1. Mission Statement, Goals and Objectives

1.1: Mission and Goals
Mission and Goals are clear and appropriate to the student demographic IUE serves.

1.2: Goal Alignment
The English Department’s goals are well-aligned to the university’s, as demonstrated by the campus strategic plan.

1.3: Goal Monitoring
Goals are effectively monitored through faculty annual reviews, regular assessment of courses, and regular discussion of goals at department and committee meetings.

Section-II Program Resources

2.1: Faculty and Staff
Faculty are well-qualified. All FT faculty hold appropriate terminal degrees, both Ph.D.s and MFAs. All adjunct faculty hold at least a master’s degree.

2.2 Instructional Quality
All full-time and seven adjunct faculty members are trained in Quality Matters for online course development. All full-time faculty provide discipline and department-based service. Six faculty have earned honors or awards for their teaching.

2.3: Faculty Staffing
The English department has nine full-time faculty and one professional staff member, with a hire for a writing program director in progress. Typically, 16-20 adjunct faculty are teaching each semester.

The department has experienced a 15% drop in credit hours taught between 2013 and 2016, with a decrease in the writing program (composition courses) accounting for much of that drop. Student faculty ratio in spring 2016 was 13:1, but is more typically 15:1, which is in line with the rest of the campus.
2.4: Support Staff

The English Department has sufficient administrative staff for its needs. The department also shares four staff advisors across the School of Humanities and Social Sciences, who see 76 majors and support students in the minors and certificates as well.

2.5: Faculty Teaching Load

Teaching load is 3-3 for full-time tenure track faculty and 4-4 for lecturers. This is consistent with other IU campuses. Full-time faculty teach many courses online because several programs are 100% online (graduate certificate in composition studies, technical and professional writing degree completion program).

Course assistants are assigned to help with larger-enrollment courses. Composition courses are limited to 23 students per section; other undergraduate English courses are capped at an enrollment of 25, and graduate courses are capped at 16.

2.6: Faculty Scholarship and Creative Work

The English Department is a particularly active one in scholarly and creative work, with 20 awards and numerous publications and presentations among them. This is an area of strength for a department of this size and with a substantial teaching load.

2.7: Faculty Service Involvement

The English Department provides strong and valuable service to the department, school and university, and in some case, to their disciplines through committee work, coordination of a variety of majors and programs, and department chair work, among other activities.

RESOURCES: Physical

3.1: Physical Facilities
Facilities are adequate to departmental need.

3.2: Technology Infrastructure
Technology is adequate to departmental need.

3.3: Equipment Inventory
Equipment is adequate to departmental need.
RESOURCES: Financial

4.1: Budget
The budget model, especially money from online classes, seems to work very well for this program and HSS, in general. The Dean of HSS is exceedingly willing to fund professional development as well as unique experiences for HSS students in English and other majors.

4.2: Enrollment and Retention Budgetary Contribution
Currently, the English program has declining enrollment as mentioned above. The use of online courses has helped to balance and sustain budgets. The department and Dean seem very willing to use the HSS budget for retention and student engagement. Faculty participate in recruitment activities, as well.

4.3: External Funding Sources
The department relies heavily on online courses to meet its budget; a new online creative writing degree is in the pipeline. Graduate programs, especially those online, are a healthy generator of income.

Learning Resources

5.1: Library Resources
Library resources appear to be adequate to the department’s needs.

5.2: Library Technology
Library technology resources appear to be adequate to the department’s needs.

Instructional Programs

6.1: Instructional Programs- Curriculum
The English department offers courses in the following: the Writing Program (University composition courses serving all programs); an English major, with concentrations in creative writing, literature, and technical and professional writing; and graduate offerings in Composition Studies and a broad English master’s degree. These programs appear robust and well-developed and delivered by the faculty.
6.2: Ongoing Curriculum Revision
Faculty are active in ongoing re-visioning of the curriculum. Of special note is that the English faculty at IUE are engaged in using their assessment of student learning to inform curricular change.

6.3: Advising Processes
As mentioned above, four professional staff advisors oversee advising of students in the English programs. Humanities and Social Sciences moved to a professional advising model in 2015.

6.4: Course Scheduling
The rotation of courses appears to work well. The course rotation framework is overseen by the department chair with input from the dean. High demand courses are offered every semester, while others are offered on a yearly basis.

6.5: General Education Course Offerings
The composition sequence is a primary general education offering for the department. Recently the second composition course changed its emphasis, and now students can choose among a variety of writing in the disciplines-oriented courses. The department also offers eight other general education course options for students.

6.6: Co-curricular Student Activities
The department offers a good array of co-curricular opportunities for students. English majors can intern with local organizations. Students can work on a student literary magazine, Tributaries, and can participate in the Regional Writers Series. The department also organizes trips, department teas, writing workshops, and service learning options, and supports several student organizations.

Assessment

7.1: Program Assessment
Assessment appears to be a strength for the English department across all programs, although the committee recommends that the department consider adding course assessment to the summative assessment conducted in the graduate programs.

7.2: Use of Assessment Data
The English program recently used assessment data to undertake a large curricular change in composition, replacing the second 100-level composition course with a choice of 200-level writing courses instead.

The department is in the process of revising its assessment of major specific courses by developing concentration-specific outcomes instead of broad “English major” ones that were previously in use. The department is also using senior exit survey data to further refine curricular
changes in the major. The graduate program is developing new courses currently, and is revising its assessment plan, which, as mentioned by the committee earlier, could stand to be more robust through the use of several types of measurement. It is also, of course, important that assessment of student learning outcomes be used to inform strategic planning and budgeting decisions.

Outreach

8.1: Outreach and Community Involvement- External Constituencies
The English Department has an advisory board which provides it with feedback on its programs and community needs.

8.2: Publicity and Marketing
The English department makes a reasonable effort to promote its programs internally and externally, through the use of the university website, and attending on and off campus events.

8.3: Faculty/Student Involvement in Professional Groups
All full-time members of the departments hold memberships in professional organizations appropriate to their disciplines. Data on student involvement in professional groups was not collected.

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9.1: Summary Findings
The English program has a variety of strengths. The faculty and staff are extremely dedicated and hard working. They successfully manage demanding teaching, research, and service loads. They have a very strong online component to their program. The department’s summary of its own strengths is well-described and appears to accurately reflect the department itself.

9.2: Areas for Improvement
The department identifies better analysis of assessment data and improvements to the campus library holdings as area for improvement, and the committee concurs. Faculty also continue to update the curriculum, particularly at the baccalaureate level and in the writing program. While the reliance on adjunct faculty is not atypical, adding another lecturer or two could improve the composition program by reducing the reliance on adjunct faculty and might pay dividends in terms of campus retention, persistence, and completion rates. While adjunct faculty can be quite successful as teachers, full time resident faculty on average have more positive impact in terms of student success. Replacing your least successful adjuncts with stable, fully invested lecturers who you can professionally develop can produce tremendous long term benefits. In terms of the English degree programs, adding faculty with expertise in Technical/Professional Writing would better support this successful concentration.
9.3: Key Issues Facing the Program
The department identifies adding an online option for completing the creative writing degree, developing a face-to-face recruitment and retention plan, and increased support for faculty through a stronger teaching and learning center, and revision of departmental promotion and tenure documents as issues which need to be addressed in the coming year. The committee agrees that these are areas that are worthy of increased attention.