

# ENGLISH/JOURNALISM PROGRAM REVIEW

2007-2008

**Department Abbreviations:** ENG, JOUR

**Recorder:** Richard Jewell

**Date:** 3/14/2008

**Participants in the Program Review Process:** English Department

*Please answer each question and give justification and explanation for your response. Also indicate any proposed changes that your review has prompted within each category. Resources for responding to questions are located in J:\Program Review\FY2008/~Information/Where to look for information.doc.*

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## Alignment:

- Review your department's mission, vision, goal, intent, content, and completer statements. Records show that the statement for Journalism complete, English incomplete. A fill-in-form ' Mission Vision Goals Form.doc ' is located in J:\Program Review\FY2008. Updated statements should be saved to J:\Program Review\FY08\English\Journalism\.
- To what degree do your department statements align with those of Inver Hills CC and MnSCU?

The English Department Mission, Vision, and Goals statement was reviewed and brought into alignment with the College's institutional mission and MnSCU's strategic plan. The Department's revised mission documents place a greater emphasis on recognizing the diversity of its learners and the greater society it serves, and clarifies the overarching goal of preparing students to read and think critically, and to write academically and creatively about a broad range of topics.

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## Curriculum:

- Review your courses and offerings from other community colleges and area 4-year schools. Are your courses consistent with what is offered at the other schools? Do they represent lower division course work at the universities? Do they transfer as equivalent courses in the major? Do they fulfill general education requirements? Or do they only count as electives? If some schools do not count a course toward the major or as an equivalent and you think it should be counted, please contact the transfer specialist at that school and pursue changing the designation.

The English curriculum offers lower division undergraduate courses fulfilling both general education and major requirements. All Department offerings are consistent with courses offered at area community college and four-year schools, and all transfer as equivalent courses in the major at the 1000 level and above. Department offerings fulfill a wide variety of general education and elective requirements at area institutions. The Department's curriculum allows IHCC students to fulfill all prerequisites for the English major at the University of Minnesota, MnSCU four-year institutions, and the majority of the area's private colleges and universities.

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## Course Outlines:

- To what degree do all of your courses align with your department mission, vision, and goals?
- Is the course description still accurate?
- Review each outline to be certain all learning outcomes are measurable and use learning-centered verbs. Also, review semester indication to be certain it truly represents when the course is consistently offered. Try to avoid variable whenever possible. For example, it is fine to indicate that a course is offered every other fall.
- Discuss any listed prerequisites – are they necessary, is recommended a better term, if there isn't one listed should there be, etc.?

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- Review the MnTC goal(s) and competencies listed for each course. Discuss how the competencies are a major part of the course and how faculty teach and assess each competency.

All Department course outlines were reviewed and brought into alignment with the English Department's Mission, Vision, and Goals statement, IHCC guidelines, and accepted disciplinary aims and methods. Course descriptions were reviewed for accuracy. Where necessary, course outlines were updated to incorporate measurable and learning-centered verbs. All "Semester offered" indicators were reviewed and, where appropriate, revised. Course prerequisite requirements were updated to reflect the implementation of MnSCU Procedure 3.3.1, which mandates new assessment procedures for course placement.

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## Course Syllabi:

- A syllabus should be an accurate reflection of the common course outline allowing for individual faculty discretion for teaching methods, class procedures, assignments, and grading policy. Review individual syllabi for each course.
- Does each section list the learning outcomes the same as on the course outline? Are the assessment methods consistent with the course outline? Are the MnTC competencies listed on the syllabus as additional outcomes, if they are not already part of the course outcomes? Does the syllabus accurately reflect the course outline?

Syllabi were collected from all full-time instructors and a substantial percentage of the Department's part-time instructors. Individual syllabi accurately reflect revised course outlines. While there is considerable variety in teaching methods, class procedures, and grading policy within the Department, syllabi clearly state learning outcomes that reflect MnTC competencies.

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## Articulation:

- List any articulation agreements your department has. When was each last reviewed? If it has been longer than five years, please negotiate updated agreements using the new standardized form (see Anne Johnson).
- Does your department have a pre-major track for the AA degree? If not, please consider developing a sequence of courses (10-20 credits) that an Inver Hills CC student should take in order to transfer into the major at a 4-year school at the junior level.

All transfer course equivalencies indicated on the Course Applicability System were reviewed for accuracy. While formal articulation agreements with Metro State University and the University of North Dakota accurately reflect current Department offerings, both agreements are due for renegotiation in the upcoming year.

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## Internal Partnerships:

- Describe academic partnerships your department has with other departments on campus with emphasis on courses required in your program from another department and vice versa. Are there any concerns from either department concerning this coursework or student academic achievement within these courses?

The English Department benefits from close collaboration with a number of other departments, including English for Academic Purposes, Journalism, and Humanities. The English Department has

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a strong working relationship with the Library, routinely sharing information about departmental needs to ensure current and relevant holdings as well as appropriate research resources. A Department emphasis on strengthening writing across the curriculum has led to the drafting of a rubric that could be used to assess students' writing skills across the curriculum focusing on core skills in communication, critical thinking, and civic engagement. In addition to these ongoing partnerships, the Department has made substantial efforts to explain how recent changes to MnSCU's procedures for course assessment might impact courses across the curriculum.

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## **Enrollment:**

- Examine the past three year enrollment trend in all courses and sections. Look at faculty/student ratio. Evaluate composition of students by gender, racial-ethnic background, and disabilities. Make any recommendations concerning scheduling for the next few years.

The English Department annually offers about 150 course sections, ordinarily the largest number of any department, and averages 25 students enrolled in each section. The Department's percentage of seats filled over the past three years has averaged 85%, among the highest on campus, suggesting that the current scheduling of course offerings is appropriate. Offerings have expanded over the past three years to accommodate an increasingly diverse student population, and now include the courses "The American Immigrant Experience" and "Representations of the Body in Literature and Culture." With administrative support, the English Department has increased the number of courses offered in non-traditional formats. Both composition and literature courses are regularly offered as accelerated and ASAP classes, as a part of learning communities, and in on-line and hybrid sections. Increasing the visibility and enrollment of literature offerings remains a department concern, and is being addressed through a variety of measures.

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## **Completers:**

- Review Occupational employment statistics for graduates or transfers within your program.

The English Department has no occupational programs.

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## **Cost Analysis:**

- Evaluate program cost within Inver Hills CC and across MnSCU. If your program is above the mean, what factors influenced it? What possible ways are there to reduce cost and maintain the standards student learning? What are the areas of campus function below the mean that might offset the cost? Review department budget and expenditures for the past three years. Devise a three year plan for equipment and supply purchasing.

Provided data indicates the English department's program costs are marginally higher than institutional and MnSCU averages.

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## **Student Learning:**

- Review past SAAP forms. Examine failure/withdrawal rates for all courses. Review internship agreements. Examine level of success student have upon transfer from your program.

Department and individual SAAP forms for the last three years were reviewed to ensure alignment with the Department's Mission, Goals, and Vision statement. Undoubtedly due the large number of students who take English classes each semester, the English Department's three year average student success rate of 71% mirrors almost exactly the institution's average success rate.

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By broad consensus, Department members attribute the majority of student failures to excessive absences. A particular problem: students who neglect to officially withdraw from classes they have stopped attending. The Department has resolved to address through the consistent use of mid-term grade notifications.

In addition to the Department-wide analysis of student success rates, a representative selection of individual English courses taught over the past three years was analyzed. Levels of student success in developmental courses, the composition sequence, and literature classes, were consistent from semester-to-semester and year-to-year, rarely dropping below 65% and rarely climbing above 80%. Provided with these numbers as benchmarks, individual instructors have been encouraged to review their individual student success rates.

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## Student Feedback on Teaching and Learning:

- All students are surveyed annually. Special groups of students are asked to complete additional surveys. Review the survey findings. Where Inver Hills CC performs significantly better than the national average, indicate what your department has done to foster these attitudes. Where Inver Hills CC performs significantly worse than the national average, indicate what your department can do to close the gap.

Available student course evaluations from the past three years were reviewed. In general, student satisfaction with the English Department was high, and corresponded to student satisfaction with the Institution as a whole. Most frequently singled out for praise by students: quality of instruction, faculty expertise, and faculty availability.

A number of Department initiatives have addressed those measures of student satisfaction needing remediation. The Department's resolve to consistently use mid-terms grade reports, for example, was specifically implemented to address worries that students are not notified early in the term if they are doing poorly in a class. Continuing sensitivity to changing student needs has led to the institution of the EAP Program and a series of carefully-tailored faculty searches.

The English Department has also initiated a professional writing certificate in 2007 that is designed to add value to students' credits and/or degree from IHCC by certifying they have excellent writing skills, skills that would be valuable to them in their academic work and professional lives. In addition to completing the required academic writing courses for an A.S. or A.A. degree, students would also complete three professional writing classes and prepare a portfolio exhibiting their professional writing skills.

The effort to ensure the continued success of our transferring students has meant a continuous reconsideration of the Department's composition offerings, which, over the past three years, have changed to reflect the increasing research demands placed on students at four-year institutions.

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## Resources:

- Review library holdings for your department.
- Review the web site, catalog, faculty web sites, and promotional material for your department. If any errors are found, notify your dean. Supply the URLs for websites.

The Library's holdings for English are excellent. The Department's website was reviewed for relevance and accuracy. A review of the IHCC catalog found no errors.

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## Faculty:

- List faculty members, full-time and adjunct, and their academic profiles, including strengths and areas of expertise. What are the faculty development needs for your department?

Richel Burkey-Harris: M.S. University of Minnesota. B.S. Muhlenberg College, Allentown, PA. Additional graduate work at University of St. Thomas. Composition, Environmental Writing and Literature, and Creative Writing specialties.

Eleanor Byhre: M.A. University of Wisconsin, Madison, B.A. Wisconsin State University, Eau Claire. Additional graduate work in reading at Winona State University. Additional graduate work in ESL at Hamline University. Literature, reading, and developmental writing specialties.

James Champion: PhD Emory University, M.L.I.S. University of Washington, M.A. Simon Fraser University, B.A. Simon Fraser University. American literature, literature and religion, and composition specialties.

Anthony Collins: PhD ABD Marquette University, M.A. Marquette University, B.A. St. John's University. Literature of the British Isles and the novel specialties.

Greg Dahlstrom: M.A. Columbia University, B.A. Northwestern University. Reading and literacy specialties.

Pat Darling: PhD University of Minnesota, Minneapolis, M.A. 1 and 2, University of Minnesota, Minneapolis. B.A., Colorado Women's College, Denver. Composition, Religious Studies, and Multicultural specialties.

Kate Dayton: MA in English with a Writing Focus, Mankato State University; MS in Education, Reading Specialist, Mankato State University; BS in English and Speech Communications, University of Minnesota, Minneapolis.

Lisa DuRose: PhD Western Michigan University. M.A. Western Michigan University, B.A. University of Wisconsin, River Falls. American Literature specialty.

Sara J. Ford: PhD University of Tennessee, Knoxville, M.A. University of Tennessee, Knoxville, B.A. Skidmore College. American literature, African American literature, and composition specialties.

Laura Funke: M.A. Mankato State University, B.A. St. Olaf College. ESL specialty.

Joyce Kammeraad: M.A. University of St. Thomas. M.A. Michigan State University. B.A. Michigan State University. Composition, secondary reading, and creative writing specialties.

Ben Kiely: M.A. University of Saint Thomas, B.A. Saint John's University. American Literature and Developmental Writing specialties.

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Ellen Lansky: PhD University of Minnesota, Twin Cities, M.A. State University of New York, Binghamton, B.A. The College of St. Catherine. American literature, women in literature, and creative writing specialties.

April L'Heureux: M.A. St. Cloud State University, B.S. St. Cloud State University, College English specialty.

Yvonne Lindsay: B.S. University of Wisconsin, Eau Claire, M.S.T. University of Wisconsin, Eau Claire, PhD University of Minnesota, Minneapolis. Victorian literature, humanities, and composition specialties.

Nicholas Nownes: PhD University of Nebraska, Lincoln, M.A. University of Nebraska, Omaha, B.A. California State University, Northridge. British Literature and Composition Specialties.

Richard Jewell: M.A. St. Cloud State University, M .A. in Theology and M.Div. San Francisco Theological Seminary, B.A. Monmouth College. Writing studies, humanities, and critical thinking specialties.

Julia McGregor: M.A., Indiana University; B.A. Earlham College.

Dave Page: M.A. University of Minnesota, Twin Cities, B.A. Iowa State University, Ames. Journalism specialty.

Melanie Richards: M.F.A. Goddard College, B.A. University of California, Los Angeles. Poetry and creative writing specialties.

Keith Richter: M.A. Kansas State University, B.A. University of Nebraska, Lincoln. American Indian Fiction and composition specialties.

Celia Swanson: M.A.T. in English Drake University, Des Moines, B.A. English/Theatre, Hamline University. Creative writing, contemporary fiction, and composition specialties.

Colette Wanless-Sobel: PhD University of Minnesota, Minneapolis, M.A. University of Minnesota, Minneapolis, B.A. Macalester College. American studies, intellectual history, and gender and sexuality specialties.

Christopher Weyandt: M.Ed. University of Minnesota, M.A. University of St. Thomas, St. Paul, B.A. Metropolitan State University. British and American short fiction and rhetoric and composition specialties

Ruth Wollersheim: ABD University of Wisconsin-Milwaukee, M.A. University of Wisconsin-Milwaukee. Women Studies Certificate. Modern studies, film studies, and critical theory.

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## Goals:

- Define your departmental goals for the next three years.
  - 1) Create more opportunities for department-wide activities
  - 2) Continue to foster writing-across-the-curriculum initiatives

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- 3) Participate in and support college-wide activities, such as the literary magazine, readings, and conferences
  - 4) Voice support for more paid technical training
  - 5) Improve online presence
  - 6) Better advise potential majors
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Attachments: