

**Five-Year Program Review
Dixie State University
English Program
Executive Summary
(Review Date: 2014)**

Reviewers:

External Reviewer:

Dr. Kyle William Bishop, English Department Chair, Southern Utah University

Internal Reviewers:

Assunta Hardy, Ph. D, Office of Academic Assessment, Dixie State University

Dixie State University Academic Council

Dixie State University University Council

Other Reviewers:

Trustee Liaison Committee

Dixie State University Board of Trustees

Program Description:

The English Department at Dixie State University is housed in the School of Humanities. Within the program, there are emphasis areas in English Education, Creative Writing, Literary Studies, as well as Professional and Technical Writing. The department's mission and emphasis area goals are aligned with DSU's core themes and strategic priorities. The English Department's mission is to strive to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays. Further goals of the department include the preparation of students for jobs in a competitive workplace. Within each emphasis area, experienced faculty members work with students, helping them to develop skills and abilities that will translate in practical workplace experience. This preparation is strengthened by numerous internship opportunities and culminates in each student's completion of an English capstone project. The department offers internship credit and continuously leads other departments in the number of students who present at campus-wide, state-wide, and nation-wide undergraduate research conferences.

Program Learning Outcomes-Upon completion of their degree work:

PLO 1 Critical Strategies-Students will demonstrate an understanding of critical terms, theoretical concepts, and interpretive strategies associated with the study of the English language and its literature.

PLO 2 Cultural & Ideological Awareness- Students will identify and negotiate the ideologies and core cultural beliefs present in multiple rhetorical and aesthetic genres and forms.

PLO 3 Collaborative Learning-Students will enhance their understanding of texts, literary history, and research methods through varying collaborative activities.

PLO 4 Research & Information Literacy- Students will demonstrate competence conducting advanced research, learning to produce scholarly writing for potential publication and/or formal presentation that exhibits sound rhetorical structure and source integration.

PLO 5 Professional Development-Students will cultivate an understanding of language usage that prepares them for employment in fields that attach importance to sophisticated writing and critical thinking skills.

Data Form:

R411 Data Table					
Department or Unit—English Department	Year	Year	Year	Year	Year
	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty					
Headcount	19	21	21	29	31
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12	13	14	14	15
Full-time Tenured	5	6	8	8	10
Full-time Non-Tenured	6	6	5	6	5
Part-time	1	1	1	0	0
With Master's Degrees	7	8	6	15	16
Full-time Tenured	3	2	2	4	4
Full-time Non-Tenured	1	1	1	2	3
Part-time	3	5	4	9	9
With Bachelor's Degrees	0	0	0	0	0
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other	0	0	0	0	0
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	19	21	21	29	31
Full-time Tenured	8	8	10	12	14
Full-time Non-Tenured	7	7	6	8	8
Part-time	4	6	5	9	9
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	15.34	15.37	17.28	16.44	19.50
Teaching Assistants					
Part-time (May include TA's)	23.94	37.59	37.91	31.44	28.19
Total Faculty FTE	39.28	52.96	55.19	47.88	47.69
Number of Graduates					
Certificates	0	0	0	0	0
Associate Degrees	0	0	0	0	0
Bachelor's Degrees	18	18	27	28	

For a copy of the full program review and external evaluation report, go to this link:
http://www.dixie.edu/academics/past_program_review_examples2.php

Master's Degrees	0	0	0	0	0
Doctoral Degrees	0	0	0	0	0
Number of Students—(Data Based on Fall Third Week) Semester of Data: Fall, 2014					
Total # of Declared Majors	127	120	104	142	174
Total Department FTE*					
Total Department SCH*					
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	10.99	14.55	12.96	12.96	
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	\$1,609,648	\$2,086,580	\$2,193,727	\$2,027,749	\$2,199,485
Cost Per Student FTE					
Funding					
Appropriated Fund	\$1,609,648	\$2,086,580	\$2,193,727	\$2,027,749	\$2,199,485
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	\$1,609,648	\$2,086,580	\$2,193,727	\$2,027,749	\$2,199,485

Program Assessment:

A campus-wide movement toward a more thorough and systematic program assessment has taken place and has been adopted by the English department in order to address many of the recommendations and goals set by the previous program review. Currently, signature assignments and reflective writings are being collected and assessed annually in three core classes, and additional assignments are being collected and assessed in each of the four degree emphasis areas. The English department has also been able to hire a full-time lecturer/advisor, who has been able to coordinate surveys given to incoming and outgoing students. The lecturer/advisor has also been able to track and receive feedback from recent graduates so that the department has better information about how its graduates are faring in the workplace and in graduate programs.

The number of declared English majors and English graduates has remained steady for the past five years, with variance that mirrors the institution's growth fluctuations. To this point in the English program's history, most scheduling conflicts have been resolved, primarily through the faculty's flexibility in teaching schedules. Particular attention is paid to students in English education because of the increased time demands placed on them. In collaboration with the Education department, a logical and sequential curriculum has been worked out.

At the opening of the 2012-13 academic year, the English department began to offer a creative writing emphasis within its baccalaureate degree program. The opening of the 2013-14 school year also saw the beginning of three new English Minors. During the 2013-14 academic year, the English Department adopted its current five Program Learning Outcomes. This accomplishment was made with input from nearly all of the full-time faculty. The English Department, like other departments on campus, has adopted

an opening assessment workday, to be held at the beginning of each academic year. An assessment cycle and five-year plan has been adopted to ensure that the program is fulfilling its program learning outcomes. . In addition, the university's new assessment software program, TaskStream, requires an action plan to be formulated annually in order to close the assessment loop.

A report generated by Andrea Brown, DSU's Director of Institutional Research, clearly shows that the English program will likely continue to see steady growth in the number of students taking GE and developmental courses. The growth of English majors and those taking upper division English courses will be more modest, particularly compared to two other Humanities degree programs: Psychology and Criminal Justice.

Program Strengths and Challenges – Self-Evaluation:

In an effort to evaluate other aspects of the English Program, the following strengths and weaknesses were identified:

Strengths: A significant number of composition and developmental classes are taught by full-time faculty members, and this is a benefit to students. The recent revision of ENGL 0990 and the creation of ENGL 1010D (designed for students with ACT scores 16-18 who previously would have placed into a developmental class) have been a major focus of the department in recent years. The early success of these classes suggest that taking such steps will allow the English department to set an example for curriculum and instruction that is focused on student retention and student completion. This has not always been the model at Dixie State, but this change in emphasis and attitude could lead the way to similar revisions and innovations elsewhere.

Faculty members continue to be successful in their research endeavors (since the last program review, faculty members Stephen Armstrong, Ph.D., Theda Wrede, Ph.D. and AmiJo Comeford, Ph.D. have all published academic books. In addition, some faculty members have published articles in peer-reviewed journals and many have presented original scholarly work at academic conferences.), but the cornerstone of the department's success remains quality teaching. The department's new approach of creating a culture of assessment will further benefit teachers, but more importantly, it will benefit students, both in the English program and in the GE program.

Within the classrooms frequented by the English faculty, computers and smartboards are effectively utilized in conjunction with Canvas. Many English classes are taught in the new Holland Centennial Commons which has some of the best-equipped classrooms on campus. The technology being used in such classrooms has become a part of the teaching practice of most professors. Students have access to wireless internet connections in all classrooms, and this allows instructors to utilize online technology as well. The department has been increasing the numbers of online and blended classes offered to students and plans to continue to increase these options. These types of content delivery have advantages for students with work schedules and other time commitments.

The staff members connected to the English department all work very well with the part-time and full-time faculty; the staff provides invaluable service that makes it easier for the faculty to do their jobs effectively. The newly instituted evaluation and review system provided the opportunity for improved communication and interaction between the staff and the department faculty. Currently, training opportunities exist for staff

members either through face-to-face training meetings or through a variety of online resources now available on the DSU webpage.

Weaknesses:

The faculty face some impediments to productivity and satisfaction while working at Dixie State University. As the institution grows and as its mission changes, new challenges arise. Currently, the tasks associated with assessment and increased supervisory and peer evaluation are placing heavier burdens on faculty members than they did in the past. Faculty members and administrators alike are faced with the task of managing these new demands while maintaining a high level of classroom instruction.

As the department moves forward, it will be critical to hire more faculty members in the areas of English education and creative writing. These emphasis areas have the highest number of students and expanding course offering in these areas is essential.

The current facilities meet the department's needs with the exception that faculty office space is very limited. If the department grows, accommodations must be made to house new faculty members. Currently the only possible option appears to be converting small study rooms on the fourth floor of the library into faculty offices, but this is not an ideal option. Ideally more full-time faculty should be hired to meet the demands of growth predicted for the future and to encourage both student retention and student completion.

Plan for Improvement:

Short term goals-

- Complete assessment cycle, including action plan, and enter the results into TaskStream
- Secure office space in the Holland Centennial Commons to facilitate faculty growth
- Increase full-time faculty head count in the area of developmental English
- Offer and effectively market more blended classes, particularly in the area of composition
- Increase student retention rate in GE composition classes
- More successfully track student time to completion
- More successfully track the career and advanced degree accomplishments of graduates
- Increase existing endowment and scholarship accounts

Long term goals-

- Use predictive statistics more effectively in scheduling of classes and instructors
- Use Taskstream as a tool for innovative and adaptive assessment
- Become a model department in the area of assessment reporting and planning
- Increase full-time faculty head count in the area of creative writing
- Increase full-time faculty head count in the area of English education
- Develop an M.A. program, either stand-alone or in conjunction with another USHE institution
- Increase retention and completion rates among all students in the English program
- Convince graduates to donate to the DSU English department regularly
- Seek new endowment and scholarship funding, in coordination with the Office of Development

External Review Summary: Overall, I am impressed with how effectively the English program at Dixie State University has grown and developed, especially over the most recent years of rapid expansion. The facilities in the Holland Library are very impressive and overall well designed, and I was impressed by the quality of the faculty I engaged with during my site visit. The students are bright and dedicated, and they expressed to me a high level of satisfaction with the program; recent growth in enrollment numbers further supports this positive reception of the program and its new emphases. New developments in faculty and curriculum assessment are key to take the programs forward, as progress in both areas will be essential for continued success.

I do, however, have a number of specific suggestions and recommendations to improve the quality and effectiveness of the English program at DSU. If at all possible, the four English major “emphases” should be repackaged and presented as separate degree programs, which would mean separate mission/goal statements and at least some discipline specific learning outcomes. The curriculum for the four programs could also be revised to reduce the number of common core coursework—allowing for more discipline-specific courses—along with the number of specialized courses that are offered infrequently or (perhaps) result in unsustainably low enrollments. General education courses could be more overtly included in the assessment process and GE status should probably be removed from any courses required of English majors.

The faculty members in the English Department are qualified and effective. However, as Dixie State is now a University and the Department offers four 4-year degrees, I would encourage adding a research and publication requirement for tenure and rank advancement. At the very least, the policies and procedures for annual review, rank advancement, and tenure need to be more clearly articulated to the faculty and available for perusal. Having student advising in house and facilitated by a faculty member is a great idea, and the students confirmed they are very well advised in their academic work. The facilities, as stated, are top notch, although the classrooms in the Holland Library are not conducive for film screenings or potentially noisy activities and group work. The Writing Center is well designed and properly staffed.

Overall, the English program has a clear assessment plan, especially with the identification of three key common-core courses and the proposed use of key signature assignments, reflective writing, and pre- and post-tests. The assessment plan could be more specific, however, concerning the nature of these assignments, how the assignments will function differently based on discipline focus, exactly what data will be gleaned from those assessment methods, and how changes in the curriculum will be determined and implemented.

Finally, the English Department homepage should be slightly redesigned with a more logical and prioritized list of links on the left side, links that include things such as the missions/goals statements, Department policies and procedures (such as the annual review and tenure/rank advancement procedures), consistent and thorough faculty information (including adjuncts), and a current database of course syllabi, not to mention student organizations and resources, such as the Sigma Tau Delta chapter and the DSU journals and publications.

Response to External Evaluation - Recommendations, Plans and Improvements: The English Department at Dixie State University is thankful to Dr. Kyle Bishop for his report on the program. His site visit and his feedback on the program’s self-study were informative and helpful. While praising many

aspects of the English program, Dr. Bishop also offered a great deal of practical and specific advice for improvement.

One of Dr. Bishop's main suggestions is, "If at all possible, the four English major 'emphases' should be repackaged and presented as separate degree programs." The suggestion is made at several stages in the review. While this suggestion has value, particularly in regard to the senior capstone class, the current size and focus of the English Department seems to suggest that such a drastic reorganization is a long way off. Currently, the Department benefits from a strong sense of unity, and such a change may jeopardize that unity. In addition, the value students receive from an English degree might be diminished by the creation of a more specialized degree in creative writing, literary studies, English education or professional/technical writing. The core of the English degree, like the capstone class, can certainly be reconsidered, even if a change to separate degree programs does not take place. Dr. Bishop's advice later in the report is very helpful: "I recommend having separate capstone courses (or at least sections) for each emphasis." The Department plans to move toward this arrangement.

Dr. Bishop's suggestion of a research and publication requirement for tenure and rank advancement also deserves serious consideration. This decision is probably a university-level decision; in addition, it has been pointed out repeatedly during DSU's strategic planning process that the strength of the institution comes primarily from the positive interaction of faculty and students in the classroom. A requirement that runs the risk of diminishing these types of interactions seems potentially harmful to the educational brand that Dixie State is attempting to create.

The suggestions for improvement in the specificity of the Department's assessment plan, primarily in the description of signature assignments, are very important. In addition, Dr. Bishop's difficulties in finding certain information on the English Department's website speaks to immediate concerns that must be addressed.

Dr. Bishop offers valuable advice about possible revisions the Department's mission and goals. He astutely points out that "the main mission statement is focused on traditional literary studies and doesn't clearly embrace the mission of other emphases." This concern will be addressed immediately. In this section of his review, Dr. Bishop once again offers suggestions for revisions to the Department's website.

In addition to his suggestions about separate degree programs, which are repeated in this section of his report, Dr. Bishop points out that "for the size of the program, a bit too much specialization may be offered." This may create a problem in both enrollment numbers and in published course availability. A stricter system of course rotation, particularly in the areas of major author and period topic classes should be observed.

In regard to General Education, Dr. Bishop argues that "a GE class and a major course should employ substantially different content, curriculum, pedagogy, outcomes, and deliverables." This comment pertains to ENGL 2400, 2410, 2500 and 2510; these courses serve as both requirements in the English program's core and as GE Humanities courses. This insight is one that will be seriously explored, and the status of these courses may change as a result.

In the area of composition, Dr. Bishop commends the creation of ENGL 1010D, remarking that it “not only integrates . . . lab time necessary for students with low placement scores, but [it] also ensures continuity in the instructor and classmates.”

In this section of his report, Dr. Bishop encourages the Department to make a better effort to integrate adjunct faculty. He suggests this process should start with including adjunct profiles on the Department’s webpage. After his meeting with several adjunct faculty members, he sympathizes with this group because they are “lowly compensated based on the averages for adjunct faculty throughout the state.”

Dr. Bishop also recognizes that Department and University policies regarding faculty should be more clearly elucidated on the Department webpage. He points out that “the faculty articulated they were satisfied with their jobs and felt they had the support needed to do their jobs.”

In this part of this report, Dr. Bishop praises the facilities in the Jeffrey R. Holland Centennial Commons. He was particularly complimentary of the separate common areas on the 4th floor of the building for both faculty and students. He writes, “having a large and well-furnished room for students to congregate, collaborate, and socialize is a great idea that must really foster camaraderie and a sense of community.”

Dr. Bishop does point out some of the shortfalls of having so little privacy in classrooms and offices. He further suggests that bigger classes would be most appropriate for the bigger classrooms in the HCC. He also wonders about room for growth on the 4th floor of Holland for both the English Department and the Writing Center.

Dr. Bishop voices student concerns about the availability of specialized classes in this section of his report. He revealed that students appreciate their opportunity to evaluate their classes formally through online student evaluations, and they felt that through this instrument, their voices were heard. Dr. Bishop states of DSU English students, “they enjoy the small class sizes and the opportunities for one-on-one attention and mentoring.”

Dr. Bishop makes several specific recommendations for revising the English Department’s Program Learning Outcomes. Again, he points to the fact that these broad statements may not apply equally to each of the emphasis areas.

Of the English Department’s Program Review (Self-Study), Dr. Bishop makes the following suggestions: information about the assessment cycle should be more detailed, information provided on “Assessment Form A” should be more accurate and clear, and a more systematic process must be put into place to track post-graduate placement and success.

Dr. Bishop feels that the “the short-term goals for the English program look appropriate and manageable, although a more specific timeline would be better.” This is advice the Department can act on immediately. In addition, Dr. Bishop recommends that “the use of predictive statistics in effective scheduling should be a short term goal.” He also suggests the Department and assessment leadership quickly familiarize themselves with the strengths and weaknesses of TaskStream in order to maximize its usefulness.

While reiterating his main points, Dr. Bishop writes that “the English program at Dixie State University is doing a great job to ensure students receive a quality education in creative writing, education, literature, and technical writing and have the opportunities to learn and progress.” Dr. Bishop’s report is

comprehensive and all of his insights and suggestions will be given serious consideration by the English Department at Dixie State University.

Institution's Response:

DSU's administration congratulates the English Department for its efforts in providing DSU students quality education in creative writing, education, literature, and technical writing, and in preparing students to meet their educational goals. Based on the external evaluator's comments, DSU students in English are bright and dedicated, and they expressed a high level of satisfaction with the program. The growth in enrollment numbers further supports students' positive reception of the program and its new emphases.

The administration also thanks the English faculty for addressing the recommendations and suggestions highlighted by their external evaluator. According to the external evaluator, it was suggested that the four English major "emphases" be repackaged and presented as separate degree programs. The administration agrees with DSU's English faculty that while this suggestion has value, given the current size and focus of the English Department it is better to hold off on such a reorganization, and use the current strong sense of unity the faculty share to help take the program forward. For example, the faculty can work together to adopt Dr. Bishop's proposed curriculum changes for the senior capstone class that would give students a better capstone experience according to their emphasis area.

Administration encourages the English Department to explore the other curricular adjustments recommended. The evaluator suggested that the English Department offer a stricter system of course rotation. In addition, courses offered in General Education and in the major should differ in content, curriculum, pedagogy, outcomes, and deliverables. The administration is confident that the English Department will make the necessary changes that will best serve DSU students.

The administration supports the English Department's decision to follow through on the evaluator's recommendation to improve the assessment process, including revising the department's mission and goals, describing the signature assignments more specifically, and tracking post-graduate placement and success better. The English Department has made tremendous progress in assessing its program, and any improvements will only make them a better example for other DSU programs to follow.

With regards to Dr. Bishop's recommendation to add a research and publication requirement for tenure and rank advancement, the administration encourages the English faculty to work with the Center for Teaching and Learning to publish on teaching and assessment related topics. DSU is a teaching institution, and therefore any publishing with which faculty become involved should directly impact their classroom teaching and assessment, which in turn should have a positive spillover on student-faculty interaction.

Administration strongly supports Dr. Bishop's suggestion to make a better effort to integrate adjunct faculty, starting with including adjuncts on the English Department website. Adjunct faculty are critical to retaining DSU students since 90% of DSU students are commuter students. In other words, commuter students come to campus for classes, and then leave. Their main contact with DSU representatives is in the classroom, therefore faculty-student interaction is critical to ensuring a positive experience for the student.

The administration believes that recent organizational changes in DSU technology support will enable the English Department to better redesign their website. The added services will help the English faculty

address some of the evaluator's concerns (e.g., including adjunct faculty profiles, finding information in a more logical and prioritized manner) and customize the website.

Given that resources in higher education are always scarce, the administration appreciates the efforts on the part of the English Department leadership for making efficient use of space to date. The administration acknowledges that there is a need for more faculty members, but where possible (e.g., survey courses), the administration recommends that the English Department increase class size and use teaching assistants to support the faculty members' added workload. Also, the administration suggests that the English Department continue expanding blended class offerings during the Monday-Wednesday and Tuesday-Thursday time slots.

Overall, the administration thanks DSU's English Department for its hard work. DSU is pleased with the competent leadership and the progress the department is making, and the administration looks forward to the future of the program.