

English Program Post Review Action Plan 2008

I. English Program's Enhancement of Campus Mission

The skills and knowledge of English are essential for student success in virtually all areas of society. To meet the challenges of modern culture, students need to be clear and effective in both writing and speaking. They need to be critical and insightful readers, skilled information processors, and lifelong learners. With the guidance of UMFK English faculty, our students will graduate from the University of Maine at Fort Kent as valuable contributors to the world in which we live. English has been an important major at UMFK for many years, and English degree students contribute their skills to a wide range of classes at UMFK and serve the needs to the wider St. John Valley community with their communication and analytical skills.

*Component
of GE-skills*

II. Goals of UMFK's English Program

The English Major in the Bachelor of Arts degree is designed for students who seek broad knowledge in the humanities through the study of literature and writing. Students may consider equally broad areas when applying this knowledge. Some possibilities include business, social work, government, education, creative arts, and/or graduate school. The emphasis is on the exploration of works in British, American, Comparative Literature, the study of critical theory, the understanding of language and culture, and the enhancement of writing and research skill.

1. provide evidence of competencies in critical reading, critical thinking, cultural awareness, and written and verbal communication through successful completion of a senior thesis, portfolio or other approved capstone project;
2. demonstrate an expertise in interpreting, critiquing, and appreciating a variety of literary texts;
3. contribute to academic discourse, and display refined communicative and critical thinking skills;
4. develop a professional attitude towards literary studies including the ability to apply various theoretical approaches to a variety of texts. In doing so, students should demonstrate an awareness of the worldviews of various human cultures and historical eras considered by literary studies;
5. create documents that are appropriately addressed to the intended audience, and which utilize appropriate rhetorical strategies, grammar, and mechanics;
6. demonstrate familiarity with current research technologies and resources and the ability to appropriately document researched materials;
7. demonstrate familiarity with major literary periods, works, authors, terminology, critical theories, and issues in the field of literary studies; and competitively apply to graduate or professional schools, teaching positions, or other professions with the analytical and critical skills developed in the course of literary studies.

English Program Post Review Action Plan 2008

Based on internal and external program review, the following recommendations are indicated for the UMFK English Program prior to the next program review.

Action	Rationale	Budget Implications	Priority
Hire additional full-time, tenure track faculty.	Program needs additional faculty with expertise in English Composition and/or English Education to supervise the development of a Writing and Reading Across the Curriculum program, a Writing Lab, and to assist the Arts and Humanities Division in other areas, as needed	<p>High.</p> <p>Full-time faculty salary in the low to mid 40K range, dependent on new hire experience. However, with retirement of Chuck Closser (Speech & Theater), new faculty funding will initially be lower than his salary level after 33 years with institution.</p> <p>Establishment of Writing Lab will take some funding. The Writing Lab director would be the new faculty member hired who would be granted at least 3 hours release time. Center could be staffed by one rotating English faculty (besides the permanent director) who would get 3 hours release time and by English majors (Juniors or Seniors). Funding of their work could be through Federal Work Study or by other means that would not conflict with students already receiving Federal Work Study. Students would gain valuable practical "hands-on" experience through their work in such a facility.</p> <p>A Writing Lab should have dedicated space – therefore a facility needs to be created (e.g., in Powell Hall after renovations) to house a Writing Lab (could be combined with a Math Lab to reduce overall cost).</p>	<p>High</p> <p>Search for new English faculty commenced May 2008. Hiring decision anticipated in early July 2008 for Fall 2008 start.</p> <p>Update Melissa J. Standley hired as tenure-track Assistant Professor of English, July 2008 to start September 2008.</p>
Reduction of faculty workloads	Reduction and redistribution of faculty workloads within the program to better serve students by reducing course rotation times. Hiring additional faculty would help mitigate this problem.	Should lower overall program costs by reducing the need for faculty overloads on a regular basis.	High

Reduction of course offerings	Both internal and external review demonstrated that the program currently has far more courses listed than can be reasonably offered. The program will also review and remove courses that have not been offered 2003 – 2008	Negligible.	High
English Major outcomes assessment	Currently, hard data on student achievement in the program has been lacking. Implementation of outcomes assessment for Freshman Composition and of a Major Field Test for senior level English majors via Educational Testing Services will provide nationally standardized scores which will help indicate program content areas (English, American, World literature and Critical Theory) which need work.	Negligible. Students will pay a fee for the ETS Major Field Test (taken online with proctor present).	Medium New course and fee approved by AH Division in Spring 2008. New format to be introduced with Fall 2008 incoming class.
Program specific recruitment	Program specific recruitment supported by Admissions to increase enrollments which have been flat since 2004 in conjunction with curriculum strategic planning (based on faculty experience and student interest) to assist English faculty in curriculum development and pedagogical focus.	Variable: Admissions should be responsible for devising and strategically implementing a recruitment plan (e.g., that done with the Nursing Division with great success). English is listed as the 7 th most popular major nationally, so UMFK numbers should reflect that. Indeed, increased student enrollment can only help generate revenue.	High <i>assessment of recruitment plan</i>
Program specific budgetary allocations	Currently, the English program has no individually allotted budgetary components in the overall AH Divisional budget. Two areas in particular need specific funding: 1) Support for English program sponsored organizations such as SAGES (English Club), WITS (Writers in the Schools), Sigma Tau Delta (International English Honor Society) 2) Support for merit-based academic awards for outstanding English majors.	Low – Moderate 1) Sigma Tau Delta has a \$50 new chapter fee plus annual chapter dues to the national organization. (This can be defrayed by adding a fee to new inductees). Sigma Tau Delta also offers various awards and scholarship opportunities for members. 2) WITS (Writers in the Schools): \$300-\$400 per annum (T-shirts for student participants and some advertising for the program). 3) Scholarship funds running up to \$500 dollars for worthy students would help attract students to the program. 1-2 scholarships (e.g., an English Program Scholarship) could be awarded at the annual Awards banquet in addition to the Waneta Blake Award	Medium to High <i>special allotted funds</i>

		(which is restricted to freshman English majors graduating from Fort Kent CHS). Scholarship funding criteria would be established by program faculty with AH Divisional approval.	
Improve program faculty communication	Full-time and adjunct faculty do not communicate as effectively as they could or should.	Low. Increase meetings and incorporate adjunct faculty more fully into program objectives. Creation of common goals and standards with a handbook provided to all faculty for reference (small cost to purchase binders for handbook).	High <i>Share action plan program review</i>
Regular course rotation	Enable students (major and non-majors) to know with regularity when specific English courses will be offered. <i>on line</i>	Low	High Two-year course rotation approved by AH Division Spring 2008. Begin implementation in Fall 2008.
Continue / Complete action recommendations from 2003 Program Review	Currently in progress – majority will be finalized or addressed by recommendations indicated above. Institutionally linked recommendations will be incorporated into the new UMFK Strategic Plan.	Variable – depending on nature of new strategic plan. Some components will be tied to institutional budgetary allocations.	Medium Most areas remaining from 2003 program review have been addressed in current review.

GE Assessment - Composition Review
 - WAC - competencies - GE - assessment . ?
 - MAPP - CT, WAC, MAPP
 - WAC, internal courses -

Program handbook
Comp handbook for FT + PT
 - Career opportunities for English majors.
 * *WITS accuracy tools.*
 * *Ribic error = am error*

English major
English Education major / Bachelor

University of Maine at Fort Kent
Bachelor of Arts in English
Academic Program Review Summary Report, Spring 2008

English Program enhances UMFK's Mission

The skills and knowledge of English are essential for student success in virtually all areas of society. To meet the challenges of modern culture, students need to be clear and effective in both writing and speaking. They need to be critical and insightful readers, skilled information processors, and lifelong learners. With the guidance of UMFK English faculty, our students will graduate from the University of Maine at Fort Kent as valuable contributors to the world in which we live. English has been an important major at UMFK for many years, and English degree students contribute their skills to a wide range of classes at UMFK and serve the needs to the wider St. John Valley community with their communication and analytical skills.

English Program's Value to the State and Nation

The English Major in the Bachelor of Arts degree is designed for students who seek broad knowledge in the humanities through the study of literature and writing. Students may consider equally broad areas when applying this knowledge. Some possibilities include business, social work, government, education, creative arts, and/or graduate school. The emphasis is on the exploration of works in British, American, Comparative Literature, the study of critical theory, the understanding of language and culture, and the enhancement of writing and research skill.

Summary of Actions Taken

- Replaced retired fulltime tenure track faculty of Oral Communications with fulltime tenure track English faculty member with expertise in English Composition and/or English Education to supervise the development of a Writing and Reading Across the Curriculum program, a Writing Lab, and to assist the Arts and Humanities Division in other areas, as needed.

Summary of Actions Planned (5-Year Plan)

- Establish a Writing or Language Lab. The lab director, new faculty member hired, would be granted at least 3 hours release time. The lab could be staffed by one rotating English faculty (besides the permanent director) who would get 3 hours release time and by English majors (Juniors or Seniors). Students would gain valuable practical "hands-on" experience through their work in such a facility. A Writing Lab should have a dedicated space – consider Powell Hall, which could be combined with a math and language lab to increase efficiency and reduce overall cost.
- Collect data on student achievement in the program for Freshman Composition and of a Major Field Test for senior level English majors via Educational Testing Services will provide nationally standardized scores which will help indicate program content areas (English, American, World literature and Critical Theory) which need work.
- Support program specific recruitment by Admissions to increase enrollments which have been flat since 2004 in conjunction with curriculum strategic planning (based on faculty experience and student interest) to assist English faculty in curriculum development and pedagogical focus.
- Support individually allotted budgetary components in the overall AH Divisional budget. Two areas in particular need specific funding: 1) Support for English program sponsored organizations such as SAGES (English Club), WITS (Writers in the Schools), Sigma Tau Delta (International English Honor Society); and 2) Support for merit-based academic awards for outstanding English majors
- Provide regular course rotations to enable students (major and non-majors) to know with regularity when specific English courses will be offered. Continue to complete action recommendations from 2003 Program Review. Majority of recommendations will be finalized or addressed by recommendations indicated above. Institutionally linked recommendations will be incorporated into the new UMFK Strategic Plan.

English Program Review - Summary Statistics										
	AY 2003-2004		AY 2004-2005		AY 2005-2006		AY 2006-2007		AY 2007-2008	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English Majors (inc. double majors)	4	5	7	9	12	14	13	13	14	14
Secondary Ed English Majors	26	27	35	26	29	17	31	26	35	31
Total	30	32	42	35	41	31	44	39	49	45
Total Credit Hours for English Majors (inc. double majors)	67	54	124	121	210	213	212	160	185	174
Total Credit Hours for Secondary Ed English Majors	473	477	598	416	460	273	589	470	580	518
Total	540	531	722	537	670	486	801	630	765	692
Total Enrollment in All English Courses	246	273	351	335	366	257	388	327	299	321
Total Credit Hours in All English Courses	738	819	1053	1005	1098	771	1164	981	897	963
Graduates with English Major (inc. double majors)		0		0		0		3		2
Graduates with Secondary Ed English Major		6		20		14		13		14
Total		6		20		14		16		16

*Projected incoming enrollment increase FY07/08 to FY08/09 is 25% (8-10 students).

To: University of Maine at Fort Kent

From: Dr. Audley Hall, Chair of the Department of Languages and Humanities, Northwest Arkansas Community College

Date: April 19, 2008

Re: Program Review, English

This review of the University of Maine at Fort Kent's English program has been compiled from the 2008 review report prepared by Dr. Joseph Becker as well as the most recent reported dated 24 May 2004. I also reviewed the University's catalogue and the current semester offerings. Most important was a site visit I made on March 17-18, 2008 where I had conversations with the English faculty, Prof. Becker and Geraldine Cannon Becker; Vice President for Academic Affairs, Dr. Rachel Albert; President Dr. Richard Cost; and UMFK students. In these conversations, I listened to the people to learn the concerns that they had about the program, the strengths that they celebrated, and the vision they had for the future of the program. I also reviewed the University's catalogue and the current semester offerings. I had the opportunity to visit four very different classes: one a seminar on Shakespeare's dramas, one a lecture class on world epics, one a survey of American literature class, and last an online composition II class that I "observed" by watching the faculty navigate the class and by asking questions about her procedures and communications with the online students. I hope with this report, modeled on the English Program Review 2008, to strengthen the superior English program found at the University of Maine at Fort Kent.

Overview:

Although the number of English majors is somewhat flat, the number of majors is showing signs of increasing: the number, 11 majors, in the freshman class almost equals the number in the sophomore and junior classes combined. This increase may reflect the new programs which have been instituted as well as the publication of various career opportunities for English majors.

The average class size is appropriate for the size of the University and is not only a selling feature to recruit new student but also a support of the University's mission statement: "the UMFK academic experience provides close interaction with faculty, small classes."

The philosophy as well as the objectives and goals of the English program are clearly articulated and in line with the University's General Education Outcomes stated in the catalog.

The English program at UMFK is a strong, growing program with many strengths. Chief among these are the two full-time faculty. On the one hand, Prof. Becker offers a strong literary scholarship to students while still teaching composition when needed. Prof. Cannon Becker's writings support *The Aroostook Review* and the environmental interests of the University with Earth Day readings and an interest in NEW-CUE. The English program is fortunate in having very enthusiastic, intellectual, and student-centered faculty in Prof. Becker and Prof. Cannon Becker. They both possess terminal degrees in their fields, and they both have book publications forthcoming as well as numerous articles and paper presentations. Thus they have professional credentials. They also are student-centered, interested in student learning. During my site visit I had the pleasure of attending two classes taught by each.

Prof. Becker's Shakespeare seminar was one of the most exciting classes I have attended, including my own classes. As a seminar, student participation was expected. But the level of participation was impressive. Each of the students contributed to the discussion with comments that revealed real intellectual curiosity and impressive synthesis from other disciplines such as history and psychology. Clearly the class has been led to such discussions by the expectations and direction of its teacher. I wondered as I sat in class if the students would ever, even at the highest graduate level, have as compelling a discussion as they were having with Prof. Becker.

The same depth of reading and breadth of understanding from Prof. Becker was evident in his lecture class, *World Epics*. Since this class is a lecture class, student participation was less. However, the students had clearly read the material, and they were engaged in the class.

The two classes of Prof. Cannon Becker that I attended were an on-site Survey of American literature and an online English Composition II class. In the American literature class the students gave oral presentations of the reading that they had done. I heard talks on Thomas Wolfe and Amy Lowell among others. I observed the online class by sitting next to Prof. Cannon Becker as she navigated the course. We looked at the layout of the course in Blackboard and we discussed the features that that platform offers. We then looked at a student paper that she had graded. The comments on the paper were global and designed to teach the process of writing. They clearly showed her strengths as a teacher.

The strengths of both professors were praised by a student majoring in English education during one of my student conversations. She indicated that the experience she had had in composition had inspired her to pursue teaching as a profession. Her professional goal

was to model her teaching on that of Prof. Cannon Becker. The student said she had not learned to write in high school where the teachers merely marked surface level errors on papers; she learned to write in composition classes where the teachers Prof. Becker had high expectations for critical thinking from the students and Prof. Cannon Becker taught so that "even her criticisms are positive." The student said she hoped she would be the same kind of teacher as these two positive examples.

Assessment:

Prof. Becker's review points out that assessment is a concern for the English program; but Prof. Becker has a plan for implementing the Major Field Test via the Educational Testing Services for senior level English literature for the English majors (both literature and the English education). Since assessment is frequently threatening to faculty, the eagerness of Prof. Becker to pursue this step is applauded. This assessment tool will give valuable data about the English program at the higher levels.

A critical concern is that at present there is no process for assessing the composition component of the English program. Composition is the foundation of any English program and of any university/college. In fact Eng 100 and Eng 101, English Composition I and English Composition II, are identified in the UMFK catalogue as the only courses offered by the University for General Education Outcome II A: "The student will demonstrate proficiency in the exchange of ideas, thoughts, and information through written and oral methods, nonverbal modes and technologies, and to a variety of audiences." Assessment of the composition program will ensure that the outcomes are being fulfilled by the sequence of courses. Also assessment will strengthen the program by identifying those areas where the program is strong and those that need to be stronger.

Physical facilities.

The classrooms and computer labs at UMFK are adequate for the needs of the program; however, space is needed for a Writing Lab, preferably with computers for student use. Also adjunct faculty have very little space dedicated for them to conference with students in a private. If adjunct faculty have a work area near the full-time faculty the opportunity to talk and share ideas and concerns is greater and the communication between the two groups is improved. Having adjunct faculty share an office area also provides them with the opportunity to feel a part of the community of the University.

Learning Resources.

The library at UMFK is impressive. The facility is bright and conducive to both research and browsing. Interlibrary loan is reported to be fast and dependable with volumes coming in

with a few days. This increases the possibilities of the library. The Acadian Archives is a real treasure. It might be possible for the English program to work in more interdisciplinary coursework involving the Archives.

Comments on future plans articulated in Prof. Becker's program report

Hire additional English faculty.

Prof. Becker suggests hiring a new full-time faculty member with expertise in Rhetoric/Composition. While that expertise could be helpful in establishing a cohesive, coordinate composition program and Writing Lab, the new faculty member might be able to teach only the writing courses in the English program. A generalist in literature with strong composition training or studies will provide not only the expertise in composition but also in literature courses and thus alleviate some of the pressures felt by Prof. Becker and Ms. Cannon-Becker to provide all of the courses needed for the major within a timely sequence for students. The full-time faculty currently have to teach overloads to ensure that the courses needed by the students majoring in English are offered.

Implementation of English assessment revisions.

As noted above, Prof. Becker has a plan for assessment the senior-level English. The composition level still needs a plan. The University may choose an outside assessment such as MAAP via Educational Testing Services; if so, I recommend that it include the essay component of MAAP so that the data are based on actual writing samples. The University could decide to develop its own assessment for the composition program.

Establish a chapter of Sigma Tau Delta.

As an international honor society for English students, this organization provides opportunities for students in terms of scholarship, awards, and national conference.

Remove under-utilized courses from the catalogue.

A quick review of the current University catalogue revealed that the English program has 72 courses listed for undergraduates in English. Many of these courses are very similar (such as ENG 346 Survey of Critical Theory and ENG 449 Studies in Literary Theories) or are very specialized (such as The Faust Theme in Western Literature). The faculty have the expertise to teach all, but a greater need exists in the rotation of courses required of the majors. Thus many of these have not been offered since 2002. Including them in the catalogue may mislead

students who assume the courses will be offered and may plan schedules around those courses.

Create a program handbook.

This handbook will be directed to the students. By highlighting the possibilities of employment for graduates with English degrees, it will be a recruiting tool as well as a guide for the majors. It could include testimonials from former students who talk about the benefits the degree has given them or even the application of specific courses to other areas of academic endeavors.

Create a handbook for composition faculty.

This handbook for the composition faculty can be very important. Given the importance of composition to all programs within the University, the composition program needs to be cohesive and consistent. Providing all faculty with a handbook which outlines common objectives and goals for the curriculum, explains the process and gives the results of assessment, and communicates the policies of the program will help create that cohesion.

Furthermore, developing and writing the handbook can be a joint effort of the entire current composition faculty. The current adjunct faculty through their experience teaching composition to UMFK students have expertise in teaching composition. The English program can benefit from that experience by allowing the current composition faculty to contribute to the writing of the handbook.

This can be accomplished by having the faculty meet to discuss their current goals, objectives and methods, to practice grading norming to arrive at consistency in grading, to review current ideas in pedagogy expressed in such publications as *College English*, *College Composition and Communication* among others, and to determine the vision of the composition program at UMFK. Allowing the current adjunct faculty this voice will help bring the department together. The vision will not be superimposed, but will be a product of them all.

The handbook can also provide support for newly adjunct faculty who may have little experience in teaching composition at a University level. They can use it to find policies and directions for their classes. The handbook could include suggestions for teaching, specific assignments as models, rubrics for continuity of grading, and information about the processes at UMFK.

Establishing a Writing Lab.

The University needs a Writing Lab. It was recommended in the last program review; it remains a critical concern. Composition is listed as the only courses for the General Education Outcome concerning writing. And yet writing occurs across the University programs. A Writing Lab is needed to reinforce the skills taught in composition I and II. Writing can only be taught by students writing; it must be practiced by the student throughout his academic life because it will be required in his professional life. While composition classes provide the students with the foundational skills of writing, all courses within the University must require writing so that the students. A Writing Lab will support the students not only in composition classes but in all University classes that require writing assignments. Writing Labs are typically open to anyone in the University community who needs help with his writing. They provide the continuity between all departments within the University and enrich the student's academic life.

Overall assessment.

The importance of composition to the University's General Educational Outcomes has been noted above. The literature and upper level writing classes address the critical thinking, arts and humanities, and cultural diversity outcomes. The concern about the frequency of class offerings, especially those needed by the majors, has been noted above. One student complained that she had to take required courses as special topics because they were not offered during the semesters that she could take them and she did not have the finances to attend the University a fifth year to take the required courses. This concern can be alleviated by hiring a new full-time faculty member and by reducing the number of courses in the catalogue by eliminating those that have not been offered in several years.

Prof. Becker's report outlines several methods of attracting new majors to the English program including the advertising the career opportunities of English majors. I suggest also that the full-time faculty continue to teach composition classes. English majors can be recruited from composition classes. As the student reported, she decided to major in English education because her teachers, Prof. Becker and Prof. Cannon Becker, provided her with the role models of the professional she wished to be. The WITS program is also a recruiting tool. Students in area public schools are encouraged to explore creative writing and see the value that UMFK puts in creative expression.

Comparison to the last review.

The English program has made strides in addressing the concerns from the last review especially in those associated with the two majors. From my conversations with the students during my site visit, I could see evidence of the seamless integration of the English major and the English education major.

But among those concerns that remain, the chief concern is focused on the composition program. Prof. Becker's report indicates that the need remains of improving communication within composition faculty, implementing assessment of the composition program, and establishing a Writing Lab. He writes, "Communication between full-time and part-time English faculty is sporadic." Again my site visit provided evidence of this lack of communication. I did not speak to any of the adjunct faculty except in passing, and I did not visit any of their classes. Encouraging the adjunct to teach an upper-level class in their area of expertise might help to create a sense of community.

Recommendations.

- Hire a full-time English teacher
- Establish a Writing Lab
- Assess both the English major and the composition program
- Develop a composition instructor's handbook
- Improve communication between full-time and part-time faculty
- Integrate contribution of part-time faculty into the whole of the department
- Support the activities of the English program that lead to recruitment and interdisciplinary studies (WITS, SAGES, NEW-CUE, Environmental readings among others)
- Explore opportunities for increased interdisciplinary studies within Acadian culture or rural life in upper Maine
- Provide for scholarship funds for English majors to encourage student enrollment
- Provide funds for department participation in national conferences
- Provide funds for professional development programs to strength faculty

The English program at University of Maine at Fort Kent is on the threshold of real opportunity for growth in exciting and innovation directions. The strengths of intellect and scholarship, recognized talent in creative writing, commitment to student learning, interest in the environment, the community, and the University are marks of potential for the English program. I look forward to watching it grow.

Respectfully submitted,

A handwritten signature in cursive script that reads "Audley Hall". The signature is fluid and elegant, with the first letters of "Audley" and "Hall" being capitalized and prominent.

Audley Hall

Northwest Arkansas Community College

English Program Post Review Action Plan 2008

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Reduction of course offerings	Both internal and external review demonstrated that the program currently has far more courses listed than can be reasonably offered. The program will also review and remove courses that have not been offered 2003 – 2008	Negligible.	High
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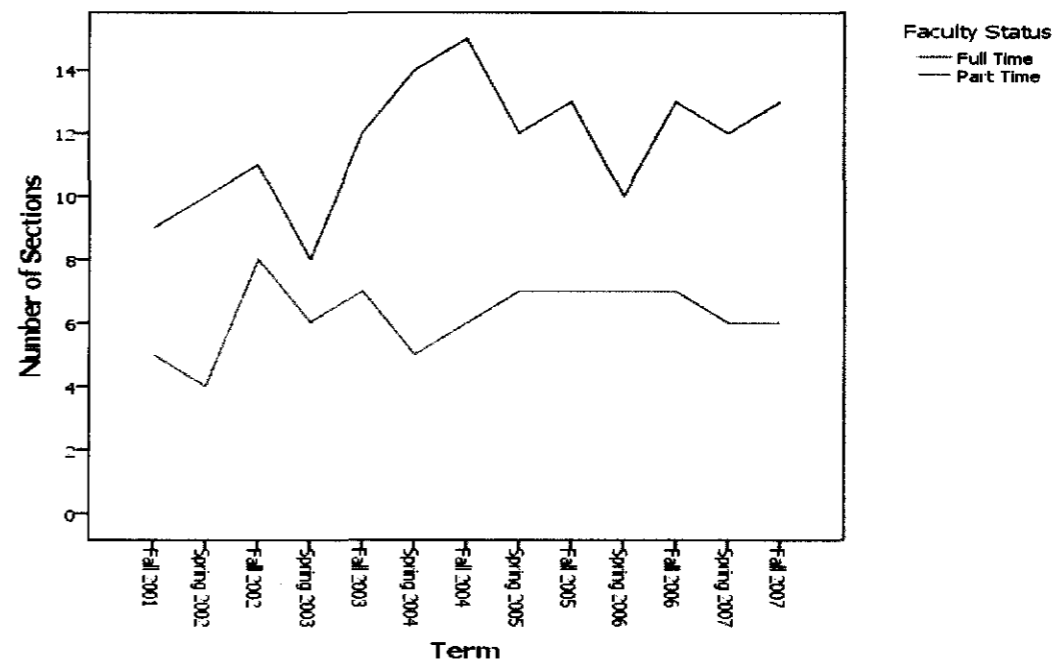
		(which is restricted to freshman English majors graduating from Fort Kent CHS). Scholarship funding criteria would be established by program faculty with AH Divisional approval.	
Improve program faculty communication	Full-time and adjunct faculty do not communicate as effectively as they could or should.	Low. Increase meetings and incorporate adjunct faculty more fully into program objectives. Creation of common goals and standards with a handbook provided to all faculty for reference (small cost to purchase binders for handbook).	High
Regular course rotation	Enable students (major and non-majors) to know with regularity when specific English courses will be offered.	Low	High Two-year course rotation approved by AH Division Spring 2008. Begin implementation in Fall 2008.
Continue / Complete action recommendations from 2003 Program Review	Currently in progress – majority will be finalized or addressed by recommendations indicated above. Institutionally linked recommendations will be incorporated into the new UMFK Strategic Plan.	Variable – depending on nature of new strategic plan. Some components will be tied to institutional budgetary allocations.	Medium Most areas remaining from 2003 program review have been addressed in current review.

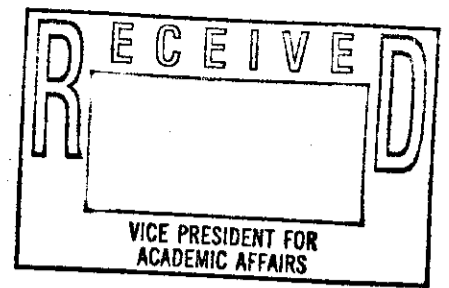
English Faculty - Sections Taught

Term	Faculty Status	Number of Sections	Percent of Sections
Fall 2001	Full Time	9	64.3
	Part Time	5	35.7
Fall 2002	Full Time	11	57.9
	Part Time	8	42.1
Fall 2003	Full Time	12	63.2
	Part Time	7	36.8
Fall 2004	Full Time	15	71.4
	Part Time	6	28.6
Fall 2005	Full Time	13	65.0
	Part Time	7	35.0
Fall 2006	Full Time	13	65.0
	Part Time	7	35.0
Fall 2007	Full Time	13	68.4
	Part Time	6	31.6

Term	Faculty Status	Number of Sections	Percent of Sections
Spring 2002	Full Time	10	71.4
	Part Time	4	28.6
Spring 2003	Full Time	8	57.1
	Part Time	6	42.9
Spring 2004	Full Time	14	73.7
	Part Time	5	26.3
Spring 2005	Full Time	12	63.2
	Part Time	7	36.8
Spring 2006	Full Time	10	58.8
	Part Time	7	41.2
Spring 2007	Full Time	12	66.7
	Part Time	6	33.3

Term	Faculty Status	Number of Sections	Percent of Sections
Summer 2002	Full Time	3	60.0
	Part Time	2	40.0
Summer 2003	Full Time	1	50.0
	Part Time	1	50.0
Summer 2004	Full Time	4	80.0
	Part Time	1	20.0
Summer 2005	Full Time	8	72.7
	Part Time	3	27.3
Summer 2006	Full Time	9	69.2
	Part Time	4	30.8
Summer 2007	Full Time	9	69.2
	Part Time	4	30.8





April 30, 2008

Rachel Albert

Vice President for Academic Affairs

University of Maine at Fort Kent

23 University Drive

Fort Kent, ME 04743-1292

Dear Dr. Albert,

Enclosed please find the report of the program review which I wrote on the English program at the University of Maine at Fort Kent.

I want to thank you very much for the opportunity to write this report. I thoroughly enjoyed my site-visit at your school. I am very impressed with the work you all are doing there.

Now I watch during the weather reports to see what is happening at the top of the world! I understand you all are experiencing flooding as all that snow which I saw is melting. I wish you well and hope that the flood damage is minimal.

If you have any questions about the report or any other matters concerning the English program, please let me know.

Sincerely yours,

Audley Hall
Audley Hall, Ph.D.

Chair, Department of Language Arts and Humanities

To: University of Maine at Fort Kent

From: Dr. Audley Hall, Chair of the Department of Languages and Humanities, Northwest Arkansas Community College

Date: April 19, 2008

Re: Program Review, English

This review of the University of Maine at Fort Kent's English program has been compiled from the 2008 review report prepared by Dr. Joseph Becker as well as the most recent reported dated 24 May 2004. I also reviewed the University's catalogue and the current semester offerings. Most important was a site visit I made on March 17-18, 2008 where I had conversations with the English faculty, Prof. Becker and Geraldine Cannon Becker; Vice President for Academic Affairs, Dr. Rachel Albert; President Dr. Richard Cost; and UMFK students. In these conversations, I listened to the people to learn the concerns that they had about the program, the strengths that they celebrated, and the vision they had for the future of the program. I also reviewed the University's catalogue and the current semester offerings. I had the opportunity to visit four very different classes: one a seminar on Shakespeare's dramas, one a lecture class on world epics, one a survey of American literature class, and last an online composition II class that I "observed" by watching the faculty navigate the class and by asking questions about her procedures and communications with the online students. I hope with this report, modeled on the English Program Review 2008, to strengthen the superior English program found at the University of Maine at Fort Kent.

Overview:

Although the number of English majors is somewhat flat, the number of majors is showing signs of increasing: the number, 11 majors, in the freshman class almost equals the number in the sophomore and junior classes combined. This increase may reflect the new programs which have been instituted as well as the publication of various career opportunities for English majors.

The average class size is appropriate for the size of the University and is not only a selling feature to recruit new student but also a support of the University's mission statement: "the UMFK academic experience provides close interaction with faculty, small classes."

The philosophy as well as the objectives and goals of the English program are clearly articulated and in line with the University's General Education Outcomes stated in the catalog.

The English program at UMFK is a strong, growing program with many strengths. Chief among these are the two full-time faculty. On the one hand, Prof. Becker offers a strong literary scholarship to students while still teaching composition when needed. Prof. Cannon Becker's writings support *The Aroostook Review* and the environmental interests of the University with Earth Day readings and an interest in NEW-CUE. The English program is fortunate in having very enthusiastic, intellectual, and student-centered faculty in Prof. Becker and Prof. Cannon Becker. They both possess terminal degrees in their fields, and they both have book publications forthcoming as well as numerous articles and paper presentations. Thus they have professional credentials. They also are student-centered, interested in student learning. During my site visit I had the pleasure of attending two classes taught by each.

Prof. Becker's Shakespeare seminar was one of the most exciting classes I have attended, including my own classes. As a seminar, student participation was expected. But the level of participation was impressive. Each of the students contributed to the discussion with comments that revealed real intellectual curiosity and impressive synthesis from other disciplines such as history and psychology. Clearly the class has been led to such discussions by the expectations and direction of its teacher. I wondered as I sat in class if the students would ever, even at the highest graduate level, have as compelling a discussion as they were having with Prof. Becker.

The same depth of reading and breadth of understanding from Prof. Becker was evident in his lecture class, *World Epics*. Since this class is a lecture class, student participation was less. However, the students had clearly read the material, and they were engaged in the class.

The two classes of Prof. Cannon Becker that I attended were an on-site Survey of American literature and an online English Composition II class. In the American literature class the students gave oral presentations of the reading that they had done. I heard talks on Thomas Wolfe and Amy Lowell among others. I observed the online class by sitting next to Prof. Cannon Becker as she navigated the course. We looked at the layout of the course in Blackboard and we discussed the features that that platform offers. We then looked at a student paper that she had graded. The comments on the paper were global and designed to teach the process of writing. They clearly showed her strengths as a teacher.

The strengths of both professors were praised by a student majoring in English education during one of my student conversations. She indicated that the experience she had had in composition had inspired her to pursue teaching as a profession. Her professional goal

was to model her teaching on that of Prof. Cannon Becker. The student said she had not learned to write in high school where the teachers merely marked surface level errors on papers; she learned to write in composition classes where the teachers Prof. Becker had high expectations for critical thinking from the students and Prof. Cannon Becker taught so that "even her criticisms are positive." The student said she hoped she would be the same kind of teacher as these two positive examples.

Assessment:

Prof. Becker's review points out that assessment is a concern for the English program; but Prof. Becker has a plan for implementing the Major Field Test via the Educational Testing Services for senior level English literature for the English majors (both literature and the English education). Since assessment is frequently threatening to faculty, the eagerness of Prof. Becker to pursue this step is applauded. This assessment tool will give valuable data about the English program at the higher levels.

A critical concern is that at present there is no process for assessing the composition component of the English program. Composition is the foundation of any English program and of any university/college. In fact Eng 100 and Eng 101, English Composition I and English Composition II, are identified in the UMFK catalogue as the only courses offered by the University for General Education Outcome II A: "The student will demonstrate proficiency in the exchange of ideas, thoughts, and information through written and oral methods, nonverbal modes and technologies, and to a variety of audiences." Assessment of the composition program will ensure that the outcomes are being fulfilled by the sequence of courses. Also assessment will strengthen the program by identifying those areas where the program is strong and those that need to be stronger.

Physical facilities.

The classrooms and computer labs at UMFK are adequate for the needs of the program; however, space is needed for a Writing Lab, preferably with computers for student use. Also adjunct faculty have very little space dedicated for them to conference with students in a private. If adjunct faculty have a work area near the full-time faculty the opportunity to talk and share ideas and concerns is greater and the communication between the two groups is improved. Having adjunct faculty share an office area also provides them with the opportunity to feel a part of the community of the University.

Learning Resources.

The library at UMFK is impressive. The facility is bright and conducive to both research and browsing. Interlibrary loan is reported to be fast and dependable with volumes coming in

with a few days. This increases the possibilities of the library. The Acadian Archives is a real treasure. It might be possible for the English program to work in more interdisciplinary coursework involving the Archives.

Comments on future plans articulated in Prof. Becker's program report

Hire additional English faculty.

Prof. Becker suggests hiring a new full-time faculty member with expertise in Rhetoric/Composition. While that expertise could be helpful in establishing a cohesive, coordinate composition program and Writing Lab, the new faculty member might be able to teach only the writing courses in the English program. A generalist in literature with strong composition training or studies will provide not only the expertise in composition but also in literature courses and thus alleviate some of the pressures felt by Prof. Becker and Ms. Cannon-Becker to provide all of the courses needed for the major within a timely sequence for students. The full-time faculty currently have to teach overloads to ensure that the courses needed by the students majoring in English are offered.

Implementation of English assessment revisions.

As noted above, Prof. Becker has a plan for assessment the senior-level English. The composition level still needs a plan. The University may choose an outside assessment such as MAAP via Educational Testing Services; if so, I recommend that it include the essay component of MAAP so that the data are based on actual writing samples. The University could decide to develop its own assessment for the composition program.

Establish a chapter of Sigma Tau Delta.

As an international honor society for English students, this organization provides opportunities for students in terms of scholarship, awards, and national conference.

Remove under-utilized courses from the catalogue.

A quick review of the current University catalogue revealed that the English program has 72 courses listed for undergraduates in English. Many of these courses are very similar (such as ENG 346 Survey of Critical Theory and ENG 449 Studies in Literary Theories) or are very specialized (such as The Faust Theme in Western Literature). The faculty have the expertise to teach all, but a greater need exists in the rotation of courses required of the majors. Thus many of these have not been offered since 2002. Including them in the catalogue may mislead

students who assume the courses will be offered and may plan schedules around those courses.

Create a program handbook.

This handbook will be directed to the students. By highlighting the possibilities of employment for graduates with English degrees, it will be a recruiting tool as well as a guide for the majors. It could include testimonials from former students who talk about the benefits the degree has given them or even the application of specific courses to other areas of academic endeavors.

Create a handbook for composition faculty.

This handbook for the composition faculty can be very important. Given the importance of composition to all programs within the University, the composition program needs to be cohesive and consistent. Providing all faculty with a handbook which outlines common objectives and goals for the curriculum, explains the process and gives the results of assessment, and communicates the policies of the program will help create that cohesion.

Furthermore, developing and writing the handbook can be a joint effort of the entire current composition faculty. The current adjunct faculty through their experience teaching composition to UMFK students have expertise in teaching composition. The English program can benefit from that experience by allowing the current composition faculty to contribute to the writing of the handbook.

This can be accomplished by having the faculty meet to discuss their current goals, objectives and methods, to practice grading norming to arrive at consistency in grading, to review current ideas in pedagogy expressed in such publications as *College English*, *College Composition and Communication* among others, and to determine the vision of the composition program at UMFK. Allowing the current adjunct faculty this voice will help bring the department together. The vision will not be superimposed, but will be a product of them all.

The handbook can also provide support for newly adjunct faculty who may have little experience in teaching composition at a University level. They can use it to find policies and directions for their classes. The handbook could include suggestions for teaching, specific assignments as models, rubrics for continuity of grading, and information about the processes at UMFK.

Establishing a Writing Lab.

The University needs a Writing Lab. It was recommended in the last program review; it remains a critical concern. Composition is listed as the only courses for the General Education Outcome concerning writing. And yet writing occurs across the University programs. A Writing Lab is needed to reinforce the skills taught in composition I and II. Writing can only be taught by students writing; it must be practiced by the student throughout his academic life because it will be required in his professional life. While composition classes provide the students with the foundational skills of writing, all courses within the University must require writing so that the students A Writing Lab will support the students not only in composition classes but in all University classes that require writing assignments. Writing Labs are typically open to anyone in the University community who needs help with his writing. They provide the continuity between all departments within the University and enrich the student's academic life.

Overall assessment.

The importance of composition to the University's General Educational Outcomes has been noted above. The literature and upper level writing classes address the critical thinking, arts and humanities, and cultural diversity outcomes. The concern about the frequency of class offerings, especially those needed by the majors, has been noted above. One student complained that she had to take required courses as special topics because they were not offered during the semesters that she could take them and she did not have the finances to attend the University a fifth year to take the required courses. This concern can be alleviated by hiring a new full-time faculty member and by reducing the number of courses in the catalogue by eliminating those that have not been offered in several years.

Prof. Becker's report outlines several methods of attracting new majors to the English program including the advertising the career opportunities of English majors. I suggest also that the full-time faculty continue to teach composition classes. English majors can be recruited from composition classes. As the student reported, she decided to major in English education because her teachers, Prof. Becker and Prof. Cannon Becker, provided her with the role models of the professional she wished to be. The WITS program is also a recruiting tool. Students in area public schools are encouraged to explore creative writing and see the value that UMFK puts in creative expression.

Comparison to the last review.

The English program has made strides in addressing the concerns from the last review especially in those associated with the two majors. From my conversations with the students during my site visit, I could see evidence of the seamless integration of the English major and the English education major.

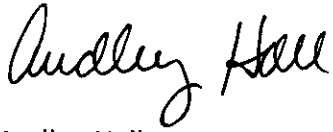
But among those concerns that remain, the chief concern is focused on the composition program. Prof. Becker's report indicates that the need remains of improving communication within composition faculty, implementing assessment of the composition program, and establishing a Writing Lab. He writes, "Communication between full-time and part-time English faculty is sporadic." Again my site visit provided evidence of this lack of communication. I did not speak to any of the adjunct faculty except in passing, and I did not visit any of their classes. Encouraging the adjunct to teach an upper-level class in their area of expertise might help to create a sense of community.

Recommendations.

- Hire a full-time English teacher
- Establish a Writing Lab
- Assess both the English major and the composition program
- Develop a composition instructor's handbook
- Improve communication between full-time and part-time faculty
- Integrate contribution of part-time faculty into the whole of the department
- Support the activities of the English program that lead to recruitment and interdisciplinary studies (WITS, SAGES, NEW-CUE, Environmental readings among others)
- Explore opportunities for increased interdisciplinary studies within Acadian culture or rural life in upper Maine
- Provide for scholarship funds for English majors to encourage student enrollment
- Provide funds for department participation in national conferences
- Provide funds for professional development programs to strength faculty

The English program at University of Maine at Fort Kent is on the threshold of real opportunity for growth in exciting and innovation directions. The strengths of intellect and scholarship, recognized talent in creative writing, commitment to student learning, interest in the environment, the community, and the University are marks of potential for the English program. I look forward to watching it grow.

Respectfully submitted,

A handwritten signature in black ink that reads "Audley Hall". The signature is written in a cursive style with a large, looping initial "A".

Audley Hall

Northwest Arkansas Community College