

FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

**Department of English
Fort Hays State University**

I. DEPARTMENTAL OVERVIEW

The English department offers a BA degree for undergraduate majors who choose concentrations in Literature, Writing, and Teaching. While the Literature and Teaching Concentrations have essentially been in place for decades, the Writing Concentration was newly added beginning with the fall 2004 semester.

Students typically choose the Literature Concentration if they intend to pursue a graduate degree in English and perhaps teach one day at the college or university level. The Writing Concentration is designed for students who wish to publish their writing, work in the publishing/editing field, or perhaps work as professional/technical writers. Students who plan to teach secondary English choose the Teaching Concentration.

The department also offers a traditional MA degree in English, as well as an In-Service MA degree, designed so that English teachers can take courses in summers only and earn their degree in two-to-three years. Current students in the in-service MA hail from as far away as Rhode Island, Minnesota, Saudi Arabia, and American Samoa.

In addition to its dedication to its majors, the department also offers the foundation courses English Composition I and II, and provides several general-education literature courses. The department is also committed to expanding its Intensive English Program for ESL students. The Writing Center, directed and staffed by the English department, serves students from all across campus. The department also offers online courses, participates in the MLS program, offers concurrent courses in English composition and gen-ed literature at Hays High School and Ellis High School, and provides face-to-face instruction in English composition at our partnership universities in China.

A. Departmental Mission and Vision Statements

The English Department functions critically in the mission of Fort Hays State University by providing courses that serve as the foundation of the undergraduate liberal education that FHSU offers. Through courses in writing, literature, and language, the English Department provides students with knowledge and skills that will enable graduates to function successfully in an increasingly complex and diverse twenty-first-century society.

The Bachelor of Arts degree in English offers a balanced program of writing, literature, and language. It allows students flexibility in choosing one of three possible concentrations: Literature, Teaching, or Writing. The goal is to provide programs that prepare students for a variety of career choices, including graduate school, law school and other professional schools, secondary teaching, professional and creative writing, editing, library science, and others.

The Master of Arts degree in English provides a substantial and intellectually stimulating program primarily for English teachers interested in strengthening their understanding of the field and improving their performance in the classroom. The degree also serves those who intend to pursue doctoral work in English, and those whose careers and lives will be enriched by the advanced literacy the program affords.

B. Departmental Goals, Objectives, and Strategic PrioritiesGOAL

Students will acquire knowledge of an extensive range of literature: the learner will be able (1) to explain the major periods/movements in American literature from the Colonial to the modern period and (2) to explain the major periods/movements of English literature from Beowulf to the modern period.

GOAL

Students will develop skills related to written discourse: the learner will be able (1) to demonstrate proficiency in the composing process in writing for different purposes and audiences; (2) to select appropriate rhetorical strategies for organizing information or arguments effectively; and (3) to write a literary analysis and interpretation using appropriate critical approaches.

GOAL

Students will acquire a knowledge/understanding of the nature of the English language: the learner will be able (1) to explain the major developments of the English language or (2) to explain two modern theories of grammar or (3) to explain the techniques of linguistic analysis.

GOAL

Students will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or a specific literary type.

GOAL

Students will acquire a knowledge/understanding of a significant dimension of world literature (e.g., mythology, Bible, women's literature); learner will be able to integrate knowledge in interpretations of literary texts.

GOAL

Prospective teachers will be able to demonstrate integration of knowledge/understanding of theories of rhetoric & composition, young adult literature, and English pedagogy in a practice teaching setting.

GOAL

Students in the Writing Concentration will demonstrate their ability to produce effective and appropriate written documents within a variety of genres beyond the academic essay.

II. DEPARTMENTAL HIGHLIGHTS

A. Department Productivity and Distinctive Accomplishments

- In 2007-08, the **Writing Center** had a record-setting fifth year of operation: in fall, **428** students made **943** visits to the Writing Center (up from Fall 2006 by **141 students and by 364 visits**); in Spring, **427** students made **1114** visits (up from Spring 2007 by **134 students and by 425 visits**) Students from more departments were represented also: **28** departments in fall and **25** in Spring; in addition, more courses in which students were enrolled were represented: **115** courses in fall and **87** in spring.
- Senior Morgan Chalfant received a \$250 travel grant from the Graduate School to present his paper at the annual Sigma Tau Delta convention.
- Senior Katie Edwards and LINES journal earned a third place award for LINES journal for the "National Journal Award."
- Students traveled to England in the fall as part of the study-abroad initiative.
- Graduate students Genesis Ferch and Theresa Kraisinger created and presented award-winning posters during Creative Activity Week.
- Five English majors were nominated for the Torch Award.
- English majors participated in the 5K Walk Away for First Call for Help.
- 17 students in ENG 653 African American Literature developed a Diversity Feature for the FHSU website for Black History Month and also provided content for a bulletin board for second floor Rarick about Black History Month.
- MA student Jaelyn Naster published an essay she wrote for Dr. Cummins' African American Literature class: Naster, Jaelyn. "Teachable Qualities of the Novel Beloved." *Academic Exchange Quarterly* 12:1 (Spring 2008): 88-93.
- Dr. Amy Cummins was nominated for the Pilot Award.
- The department obtained a new display case for scholarly work and expanded it to include alumni publications, thereby inspiring current students.
- The department hosted Fuguang "Gary" Sun, visiting scholar from Shenyang Normal University.
- Guest professor Charlotte Hinger, a widely published writer, taught a new course in the Writing Concentration: Writing for the Popular Press.
- Technical Writer, DeVry faculty member, and FHSU English department alumna LouAnn Gottschalk gave a presentation to English majors on the ins and outs of technical writing.
- Alumna Melissa Mikesell spoke to current majors about her experiences in graduate school in Technical Communication at Oklahoma State University.
- Guest instructor Charlotte Hinger organized a "Freelance Opportunities for Publishing in Trade Magazines" session for English majors.
- The English Department's Diversity Committee (Sharla Hutchison, chair) helped bring poet Honoree Jeffers to campus.
- The English Department's Diversity Committee helped bring the Langston Hughes Project to campus.
- The English Department handled the judging for the Hays Arts Council's Creative Writing Contest.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen	10	8	7	10	13
Transfer Students	5	5	4	2	8
Majors					
Undergraduate (first majors/second majors)	61	65	64	65	73
Graduate majors--Traditional	5	7	6	5	11
Summer MA majors		18	20	37	21
MLS students	19	23	26	31	28
Major Retention		62.71%	63.93%	72.58%	73.44%
Student Credit Hour					
Undergraduate	8410	12,807	10,989	10,498	
Graduate	468	382	469	674	
Faculty					
Tenured or Tenure-track Faculty (Headcount)	11	11	11	11	11
Non Tenure-Track Faculty (Headcount)	3.6 FTE (4)	3.6 FTE (4)	4.2 FTE (5)	4.2 FTE (5)	4.3 (5)
Other Faculty (Headcount/Sections Taught)					
China—Number of Faculty (Sias, UIBE, SNU)	4	11	7.75	7.5	10.5
China—Number of sections (fall and spring)	26	82	67	62	85
Concurrent—Number of Faculty (HHS and Ellis)	2	2	2	2	2
Concurrent—Number of Sections (fall and spring)	5	7	5	9	9
VC—Number of Faculty (not reg. Eng. Dept. faculty)	3	2	1	3	4
VC—Number of Sections (summer, fall, spring)	6	13	6	13	15
VC courses taught by Eng. Dept. faculty					
# of faculty involved—Overload	4	5	7	2	4
# of sections—Overload	10	9	20	5	13
# of faculty—Inload				4	3
# of sections--Inload				6	6
Degrees					

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Undergraduate degrees	18	10	11	12	10
Graduate degrees	8	5	5	5	10
MLS degrees	2	1	1	7	11
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published		3	5	11	12
Percent of faculty publishing refereed books, chapters, or articles		7% (1/15)	31% (5/16)	35% (6/17)	53% (8/15)
Number of non-refereed articles and presentations		24	17	19	17
Percent of faculty publishing non-refereed articles or presentations		53% (8/15)	44% (7/16)	59% (10/17)	53% (8/15)
Number of scholarly performances and other creative activities		3	1	0	0
Percent of faculty in scholarly performances or other creative activities		13% (2/15)	6% (1/16)	0 (0/17)	0 (0/16)
Total number of external grant applications submitted/percent of faculty submitting		1 Submitted 7% (1/15)	1 Submitted 6% (1/16)	0 Submitted 0% (0/17)	0 Submitted 0% (0/16)
Total number of funded external grants/percent of faculty funded		0	0	0	0
Service Activity					
Percent of faculty meeting acceptable standard of service activity (Beginning FY07, 7.0 to 8.9 = "acceptable")*		8%	0%	29%	21%
Percent of faculty meeting exceptional standard of service activity (Beginning FY07, 9.0 or better = "exceptional")*		83%	92%	57%	71%
*Unsure what cut-off numbers were used for FY05 and FY06 determination					

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<p>Assurance of Student Learning [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]</p> <p>Direct Outcome 1 OUTCOME: Senior Course Paper</p> <p>MEASURE: Reviewed and approved by committee of three faculty readers. Approved upon first submission (accepted/submitted)</p> <p>Outcome/Indicator 2</p> <p>OUTCOME: Praxis/PLT Content Test in English for Teacher Licensure</p> <p>MEASURE: Score of at least 165 (achieved score of 165/took the test)</p>		6/8	14/15	12/12	13/14
<p>Other Department Key Performance Indicators (up to 3 additional measures, optional) [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p> <p>Outcome/Indicator 1</p> <p>Number of prospective students contacted by faculty and/or majors between ADMISSION and ENROLLMENT (to be tracked beginning FY08)</p> <p>a. # of faculty calls to prospective students b. # of students spoken to during those calls c. # of faculty emails sent to prospective students</p>					a. 94 b. 20 c. 70
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	1

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	11

C. Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
Improve the quality of instruction for ESL students on the FHSU campus by offering sections of ENG 101 and 102 dedicated to ESL students.	This initiative was not implemented, primarily because many of the international students voiced concerns about being segregated, saying they preferred to be integrated with other U.S. students in the regular composition classroom.
Review and revise (if necessary) ENG 246 Technical and Professional Writing to meet the needs of students across campus, especially those in the hard sciences.	Based on meetings with faculty from other disciplines, we changed the number to 303 to better reflect the rigor and level of the course--and also so that it would count for upper-division credit. Additionally, students in this course now . . . <ul style="list-style-type: none"> • select discipline-specific topics for writing assignments in the course • use the research and documentation style required by their discipline • research and write a feasibility study on a problem/issue in their discipline, and • complete an oral presentation of their feasibility study, with a focus on appropriate audience considerations.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Develop and offer Writing Career Workshops for students in our Writing Concentration, where they can learn about portfolios, internships, supplemental course work opportunities, and so on.	Cheryl Duffy and other interested faculty teaching in the Writing Concentration will develop and offer at least one workshop per year. Success will be measured by the number of students attending and their feedback on an evaluation form.

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	<ul style="list-style-type: none"> • Writing Tigers—awards given for best Comp. I and Comp. II papers, with excerpts read at an awards ceremony. • <i>Lines</i> literary and arts journal, publishing student writing—edited by students as well. • Writing for the Popular Press course offered • Selected composition courses participated in the CLA. • Comp. assessment conducted to measure the teaching of writing within the first-year writing program. • Dan Kulmala from the English department prepared the Writing Across the Curriculum Report/Proposal.

	<ul style="list-style-type: none"> • Senior Course Paper awards given to writers of the top papers. • Writing concentration within the English major: <ul style="list-style-type: none"> Professional Editing—<i>Post Parade</i> dept. newsletter • Undergraduate paper presentation at national Sigma Tau Delta Conference • Multiple student paper presentations during Research and Creative Activity Week • Open Mic Night at Semolino's—Students read creative writing • Writing Center again saw record numbers of students from multiple departments.
Develop mobile computing teaching and learning environment	<ul style="list-style-type: none"> • "English Majors and Minors" Blackboard Site • Multiple classes requiring students to use technology (PowerPoint, digital cameras, iPods, etc.) • Increasing numbers of English faculty grade papers using their tablet laptops.
Internationalize the campus and curriculum	<ul style="list-style-type: none"> • Study-Aboard—11 students traveled to the University of Reading, England. • Cheryl Duffy traveled to China to meet with faculty and university officials—and to observe faculty teaching in our international program. • Chinese scholar Gary Sun from SNU was hosted in the department. • Meetings were held regarding the re-establishment of ENG 100/103 as options for international graduate students needing to improve their English language skills. • Writing Center was piloted at Sias University with funding for co-coordinators for 2008-09.
Strategically manage new enrollment opportunities	<ul style="list-style-type: none"> • Actual Plan submitted for presentations in Eastern Kansas high schools. • English faculty called and emailed prospective students. • Postcard sent to prospective MA students.
Improve student learner outcomes in computing	<ul style="list-style-type: none"> • Nearly every course in the English department has a Blackboard component. • Responding to student drafts via email • ENG 102—curriculum covers evaluation of electronic resources for research.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<ol style="list-style-type: none"> 1. Relationship between majors and faculty--advising, mentoring 2. Enthusiasm of students 3. English Club/Sigma Tau Delta--faculty advisor leadership 4. Professional Writing internship 5. Innovative classes, ongoing course development 6. Logical, organized, systematic programs of study 7. Ability to garner new majors and minors 8. Outreach to recent grads and alumni—Fall Eng. Workshop, Alumni Panel 9. Most faculty have an active scholarly agenda 10. Participation in service-learning 11. Increased use of technology 12. Knowledgeable, helpful tutors in the Writing Center 13. English ed majors' scores on PRAXIS/PLT exceed Kansas and national standards. 14. <i>Post Parade</i> departmental newsletter—expanded, updated, and student-written 15. Thriving summer MA program 	<ol style="list-style-type: none"> 1. Faculty spread too thin 2. Under-funded resources—only one GTA for fall/spring, etc. 3. Catalog descriptions need to be updated. 4. Standardize virtual-college course contents and requirements so that they more effectively parallel face-to-face courses. 5. Professional writing students unaware of freelancing work available to them. 6. Composition classes are too large--based on NCTE guidelines the cap should be twenty. 7. Need decreased teaching load for research. 8. Insufficient PhD's in Rhetoric and Composition. 9. English Comp I and II do not address APA style (or other documentation styles beyond MLA). 10. ESL Composition courses in China are too large. A maximum class size of 15 is accepted in the field; FHSU has a maximum class size of 25. 11. ESL Composition faculty in China are underpaid for the work they are expected to perform and the SCH they generate for FHSU.
Future Opportunities	Future Threats
<ol style="list-style-type: none"> 1. Collaboration with other departments. 2. Recruiting interdisciplinary tutors in writing center. 3. Writing Across the Curriculum initiative. 4. Introduce interdisciplinary assignments in English Comp I and II. (English faculty-development meeting to address this?) 5. Mobile computing initiative. 6. Expanding internal publication opportunities for faculty and students. 	<ol style="list-style-type: none"> 1. Rapidly changing expectations for what the department will do and whom it will serve. These changes are outpacing resources. 2. Concurrent enrollment threatens enrollment in our on-campus ENG 101 and 102. 3. "Transition to Teaching" is undermining departmental secondary-education offerings. 4. Increased virtual-college enrollment undermines on-campus faculty.

B. Opportunities for Improvement

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2008 Departmental Initiative, then delete this section.]

Short-Term OFI	Resources Required	Expected Result and Completion Date
Collaborate with other departments within the Humanities to develop tablet expertise and pedagogical applications.	Time, as always, is the key: time for chairs to meet and organize, time for faculty to come together to brainstorm and share ideas, and time to implement those ideas.	Outcome: Broader use of tablets in teaching. Completion Date: Meetings in fall 2008 and spring 2009, with implementation ongoing.
Survey graduating seniors regarding preparation and satisfaction.	Time for a faculty committee to develop the survey and for someone to set it up (perhaps as a web-based survey). Students enrolled in Senior Course Paper will be instructed to complete the survey.	Outcome: The department will learn students' perceptions of their experiences as an English major and will respond with changes and/or reinforcement. Completion Date: First survey will be conducted spring 2009.

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
Reduce class sizes of ESL English Composition sections in China to 16.	Additional faculty members to cover classes.	As instructors have more time to respond individually to student writing (feedback on papers) and to student writers (one-on-one conferences), students' acquisition of English writing skills will improve, impacting their success in other FHSU courses and in the job market. It will also improve perceptions of program quality when others see that FHSU follows accepted guidelines for ESL writing-class sizes. This would ideally be in place by fall 2009.
Increase salaries for English composition teachers in China to \$30,000 per 1.0 FTE.	The current base is \$20,000, so up to \$10,000 additional would be required for each full-time	A respectable salary will help us attract AND retain quality instructors in China so that we

	faculty member teaching ENG 101 and 102 in China.	might have less turn-over and more consistency in course delivery and quality. This would ideally be in place by fall 2009.
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IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

(See next page—in landscape format)

College of Arts and Sciences
Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a BA degree program in English that will meet the educational needs of the prospective English major?

Characteristics of English Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p><u>Knowledgeable</u> They understand the nature of language and literature as well as the way religious, philosophical, political, and cultural ideas provide the context for literary expression.</p> <p><u>Analytical</u> They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p><u>Flexible/Adaptive</u> They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p><u>Articulate</u> They express themselves in rhetorically effective oral and written discourse.</p> <p><u>Insightful/Humane</u> They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity.</p> <p><u>Aesthetic Appreciation/Historical Perspective</u> They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p><u>Collegial</u> They are assertive, cooperative, and supportive of their colleagues.</p>	<p><u>GOAL</u> To acquire knowledge of an extensive range of literature: the learner will be able (1) to explain the major periods/movements in American lit from the Colonial to the modern period and (2) to explain the major periods/movements of English lit from Beowulf to the modern period.</p> <p><u>GOAL</u> To develop knowledge and skills related to written discourse: the learner will be able (1) to demonstrate proficiency in the composing process in writing for different purposes and audiences; (2) to select appropriate rhetorical strategies for organizing information or arguments effectively; and (3) to write a literary analysis and interpretation using appropriate critical approaches.</p> <p><u>GOAL</u> To acquire a knowledge/understanding of the nature of the English language: the learner will be able (1) to explain the major developments of the English language or (2) to explain two modern theories of grammar or (3) to explain the techniques of linguistic analysis.</p> <p>The learner will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or a specific literary type.</p> <p><u>GOAL</u> To acquire a knowledge/understanding of a significant dimension of world lit (e.g., mythology, Bible, women's lit); learner will be able to integrate knowledge in interpretations of literary texts.</p> <p><u>GOAL</u> Prospective Teachers will be able to demonstrate integration of knowledge/ understanding of theories of rhetoric & composition, Young Adult Lit, and English pedagogy in a practice teaching setting.</p> <p><u>GOAL</u> Students in the Writing Concentration will demonstrate their ability to produce effective and appropriate written documents within a variety of genres beyond the academic essay.</p>	<p><u>CORE COURSES FOR ALL CONCENTRATIONS</u> <u>Develops Knowledge</u> ENG 125 World Lit. & Human Experience (or equivalent: ENG 126 Intro to Lit. or ENG 327 Intro to Fiction) ENG 251/252 Survey of American Lit I and II ENG 261/262 Survey of English Lit I and II ENG 307 Intro to Lit Analysis & Theory ENG 446 Advanced Composition</p> <p><u>Develops Skills</u> ENG 099 Sr. English Course Paper</p> <p><u>LITERATURE CONCENTRATION</u> <u>And TEACHING CONCENTRATION</u> <u>Develops Knowledge & Skills</u> Four electives (two each) from American and English Literature selected from two different approaches: ENG 652 Studies in Amer. Literary Periods ENG 653 Studies in Amer. Literary Types ENG 654 Major American Authors ENG 655 Regional Literature of the U.S. ENG 662 Studies in English Literary Periods ENG 663 Studies in English Literary Types ENG 664 Major British Authors</p> <p><u>Develops Perspective</u> One elective chosen from the following General/Comparative Literature Courses: ENG 625 Theories of Literature ENG 691 Literature in Translation ENG 693 World Literature ENG 694 Studies in Folklore/Mythology ENG 695 Comparative Studies in Literature One elective chosen from the following: ENG 381 Traditional English Grammar ENG 680 Introduction to Linguistics or ENG 683 History of the English Language or ENG 685 Modern Grammar & Usage</p> <p><u>TEACHING CONCENTRATION</u> ENG 277 Early Field Exp. in Eng. Education ENG 682 Traditional English Grammar ENG 648 Theories of Rhetoric & Comp. ENG 697 Young Adult Literature ENG 415 Techniques of Teaching English</p> <p><u>WRITING CONCENTRATION</u> <u>Develops Knowledge</u> ENG 385 Professional Editing (Electives): ENG 146 Intro. to Creative Writing ENG 346 Adv. Creative Writing ENG 246 Technical and Report Writing ENG 381 Traditional English Grammar ENG 447 Professional and Community-Based Writing ENG 675 Playwriting/Screenwriting</p> <p><u>Develops Perspective</u> ENG 449 Writing for Publication ENG 602 Topics in Writing ENG 680 Intro. to Linguistic Science ENG 683 History of the English Lang. ENG 685 Modern Grammar and Usage</p>	<p>1. <u>Outcomes Data: Alumni Five-Year Assessment of English Program.</u> <u>2003</u> Sent to all alumni who graduated from 1999 to 2003. Response: 46%. Summative Question: Overall, rating of English program; Excellent=74% (up from 63% last time); Above Average=21%; Average=5%. Twenty-five specific questions rated quality of the English program: mean for two highest rating categories (Strongly Agree/ Agree and Excellent/Above Average)=95%. Changes based on comments: added Writing Concentration, added Traditional English Grammar to requirements in Teaching Concentration.</p> <p>2. <u>Praxis Content Exam for Teacher Licensure</u> Required minimum score: 165 Number of students taking English Praxis FY06: 2 Number of students passing English Praxis FY06: 1</p> <p>3. <u>Writing Assessment in Introductory Literature Courses.</u> Random sample of analytical/critical papers. Assessment conducted every 3 years. 2003-04 Results: Mean scores by reviewers of 205 papers in 5 separate courses (mean for each course) ranged from 74.8 to 91, with 70 being the minimum required to indicate course objectives are being met. A new scoring rubric for gen-ed lit. assessment was developed April 2007, a result of our academic audit. Because of the lateness in the year, the 2006-07 assessment will be completed fall 2008.</p> <p>4. <u>ENG 099: Senior English Course Paper.</u> Papers reviewed by panel of three readers to assess students' levels of critical thinking and writing (analyzing, interpreting, evaluating). Any papers not passing the review must be revised by the student. Papers submitted: 12 Papers passed first time: 12</p> <p align="right">Affinity Diagram SU07</p>

College of Arts and Sciences
Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a MA degree program in English that will meet the educational needs of the prospective English major?

Characteristics of English Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p align="center"><u>Knowledgeable</u></p> <p>They understand the nature of language, literature, and composition as well as the way religious, philosophical, political, and cultural ideas provide the context for literary expression.</p> <p align="center"><u>Analytical</u></p> <p>They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p align="center"><u>Flexible/Adaptive</u></p> <p>They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p align="center"><u>Articulate</u></p> <p>They express themselves in rhetorically effective oral and written discourse.</p> <p align="center"><u>Insightful/Humane</u></p> <p>They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity. They value written expression as a means of participating in the conversation of humankind.</p> <p align="center"><u>Aesthetic Appreciation/Historical Perspective</u></p> <p>They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p align="center"><u>Collegial</u></p> <p>They are assertive, cooperative, and supportive of their colleagues.</p>	<p align="center">GOAL</p> <p>To acquire a knowledge and understanding of modern critical theories and their application: the learner will be able to (1) explain the rationale of selected critical approaches and (2) apply any critical approach (or combination of approaches) to any literary text.</p> <p align="center">GOAL</p> <p>To acquire advanced knowledge and understanding of selected authors, literary periods, and literary types: the learner will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or literary genre.</p> <p align="center">GOAL</p> <p>To develop skills in research, critical analysis, and written discourse: the learner will be able to (1) use the library, the internet, and primary/secondary sources, (2) demonstrate proficiency in the composing process, and (3) write a literary analysis or a linguistic analysis.</p> <p align="center">GOAL</p> <p>To develop further one's professional competencies in the teaching of English: the learner will be able to explain and apply the key theories of composition pedagogy to the teaching of writing and/or explain theories of language/linguistics and their application in the classroom and/or explain strategies and activities for teaching literature.</p>	<p><u>Program Curriculum</u> (30 Hrs)</p> <p align="center"><u>Develops Knowledge/Skills</u></p> <p>ENG 826 Approaches to Literature <u>Literary Studies Emphasis</u> Develops Knowledge and Skills</p> <p>ENG 601 Topics in English (on-campus only) Electives in American Literature: ENG 652 Studies in Amer. Literary Periods ENG 653 Studies in Amer. Literary Types ENG 654 Major American Authors ENG 644 Regional Literature of the U.S.</p> <p>Electives in English Literature: ENG 662 Studies in English Literary Periods ENG 663 Studies in English Literary Types ENG 664 Major British Authors</p> <p>Electives in General/Comparative Literature ENG 625 Theories of Literature ENG 691 Literature in Translation ENG 692 Theme Studies in Literature ENG 693 World Literature ENG 694 Studies in Folklore/Mythology ENG 695 Comparative Studies in Literature</p> <p align="center"><u>Language/Linguistics Emphasis</u> <u>Develops Knowledge & Skills</u> (Electives)</p> <p>ENG 680 Introduction to Linguistic Science ENG 681 Approaches to Language ENG 683 History of the English Language ENG 685 Modern Grammar & Usage ENG 810 Studies in Language/Linguistics <u>Rhetoric/Pedagogy Emphasis</u> <u>Develops Knowledge & Skills</u> (Electives)</p> <p>ENG 648 Theories of Rhetoric & Comp. ENG 811 Studies in Comp. & Rhetoric ENG 697 Young Adult Literature ENG 813 Studies in English Pedagogy ENG 602 Topics in Writing</p>	<ol style="list-style-type: none"> <u>Graduate English Course Paper Requirement</u> ENG 898 Degree candidates submit approved copy of graduate course paper to English Department. The paper, written under supervision of a graduate faculty member, must demonstrate students' understanding of, and skills in, research and critical writing. <u>Graduate Comprehensive Examination</u> Degree candidates must pass a written graduate exam. The candidate must demonstrate (1) analytical skills and (2) rhetorically effective writing in response to questions calling for detailed analysis and application of appropriate critical theories. <u>Outcomes Data: Alumni Five-Year Assessment of English Program, 2003</u> Sent to all alumni who graduated from 1999 to 2003. Response: 46%. Summative Question: Overall, rating of English program; Excellent=74% (up from 63% last time); Above Average=21%; Average=5%. Twenty-five specific questions rated quality of the English program: mean for two highest rating categories (Strongly Agree/ Agree and Excellent/Above Average)=95%. Changes: expanded diversity of courses. <u>Annual End-of-Summer Evaluation</u> Graduate students required to assess each summer's programs in terms of strengths, weaknesses. Responses overwhelmingly favorable. Changes: different structuring of class times and increased diversity of course offerings.

College of Arts and Sciences

Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a MLS degree program with a concentration in English that will meet the educational needs of the prospective graduate?

Characteristics of MLS— English Graduates	Expected Learning Outcomes	<i>Curriculum</i>	Assessment Approach and Methods	Results	Curricular Changes
<p><u>Knowledgeable</u> They are liberal thinkers who understand the global and interdisciplinary nature of culture and society; they recognize different perspectives and values with appreciation for all. They are knowledgeable about the origins, functions, and communication of knowledge.</p> <p><u>Analytical</u> They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p><u>Flexible/Adaptive</u> They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p><u>Articulate</u> They express themselves in rhetorically effective written discourse.</p> <p><u>Insightful/Humane</u> They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity. They value written expression as a means of participating in the conversation of humankind.</p> <p><u>Aesthetic Appreciation/Historical Perspective</u> They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p><u>Collegial</u> They are responsible, cooperative, and supportive of their colleagues.</p>	<p>GOAL To acquire a knowledge and understanding of modern critical theories and their application: the learner will be able to (1) explain the rationale of selected critical approaches and (2) apply any critical approach (or combination of approaches) to any literary text.</p> <p>GOAL To develop skills in research, critical analysis, and written discourse: the learner will be able to (1) use the library, the internet, and primary/secondary sources, (2) demonstrate proficiency in the composing process, and (3) write a literary analysis.</p> <p>GOAL To be knowledgeable and command usage of the MLA style manual as the major usage text in the discipline; to produce research-based papers that demonstrate the ability to use principles of documentation of the Modern Language Association.</p> <p>GOAL To recognize methods of knowing in various disciplines, not merely English; to identify how truth/knowledge is determined in the humanities and sciences.</p>	<p><u>Program Curriculum</u> (31 Hrs) <u>Develops Knowledge/Skills</u></p> <p><u>Core Courses</u> IDS 801 Intro to Graduate MLS (1hr) IDS 802 Ways of Knowing (3) IDS 803 Emerging Knowledge (3) IDS 804 Information Literacy (3)</p> <p><u>Required Courses</u> ENG 812 Studies in Literature: Theory and Application of Criticism ENG 874 The Culminating Experience</p> <p><u>Elective Courses (Topics in English)</u> ENG 601: Literary Visions ENG 601: The Classics Part I ENG 601: The Classics Part II ENG 601: Religions, Heresy, Magic, & Myth ENG 601: Lit and the Environment ENG 601: The Short Story ENG 601: 19th Century Women Writers ENG 601: World Drama ENG 601: Literary Approaches ENG 601: European Novel ENG 601: Creative Writing ENG 601: Modern American Poetry ENG 601: British Novel ENG 601: The American Novel ENG 601: The Novella ENG 601: Classics in Detective Fiction</p>	<ol style="list-style-type: none"> <u>Graduate English Course Paper Requirement</u> Each degree candidate submits an approved copy of a graduate course paper to the English Department. The paper, written under supervision of a graduate faculty member, must demonstrate the student's understanding of, and skills in, research and critical writing. <u>Graduate Comprehensive Examination</u> Degree candidates must pass a written graduate exam. The candidate must demonstrate (1) analytical skills (2) rhetorically effective writing in response to questions calling for detailed analysis and application of appropriate critical theories and (3) effective writing within time limits. A survey with summative questions about the program will be sent to all students completing the program 08-06 to the present (01-08); thereafter, the survey will be sent to each student finishing all degree requirements. The Director of MLS-ENG will analyze the results of the surveys once annually and write a report to the Department Chair and the campus-wide MLS Director. 	<p>Recent reviews of syllabi and the program itself identify weaknesses in students' knowledge of literary theory, ability to write and research substantial papers, command of MLA style/formatting, and production of sustained Culminating Experience projects.</p>	<ol style="list-style-type: none"> Expand Course Offerings Include MLA instruction/texting as integral to course work Require all students to take course in literary theory Increase quality and work of Culminating Experience projects

B. Department Staffing Plan

(See next page—in landscape format)

COLLEGE OF ARTS AND SCIENCES
PROJECTED DEPARTMENT STAFFING PLAN AND ASSIGNMENTS (SCENARIO 2008-2009)
DEPARTMENT: ENGLISH
DATE UPDATED: June 17, 2008

(1) CURRENT Department Needs	(2) Faculty Member	(3) CURRENT Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Completed	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit Composition Theory Director of International Comp.	Duffy, C.	Composition Gen Ed Lit Composition Theory 19 th C. Amer. Lit Director of Composition Writing Center Director Chair/Director MA International Composition	1959	1.0	Professor	2007 (1992)	PhD	Tenured	\$63,774
Composition Gen Ed Lit Modern British Lit Gen/Comp Lit Chair/Director MA	Singleton, C.	Composition Gen Ed Lit Lang/Ling/TESL American Lit Modern British Lit Gen/Comp Lit MLS Coordinator	1949	1.0	Professor	1992 (1981)	PhD	Tenured	\$103,833
Composition Gen Ed Lit Lang/Ling/ESL British Lit (Medieval, 18 th C.) Multiculturalism Writing Center Director Director of Composition	Shaffer, P.	Composition Gen Ed Lit Lang/Ling/TESL British Lit Multiculturalism Writing Center Director	1948	1.0	Professor	1999 (1982)	PhD	Tenured	\$66,730
Composition Virtual College: MLS Courses	Meade, M	Composition Comparative Lit Gen Ed Lit (French)	1939	1.0	Assoc. Professor	1977 (1967, For. Lang.: 1976)	PhD	Tenured	\$51,154
Composition 19 th /20 th C. British Lit Gen Ed Lit Integrative: Ideal Societies, Lit & Environment Writing for Publication	Trout, S.	Composition 19 th /20 th C. British Lit Gen Ed Lit Integrative: Ideal Societies, Lit & Environment Director of Composition	1963	1.0	Professor	2004 (1993)	PhD	Tenured	\$64,565
Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	Hutchison, S.	Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	1970	1.0	Ass't Professor	2003 (2003)	PhD	Tenure Track	\$46,849

DEPARTMENT ANNUAL REPORT | FY2008

(1) Current Department Needs	(2) Faculty Member	(3) Current Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Compl.	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit British Lit (before 1798) Shakespeare Drama	Kulmala, Daniel	Composition Gen Ed Lit British Lit (before 1798) Shakespeare Drama Poetry Gender Studies Integrative: Lit & Environment	1963	1.0	Assoc. Professor	2008 (2001)	PhD	Tenured	\$50,956
Composition Gen Ed Lit World Lit Creative Writing	Weaver, Brett	Composition Gen Ed Lit World Lit Creative Writing	1965	1.0	Assoc. Professor	2000 (2000)	PhD	Tenured	\$49,016
Composition Gen Ed Lit American Lit Science Fiction/Fantasy Integrative: Ideal Societies Editing	Will, Bradley	Composition Gen Ed Lit American Lit Science Fiction/Fantasy Integrative: Ideal Societies Editing	1967	1.0	Assoc. Professor	2008 (2000)	PhD	Tenured	\$50,520
Composition Gen Ed Lit Tech & Professional Writing US Minority Lit Young Adult Lit Methods/Supervise Students	Wilson, S.	Composition Gen Ed Lit Cert. 7-12 US Minority Lit Young Adult Lit Methods/Supervise Students	1947	.90	Instructor	1980 (1980)	MA	Temp	\$49,430
Composition ESL Virtual College: MLS Courses Gen Ed Lit Tech & Professional Writing	Smith, L.	Composition TESL/Cert. 7-12 Gen Ed Lit Lit Visions (on-line)	1954	.90	Instructor	1993 (1993)	MA ESL Certif.	Temp	\$42,492
Composition Gen Ed Lit Virtual College: Comp/GE Lit. Methods	Craven, B.	Composition Gen Ed Lit Secondary Teaching Experience ESL International Composition	1952	1.0	Instructor	2004 (2004)	MA	Temp	\$38,238
Composition American Lit, pre-1865 Women's & Gender Studies Gen Ed Lit Young Adult Lit. MLS Coordinator Virtual College: MLS Courses	Cummins, A.	Composition American Lit, pre-1865 Women's & Gender Studies Gen Ed Lit Young Adult Lit.	1973	1.0	Ass't Professor	2004 (2004)	PhD	Tenure Track	\$46,948

DEPARTMENT ANNUAL REPORT | **FY2008**

(1) Current Department Needs	(2) Faculty Member	(3) Current Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Compl.	(8) Track	(9) Current Salary In Line
Composition Composition & Rhetoric Writing/Publication Gen Ed Lit	Bartlett, L.	Composition Composition & Rhetoric Generalist/Comparative Lit Classics Writing Center Gen Ed Lit	1972	1.0	Ass't Professor	2005 (2005)	PhD Required	Tenure Track	\$44,631
Composition Gen Ed Lit Virtual College: MLS Courses British Lit.	Leuschner, E.	Composition Gen Ed Lit Poetry Virtual College: MLS Courses British Lit.	1968	1.0	Ass't Professor	2005 (2005)	PhD	Temp	\$41,210

C. Bibliography of Departmental Scholarly Activity

ENGLISH DEPARTMENT BIBLIOGRAPHY—FY08

Publications (20)

- Bartlett, Lexey. "Who Do I Turn (in)to for Help? Multiple Identity as Adaptation in *Adaptation*." *M/C Journal* 10.2 (2007). <<http://journal.media-culture.org.au>>. (Published in June 2007.)
- Cummins, Amy. "Letter to Dame Van Winkle," "Microfilm Reader #2," and "Piñata at the International Museum of Art and Science." (Three poems) *Interstice Literary Journal*. South Texas College, 2008. 81-84.
- . "Loyal and Devoted Attachment: Anti-Abolition Rhetoric by Southern Women of Letters, 1852-1860." *Southern Studies: An Interdisciplinary Journal of the South* XIV: II (Fall/Winter 2007): 13-27.
- . "Kelp." (Poem) *Dash Literary Journal*. California State Fullerton, 2008. 8.
- . "Mary Jane Holmes and the Triumph of Fashion in *Ethelyn's Mistake*." In *Styling Texts: Dress and Fashion in Literature*. Eds. Cynthia Kuhn and Cindy Carlson. Youngstown, New York: Cambria Press, 2007. 149-165.
- . "Playground in a Graveyard: The Achievement of E. W. Howe's *The Story of a Country Town*." *Kansas English: Journal of the Kansas Association of Teachers of English* 92:1 (Spring 2008): 45-59.
- . "Review of *Accidents of Nature*, by Harriet McBryde Johnson." *Disability Studies Quarterly* 28:2 (Spring 2008). <www.dsg-sds.org> Online subscriber access journal. No pagination
- . "Slave Revolts/Maronnage," "Slavery (Economics)," "Slavery (History)." Entries in *Encyclopedia of Africa and the Americas: Culture, Politics, and History, a Multidisciplinary Encyclopedia*. Vol. 3. Ed. Richard Juang and Noelle Morrissette. Santa Barbara, CA: ABC-CLIO, 2008. 997-1007.
- Kulmala, Daniel. "Dodgeball, Disco, and Dreams: Reflections on Faculty Workload and Assessment at SCU'S." *Academic Leadership*, 5.3 (2007).
- Leuschner, Eric. "A. Alvarez." *The Facts on File Companion to Twentieth Century British Poetry* (Facts on File, 2008) [2 pg ms.]

Singleton, Carl. *Wizard of the Crow*. Magill's Literary Annual, 2007. Salem Press, 2007.

---. "Duong Thu Huong." Magill's Survey of World Literature. Salem Press, 2007.

---. "*The Confessions of Nat Turner*." Christian Literature. Salem Press, 2007.

Trout, Steven. "Antithetical Icons?: Ernest Hemingway, Willa Cather, and the First World War." *Cather Studies 7: Willa Cather as Literary Icon*. Ed. Guy Reynolds. Lincoln, NE: U of Nebraska P, 2007.

---. (Editor) *Good-Bye to All That and Other Great-War Writings* by Robert Graves. Manchester, UK: Carcanet, 2007.

Will, Bradley. (Editor) *Fort Hays Studies*. Number 4. *Homogenization of Fish Faunas and Concurrent Anthropogenic Impacts on Plains Streams in Western Kansas: 1854–2003* by Mark E. Eberle.

Forthcoming Publications (3)

Trout, Steven. "The Western Front Comes to Kansas: John Steuart Curry's *The Return of Private Davis from the Argonne*." Forthcoming in *Kansas History: A Journal of the Central Plains*.

Will, Bradley. (Technical Editor) *Knights of the Old Republic Campaign Guide*. *Star Wars Roleplaying Game* supplement. Forthcoming from Wizards of the Coast/Hasbro.

---. (Co-Technical Editor). Untitled *Star Wars Roleplaying Game* supplement. Forthcoming from Wizards of the Coast/Hasbro.

Presentations (17)

Lexey Bartlett—Conference Presentation "Developing Gender: The Path to New Identity in Ben Jelloun's *The Sand Child* and Eugenides's *Middlesex*." The 29th Annual Southwest/Texas Popular Culture Association/American Culture Association Conference. Albuquerque, New Mexico. February 2008.

Brenda Craven—Conference Presentation "Mr. Pirzada's Piece of the Pie," 18th Annual Conference of the Society for Interdisciplinary Study of Social Imagery, March 2008, Colorado Springs.

Amy Cummins—Conference Presentation "'To hemstitch the Doctor's ruffles': Domestic Values in Stowe's *The Minister's Wooing*." 49th Annual Convention of the Modern Language Association. Cleveland, OH: November 2007.

- Sharla Hutchison**—Conference Presentation “Evolutionary Biology, Surrealism, and Marianne Moore’s ‘The Sycamore’” Southwest/Texas Popular Culture Association and American Culture Association. Albuquerque, New Mexico. February 13-16, 2008.
- Sharla Hutchison**—Conference Presentation “Double Meanings in Nature and Everyday Life: Poetry and Marianne Moore.” 17th Annual Cultural Studies Conference, Kansas State University, Manhattan, Kansas, 6-8 March 2008.
- Sharla Hutchison**—Conference Presentation “The Surrealist Fiction and Art of Leonora Carrington.” PCA/ACA, San Francisco, California, 19-22 March 2008.
- Daniel Kulmala**—Conference Presentation “Research for the YouTube Generation.” 3rd Annual Midwestern Conference on Research at Predominately Undergraduate Institutions. Park University, Parkville, MO. Thursday, May 1, 2008.
- Eric Leuschner**—“‘And must I ravel out my weaved-up follies?’: Sir Walter Scott, the Waverley Author, and the Commodified Preface,” Research and Creative Activities Week, Fort Hays State University, 21 April, 2008.
- Eric Leuschner**—“‘Me Tarzan, You Jane’: What Happened to Herman Brix’s Tarzan?” Presentation for *Times Talk* series, Fort Hays State University, 6 September, 2007.
- Eric Leuschner**—Conference Presentation “Reading Jenny Cameron in the Margins (of *Tom Jones*).” Mid-Western American Society for Eighteenth-Century Studies, Kansas City, MO, 12 October, 2007.
- Eric Leuschner**—Conference Presentation “Teaching the University in Gen Ed Courses,” Rethinking the University: Labor, Knowledge, Value.” University of Minnesota, Minneapolis, Minnesota, 11-13 April, 2008.
- Michael Meade**—Conference Presentation “Goethe’s *Torquato Tasso*: The Conflict between the Ideal World of the Poet and the Real World of Politics and Commerce” European Studies Conference, Omaha, Nebraska, October 2007.
- Steven Trout (Co-authored with Patrick J. Quinn)**—Conference Presentation “Idealism, Socialism, and Decimation: The Italian War Experience in Emilio Lussu’s *Sardinian Brigade* and Ernest Hemingway’s *A Farewell to Arms*.” War + Ink: The International Hemingway Society Conference, Kansas City, MO, June, 2008.
- Steven Trout**—Panelist in “Hemingway and the Memory of World War I,” a roundtable discussion at War + Ink: The International Hemingway Society Conference, Kansas City, MO, June, 2008.
- Steven Trout**—Panelist in “Willa Cather and Violence,” a special session at “Death, Murder and Mayhem” sponsored by the Willa Cather Society, Omaha, NE, April, 2008.

Steven Trout—“The Role of Research and Scholarship at Predominately Undergraduate Institutions.” Invited lecture given to the entire faculty at Park University, Parkville, MO, August, 2007.

Steven Trout— Conference Presentation “The Western Front Comes to Kansas: John Steuart Curry’s *The Return of Private Davis from the Argonne*.” “Death, Murder, and Mayhem: Stories of Violence and Healing on the Plains,” Organized by the Center for Great Plains Study, Omaha, NE, April, 2008

D. Department Program Assessment Results**END-OF-SESSION EVALUATION
MA IN ENGLISH****DATE: JULY 27, 2007** **In-Service MA** **Regular MA** **(10) First-year student** **(12) Second-year student** **(1) Third-year student**

We are interested in your opinion and impressions of the courses and operations of our In-Service MA program this summer. Please respond to the topics and questions below (some of which overlap). Do not sign your name. This information will be used with discretion; our aim is to get feedback so that we can improve our program and begin planning for next year.

1. Chief strengths of the program offered this summer (be as specific as possible):**(Think in terms of course content, faculty, variety of offerings, scheduling, facilities, etc.)****FIRST-YEAR STUDENTS**

The program seems very strong. I've only begun my MA. I love the four-week classes b/c I can focus for one intense month then move to the next class. I especially enjoy the discussion boards required before each class that force me to complete the required reading.

I loved my experience here this summer. Absolutely loved it. I was apprehensive that Hays is so far from where I live, but being here has been worth it. I like the community atmosphere—we all live together, eat together, study together, and actually like each other. I have learned so much just from my peers—I appreciate the variety of experience levels present. The instructors—save one—have been excellent. They truly desire to help us, they are approachable, fun, & knowledgeable(sic). I like that what we learn can directly be applied to the classroom.

I enjoyed the camaraderie(sic) of the classes and the other students it is nice to be on campus and to have a "real" connection to the program.

Works w/ working people. Can still keep our jobs (and kind of a life) and still earn our degree. Course content was do-able. A little overwhelming at first, but worked out great. Facilities and staff on campus were awesome!! So helpful!

The chief strengths of this program would be definitely in the awesome academic rigor. The expectations are very high and consistent, and I felt that I was being consistently challenged. Honestly, the only negative—Custer-Freaking-Hall!

I found the ability to take the classes during the summer much easier than during the school year. I enjoyed the camaraderie(sic) of the other students. The faculty was great. I enjoyed the Short Story class and felt I could use the information in my own classroom.

Dr. Cummins and Dr. Singleton were both fantastic instructors. I feel as though I learned a lot in both their classes. Very convenient(sic) to have summer program. It is incredibly difficult to find programs easy to commute to while teaching.

--2 4-week session scheduling is great.
--Course offerings seem to be widely varied & up-to-date.

Being able to take 3 classes in one month is good. We were lucky enough to get an apt @ stadium place which was wonderful. Cost is reasonable. Shakespeare class was a blast! Loved the short stories. Reading list in advance is imperative(sic).

The professors were fabulous! (Well the two that I had. Specifically Drs. Singleton & Kumala(sic).) Their enthusiasm and knowledge about the subjects was inspiring. The course requirements, while extensive, were also a good variety of content!

SECOND-YEAR STUDENTS

Variety of classes offered. Many highly experienced faculty. Wonderful times offered.

The schedule is convenient(sic) for teachers and I love having Fridays off to work on my homework and research. Also, the faculty is always so enthusiastic and fun.

- *Teachers who were sincere in their desire to help us learn and apply knowledge.
- *Availability of professors was nice.
- *Thanks for the \$ adjustment of the cafeteria & the Mondo Subs & Grab n Go being open—totally helpful!

Faculty is knowledgeable(sic) and passionate. I love the scheduling.

The faculty members are the biggest strength of the program. The courses taught always vary & offer many possibilities to study.

The content of the courses was interesting & helpful. Faculty are intelligent, hard working, knowledgeable & have high expectations.

Strengths were faculty who know how to teach—volume of knowledge is secondary. This only applies to Kalamala(sic), Duffy, Cummins, & Trout.

Scheduling is a huge plus. The course offerings are good also.

Chief strengths:

- *Excellent faculty
- *Doable course work
- *Great atmosphere
- *Comraderie(sic)

I thought the variety of offerings was good, schedule was fine. Facilities good as always.

The professors are wonderful and intelligent. Classes are wonderful and engaging.

The faculty is wonderful. They are brilliant! They are also very flexible and will help you with whatever you need.

THIRD-YEAR STUDENT

Again, the main strength is the format of the program. This is the only format which will allow me to continue working while earning my graduate degree. Thank You! As always, the instructors are of the highest quality who challenge us and provide exceptional instruction.

2. What specific improvements would you recommend in next summer's program?**FIRST-YEAR STUDENTS**

None that I can think of.

Have a different professor teach the Approaches class. It was a painful experience this summer. I won't write any more on that subject—check the teacher evaluations if you want to know more.

That the instructors fully teach, we are teachers and it's offensive to have classes where there is no pedagogical foundation to the instruction. This does not apply to all the instructors I had this summer, but in some cases it's painfully true.

Suggest to professors (maybe Dr. Will) to quiz or test periodically. It was really scary taking a final without having any feedback on what I had retained so far.

To have the reading lists for the summer's classes available sooner.

*Poetry class—writing and reading it *Mixture of literature and writing classes offered in one session *Creative writing course. –Required classes should have some of your best teachers.

Please do not allow Dr. Will to teach Approaches. His style of teaching does not work well with a philosophy style of content. If possible, please allow longer breaks between classes. 3 classes in a row with only 10 minutes in between is very difficult.

Dr. Will needs "teacher school." Smart but in front of teachers, lacking. Dorms are bad. It was very hard to get an apartment. The "propaganda" read that we could have apartments. I would be VERY unhappy to be 40 & living in a separate dorm from my husband, who also attends.

To have more posted on blackboard in the spring.

SECOND-YEAR STUDENTS

I just don't know

*Last year, I think there were more options for the courses. Options are good (even if it's just one more.)

*Shower heads in the dorm bathrooms are so helpful.

*More advertisement(sic) about the apts (Stadium Place) would be nice.

*Make sure all professors understand the strain of the program as it's in progress & so don't insult students.

Do not allow Will to teach any more classes. Make sure all materials are sent to students, for example paper information.

Do not allow Dr. Will to teach another M.A. class—that was the only class I have a complaint about in the entire English M.A. program.

Classes that are applicable to teaching

Give intense workshop to faculty that will teach them that they must create the assessment first to be in-line with the objectives; have instruction that will guide students to the objective and assess understanding—NOT MEMORY.

*No improvement suggestions

THIRD-YEAR STUDENT

Housing. I almost did not get an apartment even though I tried for months. I did not find out if I had one until a couple of weeks before coming. The bookstore needs to be informed that the books need to be sent as soon as ordered. I ordered the books and waited for weeks before I called to check on them. They were holding them on purpose until the summer session began.

3. Do you prefer our current schedule of four-week classes—some in June, some in July?

FIRST-YEAR STUDENTS

Yes very much so

Yes. I like being able to finish in two years.

It works okay for me. It is definitely more difficult to have the three classes back to back to back.

Yes. Works great!

For the most part, yes.

I would like to have one session of 4 classes, but I'm not sure I could keep up with the daily work.

Yes

Yes

I would prefer 4 in one month. Leaving our child for 2 months, both Mom & Dad, is a tough deal.

Yes

SECOND-YEAR STUDENTS

It doesn't matter

Yes, it works out better

I'm sayin' four in one of them would be nice.

Yes!

Yes.

Yes

Yes

Yes

It worked great

Yes

Yes

Yes

THIRD-YEAR STUDENT

Worked for me!

4. How did you find out about this program?

FIRST-YEAR STUDENTS

I did my undergrad work at FHSU and knew about this program.

Mardy Robinson—my current roommate who (a.k.a. Rockstar) attended FHSU for her undergrad.

Promotional Pull off flyer recommended by my department head.

Flyer in mail at school.

Flyer.

Received brochure @ school

I got a letter in my school mailbox.

Word of mouth

A friend received a "request for info" card.

Dr. Duffy

SECOND-YEAR STUDENTS

via mail @ school

through the internet

An English teacher in a neighboring town had heard of it.

I graduated from FHSU

I got my BA from FHSU

Through an acquaintance

Flyer

Brochure

Former student of FHSU

I went to school here for my ungrad.

I was an undergrad here.

Online

THIRD-YEAR STUDENT

I researched online and found it.

5. Would you recommend this program to other in-service teachers?

Yes (23)

No (0)

Comment:

FIRST-YEAR STUDENTS

2 summers is completely do-able and this environment is SO much better than on-line courses.

I think that the program is well put together and worth the time and money.

Definitely. In fact, I already have!

Absolutely!

Definitely! It is very doable—faculty is very personable.

Great schedule, good value, fun, nice people.

The flexibility to take 6 or 1 class is very reasonable for the variety of lifestyles.

SECOND-YEAR STUDENTS

This program is great—it's nice to be able to have classes in the summer and not worry about them in the school year.

Absolutely! I'm very proud of my alma mater and the professors in the English department are absolutely wonderful. All teachers would benefit from this program.

This was a wonderful opportunity to meet great people, learn from fellow teachers & challenge myself academically.

I already have!

THIRD-YEAR STUDENT

Absolutely.

6. If your answer to item 5 is "yes," what recommendation do you have to help us inform teachers about the program? That is, how can we best "get the word out"?

FIRST-YEAR STUDENTS

Contact district professional development coordinators—the Language Arts curriculum director. In Olathe-Kay Haase.

E-mail is more effective than junk mail.

Maybe publish/put out past reading lists and requirements to emphasize the academic focus and rigor; reinforce the idea that it's a "real" program!

Word of mouth is great as well as sending brochures out

If possible, send letters to all teachers. (Not all English people are English teachers)

SPAM school district email. (Just kidding. Its been done before and teachers hate it.) Get involved with professional development. Contact District-level English coordinators of large districts.

Word of mouth is always best. Info cards to schools.

Offer, invite, teachers for a weekend (low or no cost) to give a sample or workshop of classes to come.

SECOND-YEAR STUDENTS

Send program guides to schools around the area and advertise it on internet.

I would say advertising at teacher's conventions would help, but the size of these classes are awesome.

Solicit the high schools.

Send letters/brochures to English department chairs at various high schools.

Have a webpage dedicated to the program.

TV & sponsor workshops

Direct mailings to school districts.

Mail schools eng. departments.

Online, info. to schools.

THIRD-YEAR STUDENT

Make it easy to access online. It is such a unique program people will be stampeding to enroll when they actually realize it's here!

7. Why are you pursuing your MA in English? Check all that apply, and then circle the checkmark next to your ONE primary reason.

17 Engage in intellectual conversations and pursue my own scholarly interests

20 Improve and energize my teaching of literature

16 Improve and energize my teaching of writing

18 Move along the salary scale

12 Prepare for a career change

1 Other _____

FIRST-YEAR STUDENTS

But all of the above apply to me.

Prepare for a career change

I would love to teach at Community College

FYI—I teach elementary. Market to elementary schools, too.

Improve and energize my teaching of literature.

SECOND-YEAR STUDENTS

Engage in intellectual conversations and pursue my own scholarly interests

Improve and energize my teaching of literature.

Prepare for a career change.

Engage in intellectual conversations and pursue my own scholarly interests

Engage in intellectual conversations and pursue my own scholarly interests

Engage in intellectual conversations and pursue my own scholarly interests and prepare to teach post-secondary

Engage in intellectual conversations and pursue my own scholarly interests

Move along the salary scale. Prepare for a career change.

THIRD-YEAR STUDENT

Prepare for a career change

8. What courses would you like to see offered in the future?

FIRST-YEAR STUDENTS

A class in satire, Arthurian legend, Young Adult literature w/ an emphasis in ways to pair YAL w/ classics in an English classroom, nineteenth and twentieth century women novelists.

African-American Literature, Contemporary Literature, Poetry, British Literature, Young Adult Literature

Hip-Hop Poetry, Creative Writing, Genre Studies (SciFi, Horror, Fantasy, etc . . .), British Short Story.

I really don't know. At this point, anything.

Flannery O'Connor—Southern Gothic; Faulkner, etc., Literature of "war?", Holocaust lit?

See #2

Anything by Singleton and Cummins

Contemporary _____ (fill in the blank)

British novels (20th Century?)

African-American novel

Cather

More literature. Creative writing. Thanks for asking!

Poetry—writing & reading. Creative writing.

SECOND-YEAR STUDENTS

N/A

Medieval Literature. Victorian Literature.

Creative writing, Women's literature, Ethnic/multicultural literature.

I'm not going to be here.

I won't be here next summer—my program is complete.

Medieval Lit. Poetry class.

Poetry. American Latin Experience

Medieval Lit.

Creative writing, more lit.

I am all done!

I don't get to play the game anymore because I am all done!

THIRD-YEAR STUDENT

N/A

E. Other Departmental Information

NA

F. Special AQIP Report

NA

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

February 15	Draft Template distributed to Deans.
April 1	Final Template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College/Unit Annual Report due to Assistant Provost for Quality Management and Provost.