Executive Summary

This report presents the results of the department self-study. The report is designed to provide the Evaluation Team a clear picture of English Department programs, faculty, and students. The following list provides a brief synopsis of the individual sections within the report:

I. Cover Sheet/Title Page

II. Description of the Review Process

III. Program Description

This section includes the program mission statement, a description of student learning outcomes, an overview of the current curriculum, a discussion of goals for teaching and learning, an outline of changes in academic advising, and a summary of the English Department's outreach to the external community.

A. Program Mission Statement

In 2010, the English department updated its mission statement:

> The English Department provides a liberal education in literature and writing for majors, minors, and general education students. In addition, the Department serves the University community by providing all students with writing experience, techniques, and skills as a foundation for subsequent academic and career pursuits.

This section of the report contains specific mission statements for each program (Master of Arts in English, Developmental English, Composition Program, English Teaching major and minor, Professional and Technical Writing Emphasis, and Professional and Technical Writing Minor, Creative Writing, Linguistics, Linguistics Interdisciplinary Minor, and Environmental Studies Minor).

B. Curriculum

This section presents a description of the types of degrees offered (M.A., B.S., and B.A.), a three-year course rotation, English department involvement on various WSU campuses and in the online environment, additional curricular advancements implemented since the last self-study in 2004, and an evaluation of the curriculum.

C. Student Learning Outcomes and Assessment

This section provides an extensive rubric for assessment. This rubric breaks down assessment by English department program by each program student outcomes and by means of assessment.

Teaching and learning incorporate varied styles; this section describes departmental teaching standards, identifies contract and faculty pedagogies, measures quality of teaching, and evaluates teaching and learning.

Faculty and contract instructors rely on guidelines that the appropriate committees develop (for example, the goals for the upper-division British literature courses are guided by the British Literature Committee). These guidelines reflect the current pedagogy in English that moves away from exam-based assessment and toward continuous assessment of student writing through peer review, collaboration, group discussions, and oral presentations.

To ensure instructors follow the guidelines outlined by various committees within the department, the Department uses student evaluations, peer review, and individual interviews to assess instruction.

D. Academic Advising

To maintain consistent and clear academic advising Dr. Sally Shigley advises all students seeking English department majors or minors. She refers students to program directors as necessary:

- Dr. Mark LeTourneau, Linguistics
- Dr. Shelley Thomas, Professional and Technical Writing
- Dr. Shannon Butler, Teacher Education
- Dr. Victoria Ramirez, Creative Writing
- Dr. Merlin Cheney, Master of Arts in English

E. Faculty

The English Department employs 91instructors (full-time, part-time, and adjunct). Each fall the Department hosts a retreat to allow new and returning faculty to create goals for the academic year. In addition, the Teaching and Learning Forum sponsors a new faculty retreat to acclimate new instructors to WSU's culture. Other seminars, sponsored by the Faculty Development Committee and the Writing Committee, are conducted several times during the academic year to foster a community spirit and to encourage a free exchange of ideas. To share research and test theories, the English Department faculty actively participates in the annual conference of the Rocky Mountain Modern Language Association, as well as other national and regional conferences.

F. Support (Staff, Administration, Facilities, Equipment, Budget, and Library)

Support Staff

The support staff consists of an Office Specialist (Kim Webb) and a Secretary II (Robin Scott); these individuals are responsible for scheduling (classes and rooms), for purchasing necessary equipment, and for assisting the faculty and students as needed. Furthermore, the support staff regularly participates in University workshops and conferences to remain current with policies. All members of the English Department (faculty and staff) are reviewed for effective performance.

Administration and Facilities

The administration provides support in funding the Composition program and supports hiring faculty to meet the needs of this program. Additionally, the English department recently moved into Elizabeth Hall. This new space provides much-needed updates in classrooms, technology upgrades, offices, conference rooms, and meeting spaces.

Budget

The current budget situation remains a challenge; however, the English department makes the most of its budget.

Library

The faculty and staff at the WSU library remain committed to supporting English composition students, English majors and minors, and faculty research. Though the holdings of the WSU library are limited, the faculty finds the helpful staff, extensive database access, and electronic resources satisfactory for research and teaching.

G. Relationships with External Communities

The Department of English works closely with local high schools and has developed writing courses that have earned the Community Based Learning (CBL) designation. The English Department maintains a strong relationship with external communities including the following programs:

- Teacher Education (University Council of Teachers of Education)
- Writing and Literacy (Community Action Center)
- Office of Academic Service Learning (various volunteer organizations)
- Professional and Technical Writing (continuing education workshops)

H. Results of Previous Program Reviews

The 2004 program review revealed both strengths and challenges faced by the English department. Among its strengths are clear mission statements for each program, a diverse faculty, varied teaching schedules (at Davis, online, day classes, and night classes), and significant publications by faculty (in spite of a heavy teaching load). In addition, the English Department maintains a student literary journal, *Metaphor*, an interdisciplinary humanities journal, *Weber Studies*, and also hosts the National Undergraduate Literature Conference, which brings in international and national authors and speakers.

Challenges that face the English department programs including low enrollment in some programs and courses (for example, the ESL program saw a significant reduction in student enrollment after September 11, 2001), defining and standardizing release time, developing effective communication between departments (especially between the English Department and the College of Education), implementing a Master's degree in English Education with teacher certification, and standardizing the terminal degree (M.F.A. / Ph. D.) for faculty teaching upper-division courses.

With the above challenges and budget constraints in mind, the English Department provides impressive and challenging programs, which serve a diverse University community (ESL students, creative writing students, technical writing students, ethnically diverse students, nontraditional students, distance-learning students, as well as the "typical" literature and writing students).

Responding to feedback and enrollment, the Creative Writing Emphasis and the Professional and Technical Writing program have both grown significantly since the last reporting period. In addition, the implementation the Master of Arts in English program furthers the English Department's mission and commitment to higher education.

Table of Contents

I. Cover Sheet/Title Page

English Department Program Review

March 10, 2011

II.   Description of the Review Process

The English Department Self-Study was conducted and written by a committee consisting of Dr. Kathleen M. Herndon, Dr. Becky Jo McShane, Dr. Mali Subbiah, Dr. Shelley Thomas, and Gail Yngve. Gail Yngve and Dr. Kathleen M. Herndon conducted the primary work. Faculty members with specific responsibilities as Program Directors contributed information about their specific programs: Brooke Kelly, Developmental English; Dr. Shannon Butler, English Teaching; Dr. Kathleen M. Herndon, English Literature and Language; Dr. Shelley Thomas, Professional and Technical Writing; Dr. Vicki Ramirez, Creative Writing; Dr. Mark LeTourneau, Linguistics Interdisciplinary Minor; Dr. Mikel Vause, Environmental Studies Interdisciplinary Minor, Dr. John Schwiebert, Curriculum Overview, Assessment Committee and Christy Call, Assessment Plan, and Dr. Merlin Cheney, Master of Arts in English. Dr. Subbiah edited the first draft of the Self-Study and Dr. McShane formatted the final document. Dr. Thomas wrote the Executive Summary.

Lead Reviewer:

- Liahna Armstrong, Ph.D.
  Chair, Department of Art
  Professor of English and Film Studies
  Central Washington University
  Ellensburg, WA 98926-77564

Associate Reviewers:

- Erika Daines, Professor of German, Coordinator for European Studies
  Weber State University
- Adam Johnston, Ph.D., Professor of Physics
  Weber State University

The site visit will take place on April 8, 2011. The committee will meet with the following during the day:

- Dr. Madonne Miner, Dean, College of Arts and Humanities
- Dr. Kathleen M. Herndon, Chair, English Department
- Faculty, including Program Directors for English Teaching, Professional and Technical Writing, Creative Writing, Composition, Developmental English, Linguistics Interdisciplinary Minor and Environmental Studies Interdisciplinary Minor
- Dr. Kathleen M. Herndon and Department Advisor Dr. Sally B. Shigley
- Students representing each major program

III. Program Description

A. *Program Mission Statement*

Mission Statement of the English Department

The English Department provides a liberal education in literature and writing for majors, minors, and general education students. In addition, the Department serves the University community by providing all students with writing experience, techniques, and skills as a foundation for subsequent academic and career pursuits. (Statement last updated 2010)

Mission statements of programs within the English Department:

Developmental English

The Developmental English program prepares students to be successful in university courses requiring writing, reading, and critical thinking by developing fundamental principles of literacy. Using best practiced pedagogical approaches, faculty members assist students with advancing basic skills and concepts, logical thinking and problem solving, and other life skills through feedback, active learning, self-monitoring, and assessment. This program lays the foundation for broader academic achievement.

Composition Program

The state-required composition core is a two-semester sequence of courses: ENGL 1010 and ENGL 2010. The overarching goal of composition is to prepare students to enter the discourse communities of the university and larger society.

English Teaching Major and Minor

The mission of the English Education Program is to prepare English majors and minors to teach English/Language Arts in public and private secondary schools. This preparation means each graduate will have the content knowledge, teaching skills, theoretical and philosophical grounding, and attitudes necessary for successful placement in public and private middle schools, junior high schools, and high schools.

Professional and Technical Writing Emphasis and Minor

The Professional and Technical Writing Emphasis and Minor programs prepare students to enter the work force with advanced writing, editing, and designing skills. Students also learn content management, project management, and collaborative strategies.

Creative Writing

The Creative Writing Emphasis provides an identifiable and focused course of study designed to allow participating students to pursue their interest in creative writing toward attaining a traditional academic degree in English with its attendant personal/career development. This program closely articulates with other established programs within the English Department to share resources and encourage faculty involvement. The primary goal of the program is to provide English majors with the best academic experience and education consistent with their goals and interest in creative writing.

Linguistics

The linguistics program serves students in the Linguistics Interdisciplinary Minor, the ESL Endorsement program, and all other programs of the English Department. Each course in the program presents general properties of language as exemplified in particular languages and offers both modeling and practice in the ways in which linguists study them. In so doing, the faculty seeks to cultivate attitudes toward language structure and use consistent with current understanding of each and to support the writing and literature tracks within the department.

Linguistics Interdisciplinary Minor

The minor in linguistics is comparable to other minors at Weber State University (for instance, European Studies, Asian Studies, and Women's Studies) in its strong commitment to interdisciplinary learning. The primary aims of the minor are (1) to enable students to study language, both natural and artificial, and language use from the perspective of several disciplines that students might not otherwise encounter beyond their general education requirements and (2) to equip students with skills in data analysis, theory construction, pattern recognition, and critical thinking for advanced study and employment in linguistics and other areas.

Environmental Studies Interdisciplinary Minor

The Environmental Studies Minor is an interdisciplinary program that focuses on the work of science in human activity. The curriculum is rooted in science to ground factual knowledge. However, its trunk is solidly comprised of social science and humanities courses because they teach the application of science in policy-making, business decisions, and historical precedents even as they call upon the arts for their expression and upon ethics for consideration of health and social justice issues. The minor reaches across campus because all disciplines play an essential role in shaping environmental thought.

Master of Arts in English

The Master of Arts in English program (MENG) provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in an environment that encourages freedom of expression while valuing diversity. We take pride in a student-centered environment for learning and believe close associations between faculty and students contribute to student success.

The MENG program is designed to provide advanced preparation in writing, critical thinking, and English language and literature. The purpose of the advanced study of language and literature is to heighten humanistic values and awareness to generate and serve a local community of scholars.

B. Curriculum

1. Description of types of degrees offered (major/minor/emphasis/certificate)

Degree programs offered through the department: B.A., B.S., and M.A.

<u>Majors</u>
English Language and Literature
English Teaching

<u>Minors</u>
English Language and Literature
English Teaching
Professional and Technical Writing

<u>Majors with an Emphasis</u>
Creative Writing
Professional and Technical Writing

<u>Certificates</u>
Professional and Technical Writing

<u>Interdisciplinary Minors</u>
Asian Studies
English BIS option
Environmental Studies
European Studies
Geography BIS Option
Latin American Studies
Legal Studies
Linguistics
Professional & Technical Writing BIS option
Women's Studies

<u>Master's of Art in English</u>
Literature
Teaching Licensure Option
TESOL Option

In addition to specific degree programs, here are the General Education courses offered by the department.

Humanities (HU)
ENGL HU 1115: Humanities on the Internet: Culture, Content, and Access (3)
ENGL HU 2220: Introduction to Fiction (3)
ENGL HU 2290: Introduction to Drama (3)
ENGL HU 2240: Introduction to Poetry (3)
ENGL HU 2200: Introduction to Literature (3)
ENGL HU 2510: Masterpieces of Literature (3)
ENGL HU 2710: Perspectives on Women's Literature (3)
ENGL HU 3500: Introduction to Shakespeare (3)
ENGL HU 3510: World Literature (3)
ENGL HU 3520: Literature of the Natural World (3)

ENGL HU 3750: Themes and Ideas in Literature (3)

Creative Arts (CA)
ENGL 2250: Creative Writing (3)
ENGL 2260: Writing Short Fiction (3)

Diversity (DV)
ENGL DV 2710: Perspectives in Women's Literature (3)
ENGL DV 3550: Multicultural and Ethnic Literature in America (3)
ENGL DV 3730: Literature of Culture and Place (3)

Scientific Inquiry (SI)
ENGL SI 3010: Introduction to Linguistics (3)

English Composition (EN)
ENGL EN 1010: Introductory College Writing (3)
ENGL EN 2010: Intermediate College Writing (3)

Interdisciplinary Studies Programs that Include English Classes as Components
Asian Studies (ENGL 2710, ENGL 3730)
Environmental Studies (ENGL 3520, ENGL 3580, ENGL 3750, ENGL 4530, ENGL 4710)
Ethnic Studies (ENGL 3550)
European Studies (up to 9 credits of English classes may be used as electives)
Latin American Studies (ENGL 3730)
Legal Studies (ENGL 3030, ENGL 3210)
Linguistics (ENGL 3010, ENGL 3030, ENGL 3050, ENGL 3040, ENGL 4410, ENGL 4420, ENGL 4450)
Women's Studies (ENGL 2710)

Comparing the Program Effort for Major/Minor Versus General Education/Service Courses

The General Education courses offered through the English department support the liberal arts requirements of the university by fostering student skills and abilities in the areas of reading, critical thinking, writing, and other areas of intellectual inquiry and development essential to good citizenship. The Service Courses (ENGL 1010 and ENGL 2010) are requirements of the University core and prepare students campus-wide for writing within their majors. The English Department offers two kinds of majors (in English Language and Literature and English Teaching) and three different minors (English Teaching, Professional and Technical Writing, and Linguistics). The Department also offers majors with emphasis in Creative Writing and Professional and Technical Writing. All students who major or minor in any of the department's programs must take a core of courses in

five areas (Writing, Language, American Literature, British Literature, and World Literature); specific requirements differ considerably among the various major and minor programs.

2. Enclosure of a course rotation year-by-year for the past three years and next three years

See Appendix H.

3. Description of program involvement with WSU Online, Davis Campus, Independent Study

WSU Online:

    ENGL 0960: Developmental Writing (3)
    ENGL 1010: Introductory College Writing (3)
    ENGL 2010: Intermediate College Writing (3)
    ENGL 2220: Introduction to Fiction (3)
    ENGL 2200: Introduction to Literature (3)
    ENGL 3100: Professional and Technical Writing (3)
    ENGL 3520: Literature and the Natural World (3)
    ENGL 3720: Topics in Literature (3)
    ENGL 3750: Themes and Ideas in Literature (3)
    ENGL 4120: Seminar and Practicum in Professional and Technical Writing (3)
    ENGL 4530: American Literature: Realism and Naturalism (3)
    ENGL 4620: British Literature: Renaissance (3)
    ENGL 4630: British Literature: Neoclassical and Romantic (3)
    ENGL 4710: Eminent Authors (3)
    ENGL 6110: Writing for Teachers (3)
    ENGL 6210: Teaching Literature in the Secondary Schools (3)

Davis Campus:

    ENGL 0900: Fundamentals of College Reading and Writing (3)
    ENGL 0955: Developmental College Reading and Writing (6)
    ENGL 1010: Introductory College Writing (3)
    ENGL 2010: Intermediate College Writing (3)
    ENGL 2220: Introduction to Fiction (3)
    ENGL 2200: Introduction to Literature (3)
    ENGL 3080: Critical Approaches to Literature (3)
    ENGL 3100: Professional and Technical Writing (3)
    ENGL 3300: Young Adult Literature (3)
    ENGL 3510: World Literature (3)

ENGL 4520, 4530, 4550, and 4560: American Literature (3)
ENGL 4610, 4620, 4630, 4640, 4650, and 4660: British Literature (3)
ENGL 6110: Writing for Teachers (3)
A selection of M.A. courses each semester

Independent Study:

ENGL 1010: Introductory College Writing (3)
ENGL 2010: Intermediate College Writing (3)
ENGL 2200: Introduction to Literature (3)
ENGL 3100: Professional & Technical Writing

West Center and Morgan Campuses

ENGL 1010: Introductory College Writing (3)

ENGL 2010: Intermediate College Writing (3)

4. Description of any unique aspects of curriculum not adequately described earlier:

This section describes some important program approvals and other changes the English Department has gone through since last review.

a. Developmental English

During Summer 2009, the Developmental English faculty redesigned the curriculum in order to meet NADE (National Association for Developmental Education) certification. This project included selecting new texts, developing assignments, establishing new learning outcomes, and preparing online materials. After the project was completed, full-time Development English faculty trained adjunct faculty in an intensive one-week training session. In the 2010-2011 academic year, the bulk of ENGL 0955 was re-organized as a hybrid course. Also in 2010-2011, the decision was made to discontinue offering ENGL 0955 online. This decision was made because of the difficulty that developmental students had completing the course in an exclusively electronic format. In February 2011, Developmental English faculty attended the national NADE conference and met with accreditation experts and will attend the conference next year to receive certification for the WSU program.

b. Minor in Linguistics

The Faculty Senate approved the Minor in Linguistics in Fall 2007 and by the Utah Board of Regents in July 2008. The program was launched in Fall 2008 with Dr. Mark LeTourneau, a Professor within the English Department, as its first coordinator. This interdisciplinary program involves nine academic departments or programs within five colleges of the University. The departments/programs and their respective colleges include: English, Communication, and Foreign Languages (College of Arts and Humanities); Anthropology, Philosophy, and Psychology

(College of Social and Behavioral Sciences); Learning English for Academic Purposes, or LEAP (Continuing Education); Teacher Education (College of Education); and Computer Science (College of Applied Science and Technology). Nearly all courses required for the Minor were already in existence at the time the new program was initiated.

The Linguistics Minor serves two primary aims:

a. To study language and language use from the perspective of several disciplines at the upper division level;

b. To equip students with skills for advanced study and employment in linguistics and other areas.

The Minor also supports the University mission of graduating students who are "broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement."

Given the central importance of language to virtually all human endeavors, the Linguistics Minor also complements a broad variety of majors offered by the University. This new minor is also attractive to graduate programs (for instance, in law and philosophy), which are interested in recruiting students with strong Linguistics backgrounds.

c. Professional and Technical Writing Institutional Certificate

The Faculty Senate approved the Professional and Technical Writing Institutional Certificate in February of 2011. The Certificate is designed for students who complete the six Professional and Technical Writing courses (18 credit hours). Students may receive the Certificate either while they obtain their BA or post-baccalaureate.

The availability of the Institutional Certificate will assist students professionally beyond their years at Weber State. In June 2010, the Society for Technical Communicators (STC)—the international, professional organization for technical communication practitioners and educators—announced that it will soon be offering certification for the technical communication field. STC has identified six core competencies practitioners will have to demonstrate, and these competencies are satisfied by the courses presently offered at Weber State. Weber State's Institutional Certificate will prepare students to obtain the STC certification.

d. Expansion of Professional and Technical Writing Emphasis

The Professional and Technical Writing Emphasis was increased to 6 courses (18) hours to align it with the Professional and Technical Writing minor. Faculty in this program realized that the original four courses did not sufficiently prepare graduates to find employment in this field.

e. English Teaching Methodology Block

In order to better prepare English Teaching majors for success in secondary classrooms, two methods classes were developed: ENGL 3020: Introduction to the

Study of Language for Teachers, 3cr. and ENGL 3420: Teaching with Young Adult Literature 3 cr. These two new classes in combination with the two existing methods courses (ENGL 3400: The Teaching of Literature, 3cr. and ENGL 3410: The Teaching of Writing, 3cr. form a 12-hour block. Students enroll in this block the semester prior to student teaching. The block includes a 4-week practicum experience in a local secondary school during which students have the opportunity to test various teaching methods. Two instructors are assigned to teach in the block each semester. They function as a team and develop syllabi and assignments collaboratively. This block provides seamless instruction in Language Arts and models the approach that is proven to be successful in classrooms.

f. Environmental Studies Minor

This program is currently housed in the College of Arts & Humanities, much like other programs around the country. Students will gain an appreciation for local, national, and international environmental issues and problems as well as their potential solutions. They will develop a personal philosophy about the environment's role in their lives and their own ability to affect nature and their physical environment by making ethical choices.

g. Master of Arts in English

The Utah Board of Regents approved the Master of Arts in English Program in summer of 2006. The English Department began offering classes in Fall 2006. Weber State University English graduates were the impetus for researching the feasibility of developing a Master of Arts in English. Drs. Shannon Butler, Merlin Cheney, and Kathleen Herndon met with local school district superintendents to ascertain the level of teacher interest in an MA in English. It was believed that the majority of MA students would come from English Teaching graduates. However, the English Department was pleased to discover that MA students came from a variety of backgrounds and professions. Thus far, interest in the program is consistent and the number of graduates increases each semester. Dr. Merlin Cheney is currently the Program Director.

The Master of Arts in English program offers traditional graduate students and working adults advanced preparation in the study of English language, literature, and teaching. The curriculum is composed of two and three credit hour classes that fall into the following broad categories: Linguistics, American Literature, British Literature, World Literature, and Teacher Education. We have over 45 master level courses.

Tenure-track faculty with doctoral degrees and occasionally adjuncts with doctoral degrees will teach all MENG classes.

In Spring 2011, Faculty Senate approved two additional Master of Arts program options. One is a Teaching Licensure option, which will prepare graduates to teach secondary English. The other is a TESOL option, which will prepare graduates to teach English as a Second Language.

5. Evaluation of the curriculum:

Throughout the year, individual committees work to revise curriculum for their particular programs, emphases, and minors. Proposals for change then come to the department curriculum committee. In other words, the curriculum is continually under review.

C. *Student Learning Outcomes*

Student Learning Outcomes Standards

- With respect to outcomes, each program should have a clearly defined set of learning outcomes that
    a. Describe the expected knowledge, skills, and behaviors that
        1. Students will have achieved at the time of graduation
        2. Will support the goals of the program and the constituencies served
        3. Are directly linked to the program's curriculum.
- With respect to assessment, each program should
    a. Have developed a set of measures for assessment that are clearly defined and appropriately applied
    b. Demonstrate that they are using these measures in a systematic manner on a regular basis
    c. Demonstrate that the assessment of the program mission and student outcomes are being used to improve and further develop the program.

Historical Background of Student Outcomes Assessment

Until 1999, the Department did not have an outcomes assessment plan in place. During the 1999-2000 academic year, a Student Outcomes Assessment Committee was created, reflecting a university-wide mandate for better assessment, as well as the Department's determination to improve assessment and assure the best quality education for its majors and minors.

As one of the first tasks, the Committee created a coherent program for assessing outcomes. Following extensive discussions with faculty and students, the Committee drafted (and the Department approved) sets of criteria for measuring knowledge and related skills that should be achieved (1) by all graduating majors and minors, (2) by English Teaching Majors and Minors, and (3) by English Majors with a Professional and Technical Writing Emphasis and Minor.

The Committee implemented a plan, using exit interviews, focus groups, and surveys. The following information is the result of the Committee's plan, collected by the Assessment Committee, and compiled by Christy Call during the 2010—2011 academic year.

Assessment Plan 2010-2011
English Department
Weber State University

English Department Mission Statement

The English Department provides a liberal education in literature and writing for majors, minors, and general education students. In addition, the Department serves the University community by providing all students with writing experiences, techniques and skills as a foundation for subsequent academic and career pursuits.

English Major and Minor: Language and Literature

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The English major and minor programs prepare students to become skilled readers, writers, and critical thinkers through the study of diverse as well as traditional literature.	**Knowledge:** • Students will be acquainted with various facets of both the traditional and the emerging canons. • Students will have an historical knowledge of selected literary periods. • Students will recognize and appreciate a range of rhetorical strategies and theories. • Students will understand the basic nature of language, its structure, and its uses. • Students will be familiar with a range of critical approaches and their applications in literary study. **Skills:** • Students will write competently and confidently in a range of rhetorical and expressive genres. • Students will command effective research skills, in both print and non-print sources. • Students will approach literary texts critically,	**Focus Groups:** Group 1: made up of declared majors & minors. Group 2: made up of 1997, 1998, 1999 graduates of the program. **Exit Interviews:** Random sample of students graduating in May 2000. Sample will reflect the percentages of students in each	TBD	TBD

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
	analytically, and appreciatively. • Students will control the conventions of standard written English. • Students will demonstrate effective oral and presentation skills.	strand of the program.		

English Teaching Major and Minor

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The mission of the English Education Program is to prepare English majors and minors to teach English/Language Arts in public and private secondary schools. This means each graduate will have the content knowledge, teaching skills, theoretical and philosophical grounding and attitudes necessary for successful placement and service in public and private middle schools, junior high schools, and	• Students will demonstrate skills and knowledge of methods and theories for teaching writing. • Students will demonstrate skills and knowledge of methods and theories for teaching literature. • Students will demonstrate knowledge of the writing process. • Students will demonstrate an acquaintance and working knowledge of resources for teachers of English/Language Arts. • Students will demonstrate an understanding of the influence of media and technology in contemporary culture. • Students will demonstrate knowledge of the field of Adolescent Literature. • Students will demonstrate knowledge of the concepts of multicultural approaches to teaching literature.	TBD	TBD	TBD

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The mission of the English Education Program is to prepare English majors and minors to teach English/Language Arts in public and private secondary schools. This means each graduate will have the content knowledge, teaching skills, theoretical and philosophical grounding and attitudes necessary for successful placement and service in public and private middle and private middle and private middle and private middle schools, junior high schools, and high schools.	• Students will demonstrate skills and knowledge of methods and theories for teaching writing. • Students will demonstrate skills and knowledge of methods and theories for teaching literature. • Students will demonstrate knowledge of the writing process. • Students will demonstrate an acquaintance and working knowledge of resources for teachers of English/Language Arts. • Students will demonstrate an understanding of the influence of media and technology in contemporary culture. • Students will demonstrate knowledge of the field of Adolescent Literature. • Students will demonstrate knowledge of the concepts of multicultural approaches to teaching literature.	TBD	TBD	TBD

Composition

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The state-required composition core is a two-semester sequence of courses: ENGL 1010 and ENGL 2010. The overarching goal of composition is to prepare students to enter the discourse communities of the university and larger society.	**Rhetorical Situation:** • Adapt their writing to a variety of purposes, audiences, and composing situations by selecting and using the most appropriate genres. • Produce a variety of formal and informal kinds of writing, emphasizing the most common academic genres. • Understand that rhetorical expectations vary from discipline to discipline. • Use technologies appropriate to purpose and audience. • Understand that emerging technologies create emerging genres each with their own rhetorical parameters. **Reading:** • Read and understand texts of a variety of genres, styles and complexity. • Understand that texts are structured in specific ways for specific reasons. • Understand and evaluate a text's organization. **Critical Thinking:** • Use writing and reading for inquiry, learning, thinking, &communicating. • Recognize personal and authorial bias when approaching texts, issues, and ideas. • Recognize contradictions and logical problems in texts. • Understand relationships between language, knowledge, and power.	Students in English 1010 should produce a minimum of 4000 words of revised prose; students in English 2010 should produce a minimum of 5000 words of revised prose. Students must exit both courses with a C or better in order to receive credit.		

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
	• Recognize complex ideas and positions in arguments and attempt to understand diverse perspectives. • Ask constructive questions that could lead to meaningful inquiry. • Identify connections between and among texts and their ideas. **Writing:** <u>Structure and Mechanics</u> • Compose writing that is structurally coherent and unified. • Compose writing assignments with a clear thesis or main idea. • Control such surface features as syntax, grammar, punctuation, & spelling. • Use a style manual to find answers to grammar or usage questions. <u>Process</u> • Understand that effective writing is a recursive process. • Develop flexible pre-writing, drafting, peer response, and revision strategies in composing written assignments. • Continue to practice writing as a process. • Understand that electronic technologies can enhance the way we compose and share texts. <u>Research and Argumentation (emphasized in 2010 but may also occur in 1010)</u> • Use library resources to locate appropriate sources for research. • Evaluate potential source material for credibility			

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
	and usefulness. • Use sources to make arguments. • Summarize, paraphrase, and use quotations appropriately. • Use MLA and introduce one other citation method (preferably APA).			

Developmental English

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The Developmental English Program prepares students to be successful in university courses requiring writing, reading, and critical thinking by developing fundamental principles of literacy. Using best practiced pedagogical approaches, faculty assists students with advancing basic skills and concepts, logical thinking and problem solving, and other life skills through feedback, active learning, self-monitoring, and assessment. The Developmental English Program lays the foundation for broader academic achievement.	**Reading Comprehension Skills:** • Developing vocabulary • Identifying main point and supporting detail • Summarizing and paraphrasing of texts • Recognizing and making logical inferences • Synthesizing and comparing themes and details from multiple texts **Writing Skills:** • Articulating in writing clear points • Supporting main points with facts and details • Crediting sources for quoted or paraphrased ideas • Organizing writing with adequate transitions and clear patterns of order • Edit writing to correct spelling, grammar, and mechanical errors **Critical Thinking Skills:** • Representing more than one viewpoint in writing or discussion • Recognizing and correcting oversimplification errors such as over-generalization or stereotyping • Objectively explaining opposing perspectives	Class discussion, homework, essay writing, final exam Random sampling of pre- and post-program reading/writing artifacts Homework, essay writing, final exam Random sampling of pre- and post-program reading/writing Artifacts Class discussion, homework, essay writing,	TBD	TBD

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
	• Making logical inferences	final exam		
		Random sampling of pre- and post-program reading/writing artifacts		

Professional & Technical Writing

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The Professional and Technical Writing Emphasis and Minor prepare students to enter the work force with advanced writing, editing, and designing skills. Students also learn content management, project management, and collaborative strategies.	• Understand their roles and responsibilities within various discourse communities (non-profit organizations, government agencies, small businesses, corporations, etc.) • Apply theories of technical communication (communication theory, visual rhetoric, social construction theory, collaboration theory, audience analysis, etc.) • Work collaboratively in cross-functional (heterogeneous) teams • Develop a range of software skills for writing, editing, document design, web design, and content management • Analyze and manage a rhetorical situation based on audience, purpose, and context • Write accurate, ethical, and useable documents • Use single sourcing principles to write structured documents, to map content for reuse, to evaluate available authoring tools, and to develop project strategies • Use document design principles to create a document package according to client specifications and to articulate effective layouts and designs • Edit a range of documents on multiple levels and in both hardcopy and electronic formats • Communicate effectively in oral	The Professional and Technical Writing Committee meets regularly to assess the professional portfolios developed in conjunction with our senior capstone course (see appendix). Moreover, within each course, the faculty members use specific criteria to assess students' work (see appendix).	TBD	TBD

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
	presentations (both impromptu and prepared) using appropriate technology			

Creative Writing

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The Creative Writing Emphasis within the English Major provides an identifiable and focused course of study designed to allow participating students to pursue their interest in creative writing toward attaining a traditional academic degree in English with its attendant personal/career development. The Creative Writing Emphasis closely articulates with other established programs within the English Department to share resources and encourage faculty involvement. The Program contributes to as well as benefits from the opportunities provided through both the participation in and the creation of ancillary programming.	• Students will demonstrate editorial proficiency through critique, revision, and editing of their own original creative work as well as the work of their peers. • Students will demonstrate ability to produce polished original work in at least one of the traditional genres: poetry, fiction, nonfiction, and creative nonfiction. • Students will demonstrate a critical self-awareness of the development of their own original work within the context of their peers as well as the larger professional writing community. • Students will demonstrate a practical knowledge of the publication process by researching, preparing, and submitting selected pieces of their original work to magazines,	Portfolio: sect(s) A and Exit Interview (analytic, evaluative, performance skills) Portfolio: sect(s) A Exit Interview (performance skills) Portfolio: sect(s) A and B Exit Interview Capstone Public Reading (self-evaluative skills) Portfolio: sect(s) C number 2 Exit Interview (applied research skills) Portfolio: sect(s) C number 1 (applied research skills) Portfolio:	TBD	Each student completes the portfolio under the direction of an assigned faculty mentor who evaluates the portfolio before it is submitted to the Program Director who evaluates it and recommends it to the Department Chair for graduation evaluation at the end of the student's last semester. The Program Director then conducts the Exit Interview with each student before graduation. Curricular or program recommendations or changes that might be necessary or advisable based upon the above evaluations are presented to the Creative Writing Committee for discussion or action.

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The primary goal is to provide English majors with the best academic experience and education consistent with their goals and interest in creative writing.	journals, or other appropriate publications. • Students planning to continue their academic education in graduate school (MA, MFA, PhD) will research (with faculty advisement) at least 20 programs and complete application to at least five institutions they identify as most appropriate to their own goals. • Students will demonstrate a confidence in their own work by participating in at least one featured public reading.	Capstone Public Reading [recorded in portfolio] (performance skills)		

Linguistics

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The linguistics courses in the English Department serve students in the Department's programs, in the interdisciplinary linguistics minor, and the ESL endorsement program. Each course presents general properties of language as exemplified in particular languages and offers both modeling and practice in the ways in which linguists study them. In so doing, the faculty seeks to cultivate attitudes toward language structure and use consistent with current understanding of each and to support the writing and literature tracks within the department.	Students will demonstrate conceptual and procedural knowledge of the following ideas about human language: • *equality*: Languages and varieties of a single language are communicatively equal irrespective of their social prestige. • *systematicity*: All languages are based on discoverable principles that operate with regularity. • *mutability*: Language change and variation over time and through space is normal and inevitable. • *identity*: Individual and communal identity are grounded in a speaker's language(s).	Collation of course evaluations Assessments in individual courses Exit interviews of seniors, graduates, and students in the linguistics minor Program review recommendations	TBD	Programmatic assessment between formal program and accreditation reviews Justification for curricular revision, e. g., proposals for new courses Triennial faculty reviews for linguistics faculty

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Master's Program

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
The Master of Arts in English Program (MENG) provides excellent educational experiences for its students through extensive personal contact among faculty, staff, and students in an environment that encourages freedom of expression while valuing diversity. We take pride in a student-centered learning environment and believe close associations between faculty and students contribute to student success. The MENG Program is designed to provide advanced preparation in writing, critical thinking, and English language and	Students admitted to the program have demonstrated high levels of performance in analytic reading, synthesis, research, and writing. Such skills will be demanded at the highest level in all graduate classes. No grade below a B- will be accepted for credit in the graduate program. Successful graduates of the MENG Program at Weber State University will possess *scholarly skills* as well as *scholarly knowledge.* *Scholarly skills* include the abilities to: • use advanced writing skills to meet personal, scholarly, and professional goals. • enhance effectiveness of verbal communication during any future professional	In the original program proposal, student performance was to be assessed in individual classes. Each student was to build a portfolio of writing, which would grow out of designated classes. This writing would cross individual class boundaries for a broader focus provided by clusters of interrelated classes. This portfolio would also serve as part of the final assessment of student performance at the end of the program. This assessment was very difficult to administer. A program change was approved in 2008, and the portfolio was	TBD	TBD

Program Mission Statement	Program Student Outcomes	Means of Program Assessment	Summary of Data	Use of Results
literature. The purpose of the advanced study of language and literature is to heighten humanistic values and awareness to generate and serve a local community of scholars.	requirements, such as meetings, presentations, public speaking, negotiations, small-group communication, and discussions. • Analyze both popular and scholarly sources for reliability of information and integrity of research. *Scholarly knowledge* learned will include: • the general understanding of the broad field of English literature and language. • the mastery of at least two areas of study: American Literature English Literature World Literature Linguistics Teacher Education	dropped. At this time, MENG uses grades as its only form of student assessment.		

Evaluation of Teaching and Learning

The assessment tools used to evaluate teaching and learning indicate that teaching is improving and that students are acquiring knowledge, skills, and attitudes outlined in the student outcomes objectives. The statewide assessment of composition programs indicates that the WSU English Department is performing at a high level in comparison to the rest of the state. Evaluations of syllabi submitted by adjunct faculty demonstrate a clear focus on and adherence to the course objectives agreed upon by the Department as a whole. In addition, student evaluations of both adjunct and full-time faculty indicate a strong satisfaction with both general education composition courses and upper division courses for majors.

Also, indications from exit interviews and testimonies from employers demonstrate that English Department graduates are prepared for the jobs for which they are hired. This student preparation is especially clear with technical writing students through their intern experiences. Also, as faculty observe our English Teaching Majors in field experiences, including student teaching, it is clear that they have acquired strong skills, a high level of knowledge of English/Language arts and attitudes that assure their success as they enter their own classrooms.

Regarding the Master of Arts program, in the original program proposal, it was decided that student performance was to be assessed in individual classes. Each student was to build a portfolio of writing, which would grow out of designated classes. This writing would cross individual class boundaries for a broader focus provided by clusters of interrelated classes. This portfolio would also serve as part of the final assessment of student performance at the end of the program.

This assessment was very difficult to administer. A program change was approved in 2008 and the portfolio was dropped. At this time, MENG uses grades as its only form of student assessment.

D. Academic Advising

Academic Advising in the Bachelor's Program

Students who come to the English Department for advisement meet with Dr. Sally Shigley, English Department Advisor. Dr. Shigley is reassigned 3 hours per semester to focus on advising, planning recruitment efforts, and participating in advisor training. She participates in various campus-wide initiatives designed to provide information about English programs and answer questions about the usefulness of an English degree. The English Department always participates in the Major Fest in January and the Street Fair early in fall semester. Dr. Shigley has met with roughly half of all declared English majors since the beginning of her tenure as Department Advisor.

Students may also meet with Dr. Kathleen Herndon, English Department Chair. Dr. Herndon meets with students who plan to complete the BIS (Bachelor of Integrated Studies) degree. This is an interdisciplinary degree that allows students to select three areas or emphases and work out a contract of courses with the departments of their choice. Dr. Herndon will help students who choose English as one of the area of emphases.

Complementing these advising efforts, faculty specialists from the various programs meet with students who wish to emphasize English Teaching, Professional and Technical Writing, Creative Writing, Linguistics, or Environmental Studies. All members of the English faculty meet with students to advise in an informal basis.

The effectiveness of academic advisement is assessed informally through conversations between the English Department Chair and the English Department Advisor. The Chair also assesses the work of the Department Advisor through the Triennial Review process and the advisor's Annual Faculty Report. Assessment results show that advisement is increasing student interest in English Department programs. See appendix for the number of declared English majors and minors.

University-wide changes in advising have taken place over the last 2-3 years. Summer orientation programs include department chair and/or advisor meetings with students to explain individual programs, answer questions, and encourage in-coming students to contact department advisors or chairs. The orientation programs also arrange for students to register for their first semester of classes on the spot. This university-wide initiative has provided an opportunity for students to meet faculty in the departments they wish to join. As a result of the improved summer orientation program, more students have met the individuals with whom they will be working during the completion of their majors and minors.

The process of academic advising has improved since the position of English Department Advisor was created some years ago. Not only do students have a specific contact person they can call on with questions, but they also have someone who can assist them in designing their program in an organized manner. The Department Advisor keeps up to date on new systems put in place to track student progress, participates in advisor training sessions, and advises students on whom to contact for their special interests.

The work of advisement is also reduced for the Chair because students are sent to the Director of Creative Writing to determine who will advise their portfolio, the Director of Professional and Technical Writing to assist in arranging for their internship, and to the Director of English Teaching to make arrangements for their English Methodology Block practicum. With a reduced advisement load the Department Chair can devote more time to clearing students for graduation in their major or minor, answering questions about graduate programs, and managing the department.

A challenge in advising is making contact with students early in their program. Many students never come to the department for advisement. If students do not attend an orientation session they do not know whom to contact in the department. Sometimes students arrive for advising thinking they have fully met all requirements only to be informed that they have not completed their major or minor. It is difficult to require and enforce advisement.

Academic Advising in the Master's Program

Advisement begins when prospective candidates make their first inquiries about the Master's program. Formal advisement by the program director begins when a prospective candidate has completed the WSU on-line application and meets with the director as part of

the application process. This interview is an opportunity for the prospective candidate and the program director to discuss the program, the candidate's goals and interests, and possible areas of project interest. Student needs and success will be monitored continuously.

Upon admission, the program director or option coordinator approves transfer work and answers questions about curriculum. The MENG Program strongly suggests that students seek yearly advising.

E. Faculty

Faculty Size, Composition, and Qualification

As of January 2011, the department employed 36 full-time faculty and 55 adjunct faculty. The following table provides details about full-time faculty:

Rank	Degree	Number	Tenure/NonTenure
Professor	Ph.D.	21	Tenured
Assoc. Prof.	Ph.D.	3	Tenured
Asst. Prof.	---	---	---
Instructors	Ph. D/M.A.	12	NonTenured

All of the full-time faculty except eleven have doctoral degrees. Three of those seven teach entirely in the general education composition program. Four teach in the Developmental English Program. Of the full-time faculty, eleven are on non-tenure track. Ten of those are on one-year renewable contracts, which were established as a result of consolidating some adjunct positions. One is in the second year of a three-year contract, which will be changed to a one-year contract at the expiration of the faculty member's current contract.

During the past ten years, the English Department has endeavored to assemble a diverse group of faculty. As indicated in Appendix, the faculty of the English Department come from a wide variety of institutions from across the country, a much broader representation of American institutions than presented in the past reviews. In addition, as emphases were developed and student demand increased for these emphases, the Department carefully and deliberately chose new faculty who offered expertise to strength those areas. Since the last program review, the English Department has gathered faculty who bring talents and expertise that clearly meet the present needs of the students and their program requirements. As emphases grow and demand changes, the Department plans to continue its practice of hiring faculty for diverse ideas and backgrounds to provide a broad, quality experience for those students.

All 55 adjunct faculty have attained Master's degrees, and they teach in the Developmental English and Composition programs.

Orientations for New Faculty and Support Activities for Existing Faculty

New faculty are expected to attend New Faculty Orientation Programs sponsored by the Teaching and Learning Forum directed by Dr. Adam Johnston. The Teaching and Learning Forum offers other programs throughout the course of the academic year. Some are

specifically designed for new faculty while others are designed for faculty at various stages of their careers at Weber State University.

The English Department holds an annual English Department Retreat during the week before the start of fall semester. All faculty are encouraged to attend. Issues of concern to English faculty are addressed and guest speakers are invited to share their works at the university. For instance, in Fall 2011, the Director of Counseling has presented on the topic of "Dealing with Difficult Students" and the director of Information Technology demonstrated the use of Chi Tester, our homegrown software for administering student evaluations of professors and courses.

Probably the most important ongoing support activity that occurs in the department is informal and undocumented: senior and junior faculty talking together in hallways or over lunch about syllabi, books, shared academic interests, or particular issues that have arisen that particular day in the classroom

The Faculty Development Committee of the English Department has organized a variety of development opportunities for English faculty:

- 2007-2009: Faculty members were invited to make brief presentations about their work, speak about published books and articles, attendance at conferences, etc.
- 2009-2010: A series of Critical Conversations was organized to examine the Role of the Humanities. Faculty from other colleges and department were invited to speak on a variety of topics.
- Fall, 2010: A faculty colloquium provided an opportunity for faculty to read their poetry, essays, and perform their songs.
- Spring, 2011: Favorite Poem Project: This is a replication of the Robert Pinsky Favorite Poem Project that was conducted a few years ago in many cities across the country. Faculty members gathered to share their favorite poems in an open reading format.

Encouragement for Research Activities

Each year an average of ten faculty participate in the annual conference of the Rocky Mountain Modern Language Association. Faculty also present papers and participate in panels at a variety of other regional, national, and international conferences, where they both share their own knowledge and expertise and acquire new knowledge to renew and invigorate their own teaching and scholarly/creative efforts.

Faculty are encouraged to seek opportunities to conduct research with the support from the Office of Sponsored Projects. The recent economic situation has reduced the amount of travel funds available to English faculty. There was no support for travel in the 2009-2010 academic year. Limited funds are available in 2010-2011. Faculty submitted a proposal for travel support, and all who applied were granted $500 for travel in 2010-2011. Though the department has limited money for travel, the faculty are encouraged seek funds from the University Research, Scholarship, and Professional Growth Committee and Faculty Vitality Grants.

Support Activities for Adjunct Faculty

In addition to the activities described above in which adjunct faculty may also participate along with regular faculty, specific activities are designed in support of adjunct faculty. The mentoring of adjunct faculty, who currently teach approximately 50% of lower division writing courses and who have traditionally worked in isolation from one another and from the rest of the department, has posed a special challenge to the department. Dr. Scott Rogers, Director of Composition and Sylvia Newman, Assistant Director of Composition schedule regular sessions for adjunct faculty on a variety of topics such as plagiarism, syllabi construction, and making classrooms comfortable for diverse students.

In the last few years, the Composition program has run half-day orientations (longer for new instructors) each August and a minimum of three professional development workshops every year. Some of the specific topics covered during this time are Weber Writes (anthology of students' best works for classroom instructional purposes), MyCompLab, Wimba voice tool, turnitin.com, use of blogs, and Becky Howard's work on the Citation Project.

Orientation to University Policies and Procedure Manual

Faculty Responsibilities to Students are described in the University Policies and Procedures Manual (PPM), Section 9.5. All faculty, adjunct, contract hire and tenure track are expected to meet those standards. Each faculty member has been given a copy of those standards.

Review of Faculty Performance

English faculty are expected to complete an Annual Faculty Report each year. This report is sent to the Dean of the College of Arts and Humanities and to the English Department Chair. The Dean and the Chair meet to discuss and evaluate the reports for work in teaching, scholarship and service. This report, along with an interview, is used by the Department Chair to write triennial review letters. Faculty are evaluated according to teaching, scholarship and service. The chair makes recommendations for improvement in areas that the faculty may be weak. In Summer 2010, Dr. Herndon began the practice of writing follow-up letters to faculty who had been reviewed to ask how they were succeeding in meeting their goals.

A Faculty Senate mandate passed in the 2007-2008 academic year required that all adjunct and one-year contract hire faculty be evaluated in all classes each semester. Full-time tenure track faculty were allowed to maintain the historical pattern of being evaluated in two classes per academic year. The English Department began using Chi Tester for course evaluations in Fall, 2008. All faculty evaluations are sent to the Chair for review. The chair makes note of statistical totals and student comments. In some cases faculty members are contacted for information that will explain student comments.

As of March 16, 2010, a revision of the PPM, Section 8.7, mandated a new procedure for evaluating contract faculty. This new procedure will be implemented during Spring 2011. It requires that all contract faculty be evaluated every year. Each contract faculty will select a reviewer, the Department Chair will select a reviewer, and the Department will select a reviewer. The report of the review team will be completed by April 1 of each year. Because the English Department employs 11 contract faculty, this process would be demanding and

time consuming. Provost Michael Vaughan has given permission to the English Department to review contract faculty in rotating groups. During Spring 2011, 5 contract faculty will be reviewed. The remaining faculty will be reviewed according to the following plan: three faculty reviewed in Spring 2012 and three in 2013. This pattern will be repeated in future.

Review of Adjunct Faculty

Adjunct faculty teach in the Developmental English and Composition programs. They are evaluated each semester primarily through student evaluations. In addition, the Director and Assistant Director of Composition observe new adjuncts in the classroom during their first semester. Adjuncts may also wish for additional classroom observations. All syllabi for English 1010 and 2010 are collected and reviewed by the program directors to ensure that they are in compliance with University, Department, and Program expectations.

In 2009, the Composition program began to break out evaluation data on course and instructor effectiveness as part of a program-wide evaluation of instruction. In addition, adjunct instructors have been asked to provide artifacts from their classrooms in the form student essays representing grade categories A, B, and C. These artifacts will be accompanied by a list of course outcomes those essays meet and to what degree. This practice provides a means of both program and instructor evaluation.

The Directors of Composition and Developmental English schedule regular workshops and training sessions to insure that faculty are meeting the goals of those programs, are encouraged to try new methods of instruction, learn about such issues as Due Process if a student commits plagiarism, and counsel students about resources such as Services for Students with Disabilities, Services for International Students, Counseling and Psychological Services, and Services for Women Students.

F. Support (Staff, Administration, Facilities, Budget, Equipment and Library)

Support Staff

The English Department employs two full-time staff: one Office Specialist and one Secretary II.

The Office Specialist carries out the following responsibilities:

- Supervises and manages staff
- Collects data for the preparation of reports
- Maintains the department budget
- In puts the class schedule
- Schedules classrooms
- Communicates with administrators
- Supervises department retreats and awards ceremonies
- Assists students

The Secretary II does the following:

- Orders and purchases office equipment and supplies

- Logs student information, such as graduation clearances and declarations of majors and minors
- Attends and takes minutes at department meetings
- Assists in planning awards programs
- Assists students

The English Department also employs a student who discharges the following duties:
- Assists professors
- Works with publishers in ordering text desk copies
- Files student advisement forms
- Schedules appointments
- Assists students

The staff is sufficient to meet the needs of department business. There are times when the flow of visitors to the department increases dramatically and the staff is overwhelmed. This generally occurs at the beginning of each semester.

Administration

The Office of the Provost has been supportive in providing additional funds to open sections of ENGL 1010 and 2010 to meet the needs of increased enrollment. During the 2009-2010 academic year, an emergency hire position was created to meet those needs. In the 2010-2011 academic year, three one-year contract hire positions were created to meet program demands in Composition.

Facilities

The construction of Elizabeth Hall provided much needed space for the English Department. Faculty offices are located on the second and fourth floors. Storage space for equipment and the DVD library has made material more accessible to faculty. Department archives, past catalogues, and other records are easily found and may be used to prepare reports. The George S. Eccles Lecture Hall allows the department to schedule special speakers and public readings.

Budget

The recent budget cuts have limited certain opportunities within the English Department. During the 2009-2010 academic year, there were no travel funds to support faculty research or attendance at professional conferences. During 2010-2011, travel monies were made available to faculty but at a minimal level. Guest speakers have not been invited to the department in the last five years.

The English Department continues to host the annual Awards Luncheon in the spring. Writing contest winners are announced and scholarships are awarded during this event. This is an important occasion for students, their families, and faculty members. Every effort is taken to maintain this event.

Equipment

Equipment purchases are generally sufficient to meet program needs at this time. Special care is taken to make sure purchases are prioritized so that access to equipment is available to all faculty. Over the last two years, additional camera equipment has been purchased for use in programs across the department.

Library

The College of Arts and Humanities Librarian has been very helpful in securing materials for the Stewart Library that will support areas of special interest to faculty and students. Environmental Studies and Middle Eastern Women Writers have been the beneficiaries of collection growth. The library faculty is helpful in making recommendations for databases suitable for the courses offered by the English Department.

G. Relationships with External Communities

The English Department works with Ogden, Weber County, and Davis County school districts in the placement of student teachers. This experience is crucial to the English Teaching major because it provides the hands-on experience of dealing with students, planning courses, working with cooperating teachers, and participating in the life of the school.

Concurrent Enrollment is a program, which offers college level courses to high school students at their schools. The English Department participates in this program by authorizing high school teachers to teach ENGL 1010. All teachers must have a Master's degree and agree to follow the guidelines established for the course by the Director of Composition. The English Department Concurrent Enrollment Coordinator Eleanor Olson supervises teachers. This program generates student credit hours for the department. Additionally the department receives residual sharing funds in the following amounts:

- 2005-2006: $2,500.00
- 2006-2007: $3,000.00
- 2007-2008: $3,525.00
- 2008-2009: $4,984.39
- 2009-2010: $5,505.47

The following schools have participated in this program over the past three years:

- Bonneville High School, Weber District: 1 instructor
- Bountiful High School, Davis District: 4 instructors
- Clearfield High School, Davis District: 2 instructors
- DaVinci Academy, Charter School: 1 instructor
- Davis High School: Davis District: 1 instructor
- Fremont High School, Weber District: 2 instructors
- Layton High School, Davis District: 2 instructors
- Northridge High School, Davis District: 1 instructor
- Roy High School, Weber District: 1 instructor

- Syracuse High School, Davis District, 1 instructor
- Weber High School, Weber District, 2 instructors

A total of 18 instructors have participated over the past three years.

Five professors in the English Department work with the Community Involvement Center to develop courses with the Community Based Learning (CBL) designation. These courses require students to participate in a variety of projects that move them from the classroom to the community. The content of their work is closely connected to the goals and content of the class. Drs. Shannon Butler, Becky Jo McShane, and Vicki Ramirez have adopted CBL strategies in their classes.

ENGL 3410: Teaching Writing, Dr. Shannon Butler

Students have worked in the following school districts and schools:
- Ogden School District: Highland Junior High School, Ben Lomond High School.
- Weber School District: Snowcrest Junior High School, Two Rivers High School
- Davis School District: Fairfield Junior High School, Syracuse High School

This project is designed to give students experience with discovering and evaluating how to work with developing adolescent readers and writers. Students work in teams and are placed in a 5-week field experience during which they compose/teach a unit to secondary students. A log and reflective journal is also required.

ENGL 1010: Introduction to College Writing, Jan Hamer

Students conduct service work in conjunction with the reading of *The Working Poor* by David Shipler. Their service must involve the poor, children or young people in some ways. Common partners are elementary schools, mentoring programs in junior or high schools, Youth Impact, Marshall White Center, Your Community Connection sports programs, and Boys and Girls Club.

ENGL 2100: Technical Writing, Dr. Becky Jo McShane

- Family Connection Center, Clearfield, Utah: Two students are researching grant possibilities and creating a brochure. Two other students are revising a handbook.
- Pioneer Adult Rehabilitation Center (PARC), Clearfield, Utah: Two students are revising a workbook and if time permits will develop a Power Point presentation about these documents.
- Tri-County Independent Living Center, Ogden, Utah: Two students are writing direct mailing letters and creating a newsletter.
- Ogden School District, Ogden, Utah: Two students are developing surveys and revising brochures for the district.

ENGL 1010: Introduction to College Writing, Dr. Vicki Ramirez

- Youth Impact: Students tutored in a variety of subjects, played sports and games, worked on arts and craft projects, interacted on computers, and visited with quieter students.
- Boys and Girls Club: Students tutored students in a variety of subjects, played sports and games, worked on arts and craft projects, interacted on computers, and visited with quieter students.
- Ogden School District After School Program: Students tutored in math and reading.

ENGL 3190: Document Design, Dr. Shelley Thomas

For the past three fall semesters students in Dr. Thomas's class have designed documents for Weber State University programs and initiatives. The documents are as diverse as the programs themselves.

Fall, 2008: 11 students

- Learning English for Academic Purposes
- Office of Undergraduate Research
- Physics Open House
- Speaker series
- Environmental documents
- Linguistics Minor

Fall, 2009: 10 students

- Science in the Parks
- APS Four Corners Meeting
- Physics Open House
- Neuroscience Program and Minor

Fall, 2010: 16 students

- Microbiology
- Civics
- Environmental Impact committee
- English Department
- Science and Stories Program

Relationships with external communities provide opportunities for students to experience a variety of work and community organizations. In many cases these experiences lead to employment. It also introduces community members to the programs offered at Weber State University. It is important for the community to understand the work of the University and for the University to understand the work of the community. Faculty are

energized when their students become involved in worthwhile work in their fields of study. Because these programs function on a no-cost basis, they have no impact on the department budget.

The department evaluates the success of its liaisons through teacher feedback (English Teaching), internship evaluations (Professional and Technical Writing), and input from graduates and their employers.

H. Results of Previous Program Reviews

This section contains 2004 Program Review Evaluation and the Response to 2004 Program Review Evaluation.

1. Program Review Evaluation of the Department of English Weber State University

Introduction

On Monday, October 11, 2004, the Program Review Evaluation Team reviewed the Department of English at Weber State University. The review included meeting with Dr. June K. Phillips, Dean of Arts and Humanities; Dr. Gary Dohrer, Chair of the English Department; and faculty from the four groups within the English Department. The evaluation team was Georgine Bills, Professor of Respiratory Therapy, Weber State; Brad Carroll, Chair and Professor of Physics, Weber State; and Lynn Deming, Professor of English and Chair of Humanities, New Mexico Institute of Mining and Technology, Socorro. Following the report guidelines given to this committee, this report discusses five areas: program strengths, program challenges, areas where the program does not meet specific standards, recommendations for change and suggestions for meeting the standards, and additional recommendations from the review team.

Program Strengths

The Department of English has many strengths. First, it has a comprehensive mission statement that encompasses its goals, diverse programs, and community outreach. Second, the department comprises four distinct groups that meet regularly and serve the diverse students who attend Weber: literature and linguistics, English education, creative writing, and professional and technical writing. The department also includes an accredited program in English as a Second Language (ESL). Third, the department has written a comprehensive self-study, Program Review, Department of English, Language and Literature, that describes and examines the department. Fourth, the department has a dynamic, engaging, and committed faculty. Because the first three strengths mentioned here are covered well in the self-study, this report does not elaborate on them. However, the faculty deserve discussion.

The faculty in the Department of English are very diverse, including professors of linguistics, ESL, literature, writing, technical writing, and English education. The faculty indicated that the department meets every month to discuss departmental matters. Within the department are four groups or committees that also meet regularly to discuss shared concerns, courses, and other matters. Faculty seem comfortable with and respectful of each other. They are pleased with the opportunities they have to develop and teach courses that

students need and want and that inspire the faculty to continue learning and researching. Although more than half of the department's courses are taught by adjunct faculty, the regular faculty are pleased with the adjuncts and feel that the adjuncts are very good teachers. Also, they hastened to point out that, except for developmental writing courses, all English department courses at Weber are taught by faculty who have at least a master's degree. Moreover, faculty are clearly committed to the Weber, Ogden, and outlying communities. They teach evening and summer classes and teach at the Davis campus, at the nearby military base, and online. They recognize that many of their students are nontraditional-work full time, have families, are commuters, and the like. They believe in meeting these students' needs by making courses and entire programs available at night and in the summer. They teach a heavy course load—four courses each semester—yet they also publish and provide outstanding opportunities to Weber students and the surrounding community. For example, the department produces two journals, Metaphor-, a student literary journal, and Weber Studies, an interdisciplinary humanities journal, and, among others, sponsors two major events, the Carl Andra Poetry Series and the National Undergraduate Literature Conference. (See Program Review p. 14 for additional department offerings.) In summation, the Department of English has outstanding and dedicated faculty.

Program Challenges

All programs, of course, face challenges. According to the faculty with whom we met, their main concerns are heavy course loads, large enrollments in composition and creative writing classes, declining enrollments in ESL classes, course-release assignments, problems coordinating education and English education courses, upper-division courses being assigned to adjunct faculty, and minimal funding for research and professional travel.

The standard course load at Weber is four courses each semester. Some faculty are given course releases in lieu of other duties, such as chairing the department and academic advising. Nonetheless, most faculty teach four courses each semester, usually one of these courses is composition. English courses, especially composition courses, require students to do a lot of writing and faculty to do a lot of grading; this type of grading is very time-consuming—it is not like marking multiple-choice exams.

Also, classes have large enrollments, especially the composition classes. Several faculty mentioned that although the enrollment in the composition classes is capped at twenty-six, they have thirty and thirty-two students in a class. This occurs because sympathetic faculty sign overrides for students with course conflicts and other problems. All English faculty teach composition, and they unanimously feel this is important. Evidently, at one time the writing program was separate from the literature program, so literature faculty did not teach composition. The faculty do not want to see that again, but some also feel that every faculty member should not have to teach a composition course every semester. The creative writing faculty also said that many of their classes are too large, usually around twenty-two students. Biographical writing is a course which tends to get large enrollments—twenty-six students are in the current class.

On the other hand, the major concern in the ESL Program is that the number of enrolled students is low. Since September 11, 2001, getting U. S. visas has become more difficult; also

people in other countries are afraid that the U. S. is a dangerous place to be. Therefore, the number of international students has declined in recent years. The problem is national.

Another concern is course releases. Faculty are unsure how release time is determined and why release time is not given for such things as organizing the National Undergraduate Literature Conference, a nationally recognized annual event that requires lots of time and labor to organize and present.

English Education faculty are disappointed and frustrated with the relationship between the English Department and the College of Education. English faculty who teach in the English Education Program would like more control of supervision and placement of student teachers. The College of Education usually supervises and places student teachers, often assigning as supervisors adjuncts who have little or no experience with teaching English/Language Arts. Students feel torn between the two departments and wish for more coordination between the English Department and College of Education. Also, the semester prior to their student teaching, students often carry eighteen credit hours at the same time they are completing required field experience that includes taking over (preparing lessons, teaching, grading) a class for a certain amount of time; therefore, the field experience often suffers or is reduced. The English faculty want better partnering and collaboration with the Education faculty. They also say that the course curriculum and assessment of K-12 is very generic and the application in content areas, such as English, is poor. They say that ten years ago they had really good cooperation and coordination with Education faculty. They would like to regain this. Another challenge facing the English Education Program is competition from the University of Phoenix. The English Education major used to be the most popular in the department. The department has a ninety-five percent placement of graduates into teaching positions. However, the faculty believe that Weber needs a master's degree in English Education with certification that is comparable to a master's degree from the University of Phoenix. The faculty are also concerned about the Utah State Praxis Tests that students must take to get into teacher education. The tests are expensive, $400.00, and every major has to take the first test prior to student teaching to "be highly qualified." The second test is required to be qualified in a minor.

One of the concerns of several literature faculty is that some upper-division courses are taught by faculty who do not have doctorates. The literature faculty feel that all upper-division courses should be taught by faculty who have doctoral degrees. When asked if the department has a policy regarding this, they were unsure but thought there should be such a policy and that it should be adhered to.

Finally, English faculty would like additional funding for scholarly research and travel to professional conferences. Faculty receive $500.00 per individual per year for travel. The English Education faculty, in particular, would like to see more undergraduate research with teacher education students and more classroom-action research. They said the library and library staff at Weber are excellent. The holdings are vast and faculty are never turned down when they order materials.

Program Standards

The Program Review, Department of English, Language and Literature states clearly the standards of the department, including Mission Statement Standards (p. 7), Student

Learning Outcome Standards (p. 7), Curriculum Standards (p. 17), Academic Advising Standards (p. 26), and Liaison with External Community Standards (p. 28). In each case, the report describes and examines these standards and explains how the department meets or exceeds the standards and has addressed concerns.

Suggestions for Meeting Standards and Recommendations for Change

The Department of English is making every effort to meet standards and address student concerns. One concern that we particularly asked about is the students' lack of a sense of community. From our discussions with faculty, several things emerged. First, the department is aware of this 'complaint' and has tried to address it and explain it. The department tried for several years to build an English Club; the effort was gallant but unsuccessful. A number of things work against students' feeling a sense of community: the broad nature of English, the four emphases, Weber being a commuter campus, the fact that eighty percent of students work full time, and the increasing number of online courses that reduce student need to be on campus. The faculty feel, however, that students have a strong sense of community with the faculty and the campus if not with other students. The creative writing and the professional and technical writing students seem, according to the faculty, to have a good sense of community. The creative writing faculty mentioned in particular the camaraderie among students who write poetry.

As for recommendations for change, the evaluation team believes that most of the English Program's challenges can be resolved. Research of English Departments at peer and regional institutions would, we think, reveal that Weber's course load is higher than at other institutions. A three-course load per semester is more likely standard. Also, research of class enrollment size in writing/composition courses would also show that class size is a significant factor on learning and that composition classes probably should be capped at twenty students. Teaching on average one composition course per year rather than per semester would allow faculty more flexibility to offer more courses in their own specialization and interest area. The ESL professor mentioned doing more community recruiting to increase enrollments in that area. In regard to course releases, if there is a policy or guidelines for assigning course releases, this policy should be available to all faculty and should be adhered to.

If no such policy exists, it should be written—with input from faculty—and adhered to. Finally, travel and research money is most likely an issue at every college campus. If travel funding could be increased, it would benefit not only faculty but students and Weber. Travel and research funding enables faculty to pursue necessary scholarship and enrich not only their own knowledge but that of their students and their community.

Conclusions

The English Department at Weber State University is impressive. The diversity and quality of programs and faculty along with the variety of courses, campuses, and delivery methods attest to the contribution of the English Program to Weber and the surrounding community and to the broader profession of English.