programmatic learning outcomes. I would like to consider including a self-reflection element to assessment, asking students to reflect on their own progress toward mastery of the learning outcomes, and using those data in our program assessment. We are also, within the steering committee, considering/reconsidering the structure of the core of the program, and perhaps changing the way 6010 functions within the Creative Writing emphasis, in particular.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>