

# Program Review 2015-2016

# English

University of Hawai'i at Hilo  
September 2015



UNIVERSITY  
of HAWAI'I\*  

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HILO

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Please note

This self-study has been completed according to the guidelines in "2013 *Ho'okahi ka 'Ilaui Like Ana: Wield the Paddles Together* Academic Program Review".<sup>1</sup>

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<sup>1</sup> <http://hilo.hawaii.edu/uhh/vcaa/documents/UHHilo2013ProgramReviewGuidelines.pdf>

## I Mission Statement and Goals

The mission of the undergraduate degree program in English is to offer a well-rounded, culturally balanced approach to English Studies through introductory and specialized courses in composition, literature, film, pop culture, and creative writing. Our program reflects the diversity of our student population, our institutional values as expressed the UH Hilo Strategic Plan, and our location in the Pacific. Our curriculum aims at developing students' critical thinking and writing, strong communication skills, and cultural awareness through the study of literature, composition, and language. In addition to offering a foundation in the traditional literary canon, the English Department is committed to fostering student excellence through a variety of venues such as critical self-assessment, interdisciplinary collaboration, applied learning, effective student-centered pedagogy, award recognition of outstanding student writing, and career-relevant training in the TESOL (Teaching English to Speakers of Other Languages) certificate program.

Our program goals are to facilitate student success and ensure program quality by responding effectively to institutional developments and social change.

English Department website: <http://hilo.hawaii.edu/depts/english/>

(Appendix B-1: Student response to revised mission statement)

## II Secondary Accreditation

Not applicable.

III Executive Summary by Program Chair: see Appendix A-1

## IV Program Organization

*Program Overview:*

The UHH English undergraduate program currently has four main sections:

1. First-year composition courses (ESL 100/T and ENG 100/T)
2. 200-level service courses:
  - a. Writing courses for business and science majors
  - b. General education courses in film, literature, creative writing (prose and poetry), pop culture, and rhetoric
3. The major: 300-400 level language, literature, and film courses
4. TESOL (Teaching English to Speakers of Other Languages) academic certificate program

One semester of 100-level first-year composition is required for all UHH students. The English Department delivers undergraduate instruction to two student populations: (a) English majors, minors, and certificate students, and (b) non-English majors who are

required within their majors to take a 200-level writing course (209, 225, or 287). Students in the TESOL certificate typically choose English or Linguistics as their major. In support of other certificate programs and majors, some English courses are cross-listed with other disciplines and certificate programs. The majority of the 200, 300, and 400-level courses offered by the English Department are Writing Intensive (WI).

The English program's content reflects the department's place within the Humanities Division and embraces the value of interdisciplinary approaches and methods. The university has a multicultural environment, which allows students in English to explore what it means to be human in a diverse, culturally rich setting.<sup>2</sup> Our program emphasizes critical thinking and writing, strong communication skills, and cultural awareness by offering English majors a foundation in traditional British and American literature supplemented by a range of alternative and global topics such as literature of the environment, folklore, creative writing, playwriting, graphic narratives, film, gender studies, and literature of Hawai'i. The English program supports the UHH Strategic Plan's aim to "celebrate different people, their backgrounds and history, and the unique cultural mosaic of Hawai'i that brings the feel of a global community to our campus."<sup>3</sup>

UHH does not have a graduate program in English.

*Budget (Appendix A-2):*

In order to contextualize the drop in tenured/tenure-track faculty and the changes that have occurred in the Program over the past ten years, it is necessary to record changes in the operating budget for English. The overall Humanities budget has fluctuated over time. The rise in lecturer costs parallels the loss of tenure-track faculty lines. In AY 2008-2009, lecturer section totaled \$60,930; for AY 2015-2016, estimated encumbrances are projected at \$158,016. This expenditure is not without problems. Lecturer costs are increasing due to rising pay scales (depending upon length of service by our adjunct) and negotiated pay increases in the faculty contract. At the same time, Administration has been demanding budget cuts (30% in this past academic year) to the lecturer costs, which can often mean sacrificing classes for the major for those that service the general population (i.e. English 100/T).

The instability of the operating budget is of more concern. Generally speaking, the operating budget remained steady at around \$5,000 from AY 2006-2006. In AY 2013-2014, the College of Continuing Education (Summer School) initiated a 37.5% return on revenue to Departments to encourage participation in Summer School. This brought \$1,703 into the Department, which enabled the creation of a separate budget for TESOL (\$2,000). However, AY 2013-2014 also brought a budget "sweep" of the Division, with TESOL losing \$322. The total amount swept from Humanities was brought back at AY 2014-2015; however, this was also the year that another budget sweep ended up costing

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<sup>2</sup> "UH Hilo ranked most diverse four-year public campus in the country": <http://hilo.hawaii.edu/blog/chancellor/2014/08/22/most-diverse-in-country/>.

<sup>3</sup> UHH Strategic Plan 2011-2015: <http://hilo.hawaii.edu/strategicplan/>.

Humanities \$27,802--\$2,019 from TESOL, and \$2,084 from English. Another \$1,337 in summer revenue was also swept from English. This type of uncertainty in finances only adds to the frustration of faculty, who feel that their hard work does not guarantee them the ability to tap their “rewards.” Furthermore, such operational problems make planning larger events or purchases in the Spring semester very risky given past practices.

***Program Components:***

The UHH English Department shares the vision expressed in the strategic mission and strategic plan for UHH and the UH system by offering a program that embraces the responsibilities for public education vested in the university. UHH's mission, as stated in the 2011-2015 Strategic Plan, specifically states: "it is our *kuleana/responsibility* to improve the quality of life of the people of Hawai'i, the Pacific region, and the world".<sup>4</sup> The English Department is an active partner in that effort. The university offers a range of undergraduate programs, including a number of graduate and interdisciplinary certificate degree programs, which are supported by English courses. English faculty members participate actively in university governance and service activities, which aid in connecting our program and its positive qualities to other entities within the university structure. English majors and minors are productive members of the student community and work as editors and journalists for student publications, participate in student research conferences, and publish their creative and academic work both on and off campus.

The components of the UHH English program are informed by the fact that all UHH students - except the minority who get their ENG 100 Composition requirement waived due to transfer credits or other circumstances - take ESL 100/T and/or ENG 100/T and in addition one English WI and/or Gen Ed course regardless of their major. This requires the English Department to commit considerable resources to staffing courses for non-English majors.

To deliver a quality program, however, it is necessary to have sufficient resources to do so. Since the English Department's last Program Review in 2003-04, the number of tenure-track and tenured faculty has dropped by nearly 50%, the number of instructors by 25%, while the number of Student Semester Hours (SSH) has remained fairly stable (**Appendix C-1**). Our institution's prioritizing of STEM disciplines and the budget crunch occasioned by the 2008 recession, have had - and still have - a negative effect on the English Department's ability to offer all the courses needed for students to meet their graduation requirements, both in the service courses and the courses for the English major.

The following comparison is a case in point: the UHH Department of Mathematics offers a similar number of service courses as English, but averages 20 or fewer majors per year than English. The English Department has had no tenure-track hires since 2009, while Math has added 4 new faculty members in the same period and now has 11 fulltime

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<sup>4</sup> <http://hilo.hawaii.edu/strategicplan/2011-2015plan.php>

members. English has 7 fulltime members. Math courses are thus generally taught by instructors and tenured/tenure-track faculty, while English has to rely on lecturers to staff roughly half of its courses ([Appendix C-1](#)). While adjunct faculty in English are highly capable professionals, the implications for the overall program quality and cohesion are profound. Lecturers' job security is also a recurring issue. In Spring 2015, administrators miscalculated lecturers' health and retirement benefits, prompting divisions to cut lecturer budgets by 20%.

As discussed at length in the 2003-04 English Program Review, a cause for concern pertaining to the structural composition of the program is that, in the past, there was a perceived hierarchical divide between faculty mainly teaching writing courses for non-majors and those teaching literature and film courses for the majors. Furthermore, efforts at UHH to establish cross-campus support of Writing Across the Curriculum (WAC) have historically been difficult for a number of reasons, most notably because of the lack of sustained commitment to require students to practice discipline-specific writing skills within departments, for example by offering discipline-specific upper-division WI courses. Since the last Program Review, there has been an on-going debate about the future and feasibility of the 200-level writing courses offered by the English Department for non-majors. We discuss these and additional points pertaining to program composition in [Appendix B-2](#). Suffice it here to state that the English Department, despite limited resources, is committed to its mission and continually responds to these developments in a number of constructive, innovative, and efficient ways.

[Appendix B-2](#) contains the following information regarding Program Organization:

1. *Program Goals: Student Learning Outcomes*
2. *Credit Hour and SLO Compliance: Traditional and Online Courses*
3. *Credit Hour Compliance and Summer Courses*

### ***Curriculum: Content and Contexts***

The English curriculum's overall structure has not changed significantly since the 2003-04 Program Review, but its content has. The curriculum is divided into lower-division service courses consisting of 100-level composition courses, 200-level writing courses for non-English majors and Gen Ed literature and film survey courses. Upper-division courses in grammar, literature, film, and special topics serve majors, minors, and the general student population. Faculty are requested each semester to submit their course syllabi, which are kept on file in the Humanities Division Office.

### **ESL 100/T & ENG 100/T Composition I / with Tutorial**

Course	Course title	Course cap
ESL 100T <sup>5</sup>	Composition/ nonnative speakers with tutorial	15
ESL 100	Composition/ nonnative speakers	20

<sup>5</sup> The ESL 100/T courses are taught by an instructor with specialization in second-language acquisition.

ENG 100T	Composition I with tutorial	15
ENG 100	Composition I	20
ENG 100H*	Composition I with honors	20

\* No longer taught due to lack of staffing

Student learning outcomes in ENG 100/T are clearly outlined in the UHH course catalog:

Students who successfully complete the course will:

1. Compose a thesis-driven essay using a process approach including,
  - o Generating ideas (e.g. mapping, brainstorming, outlines, etc.)
  - o Multiple drafts
  - o Incorporating feedback at all stages in writing
  - o Rewriting
  - o Proofreading
2. Identify and compose writing for different purposes and audiences;
3. Analyze and evaluate their own writing;
4. Identify appropriate information needed for their writing assignments;
5. Evaluate sources and information for reliability, accuracy, and bias;
6. Recognize the difference between APA and MLA conventions of documentation;
7. Incorporate multiple sources within an original essay using an appropriate academic convention of documentation;
8. Demonstrate control over syntax and mechanics in their writing.<sup>6</sup>

### *Tutoring*

The difference in course cap and instruction between ENG 100 and 100T is that weekly tutorials are mandatory for 100T students. Tutoring is offered for free at several locations on campus, most notably Kilohana: The Academic Success Center<sup>7</sup>. Furthermore, 100T instruction addresses the basics of sentence structure, syntax, and paragraph composition. The smaller class size (15) allows the teacher to spend more time with each individual student.

Tutor support for English 100T, which used to be housed in the Humanities Division, is available through Kilohana. Kilohana does not, however, receive visits from all English 100T students. Students can visit other locations on campus for writing tutor assistance. Specifically students can receive assistance from:

- Hawaii CC's The Learning Center<sup>8</sup> (which provides students from both campus access to tutorial services and other resources)
- Kipuka<sup>9</sup> (UH Hilo Native Hawaiian academic support program funded through a Title III grant)

<sup>6</sup> <http://hilo.hawaii.edu/catalog/english>

<sup>7</sup> Kilohana: The Academic Success Center: <http://hilo.hawaii.edu/kilohana/>

<sup>8</sup> Haw CC The Learning Center: <http://www.hawaii.hawaii.edu/tlc/>

- Student Support Services Program<sup>10</sup> - (Part of the federal TRIO program and accessible only by student clients of SSSP)
- MAAPS/PALS<sup>11</sup> - (A UH Hilo student support program and accessible only by student clients of this program)
- Pacific Islanders Student Center<sup>12</sup> - (academic support program funded through the federal government ANNAPISI / Asian American and Native American Pacific Islander-Serving Institutions Program grant)

Kilohana continues to host class visits from English 100T instructors and students at the start of each new semester in an attempt to encourage these students to come to Kilohana for their tutorial component throughout the semester.

English department faculty can decide whether to require 100T students to complete their tutorial component through Kilohana. Kilohana Writing Center schedule accommodates students during the day and evening hours based on previous years of scheduling.

While Kilohana is a separate unit housed in the Vice Chancellor for Academic Affairs office, it maintains close working relations with various departments, including English, given the unique nature of the tutorial component of English 100T. Kilohana does this in support of various departments whose students (non-majors and majors) seek out tutorial assistance and other resources through Kilohana Centers across the campus.

Tutoring is also an important employment option for English majors who apply their learning, specifically from ENG 324 Modern Grammar and Usage, to the task of assisting other students with their assignments.<sup>13</sup>

#### *Placement in ESL 100/T and ENG 100/T/H*

Only one semester of first-year composition is required at UHH, and ESL100/T and ENG 100/T/H students can register for subsequent classes on an equal basis. The pre-requisite for 200-level English courses is C or better in ESL 100/T or ENG 100/T/H.

Until 2011, placement in first-year composition courses was determined by a Writing Placement Assessment (WPA)<sup>14</sup> administered by the English Department, later by the Director of Kilohana Center for Student Success, who is a former English Department faculty member and former Director of Composition. The WPA is a two-hour proctored event, in which students read a prompt crafted by the WPA coordinator, draft a response, and revise it. Dictionaries are allowed. The writing is done entirely by hand, without use

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<sup>9</sup> Kipuka Native Hawaiian Student Center: <http://kipuka.uhh.hawaii.edu/>

<sup>10</sup> Student Support Services Program: <http://hilo.hawaii.edu/studentaffairs/sssp/>

<sup>11</sup> Peer Assistant Linkages and Support:  
<http://hilo.hawaii.edu/studentaffairs/maap/PALS.php>

<sup>12</sup> Pacific Islander Student Center: <http://hilo.hawaii.edu/pisc/>

<sup>13</sup> "Learning Through Tutoring." <http://www.alex-online.org/#!Learning-Through-Tutoring/c7ta/55f38d9d0cf23d0ff001b81f>

<sup>14</sup> WPA website: <http://hilo.hawaii.edu/academics/wpe/>

of computers. Faculty from the English Language Institute (ELI) read the essays by non-native speakers, and English staff read the ones by native speakers. Each essay is read by two teachers and scored (see score criteria in [Appendix B-4](#)). In the event the two scores differ, the essay is evaluated by a third reader. The WPA places students in ENG 100H, ENG 100, ENG 100T, or in remedial English courses at HawCC. The WPA coordinator enters the scores into Banner, so that students can only register for the class level determined by the WPA.

The WPA procedure was changed in 2011 with the implementation of pre-built schedules for first-year students. This procedure is known as FreGAS (Freshman Guaranteed Academic Schedules).<sup>15</sup> FreGAS administrators use either ACT or SAT scores to place in-coming students in ENG 100/T. Compass scores are not considered. ESL students and those without ACT or SAT scores still need to take a WPA. The English Department was not part of this decision. Jim Cromwell, UHH Admissions, determined the cutoff scores. Placement in ENG 100 is now based on an ACT score of 18-27 or an SAT score of 475-624. Higher scores are placed in ENG 100H (Honors), which, however, is not offered consistently. Students with lower scores are all placed in ENG 100T. As a result, the mechanism for placing first-year UHH students in remedial English courses at HawCC has fallen away.

The English Department is greatly concerned about this development. We have taken measures to assess lexile range and writing skills in ENG 100/T, which are discussed in more detail in section V Evidence of Program Quality. Anecdotally, experienced ENG 100/T faculty have noticed a decline in the past years in student literacy and composition skills. We are aware that multiple factors are in play here, not just those related to individual student competency, but also factors beyond our control such as the long-term effects of the No Child Left Behind curriculum and other developments in high-school language-arts programs. It is clearly part of the picture that public school students in Hawai'i score low on benchmark tests. For example, in September 2015, the Hawai'i Department of Education reported that only 48% of 3rd-11th graders met or exceeded the Smarter Balanced Assessment for English language arts (ELA), which is aligned to the Hawai'i Common Core standards that have replaced No Child Left Behind.<sup>16</sup> Since there is no longer a mechanism for placing first-year students with low ELA competency levels in remedial courses, ENG 100T faculty face the difficulty of teaching college composition to two populations in the same classroom: those students who actually are at the 100T skill level, and those who fall below at various levels.

In order to document what appears to be a decline in literacy among first-year students, writing instructors and lecturers in the English Department recently wrapped up two years of grade-level reading tests for all ENG 100/T courses for AY 2013-2014 and AY

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<sup>15</sup> FreGAS website: <http://hilo.hawaii.edu/nsp/FreGAS.php>

<sup>16</sup> <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/sba-scores.aspx>

2014-2015. The online lexile tests, Total Reader, were developed and provided by EDmin.<sup>17</sup> Data was collected for approximately 800 students:

Semester	Total Number of Students	Number of Students Reading in the 1200s	Number of Students Reading Below 1200	Number of Students Reading Below 1000	Highest Score	Lowest Score
Fall 2013	249	65 (26%)	55 (22%)	21 (8%)	1600 (8)	810
Spring 2014	189	35 (18%)	57 (30%)	22 (11%)	1600 (11)	660
Fall 2014	221	45 (20%)	93 (42%)	27 (12%)	1600 (2)	880
Spring 2015	187	39 (20%)	105 (56%)	69 (36%)	1600 (3)	732

The range for college-level reading is 1200 and above. The data collected indicates that only about 20% of first-year students at UHH read at college level. The data will be discussed and later reported to the Faculty Congress for use in the upcoming interim report for accreditation.

The lexile assessment is but one of many examples of the English Department's proactive efforts to assess, document, and support student learning. Our efforts are rarely the result of department-administration collaboration. Historically, the English Department has not been consulted on the management and scheduling of courses for first-year students. The institutional management of pre-built first-year schedules and EMIT<sup>18</sup> (Enrollment Management Implementation Team) has been managed by administrators, Advising, and Student Affairs. This has produced some instances of unfortunate placement practices in ENG 100/T, such as large numbers of same-major students clustered in one section, without any notification of the instructor, or the movement of students between sections, again without notification of the instructor. Such lack of communication and pedagogical vision is unfortunate since it leaves the English faculty, who have real-life experience teaching the courses, out of the loop regarding the pedagogical justification behind enrollment strategies, not to mention the practice of excluding the Department from giving input on enrollment decisions directly impacting the practical execution of courses. For example, under pressure from the administration, the Humanities Division Chair eliminated all placement mechanisms for ENG 100 as an "experiment" in Summer 2011. 15 students enrolled; 5 failed the course. Those 5 students did not have the language skills needed to successfully complete ENG 100 and were thus, for the sake of an "experiment," able to register and pay tuition for a course they had no ability to pass.

Successive English Department Chairs have pointed out the disservice to the students and the schism such placement practices create between administration and faculty. In light of this history, the Department is positively encouraged by the proactive efforts of the

<sup>17</sup> <http://www.edmin.com/total-reader-online-lexile-assessment>

<sup>18</sup> EMIT website: <http://hilo.hawaii.edu/EMIT/>

current VCAA and some of the faculty-led committees working on student success and admissions to consult with the English Department and create a dialogue on the important issues involving ENG 100/T. For example, in Spring 2015, two sections of ENG 100 were designated to be part of the freshman village cohorts with the informed consent of the lecturer and instructor teaching them.<sup>19</sup> As of yet, however, the English Department has received no assessment or other information from those organizing the freshman village cohort on whether these cohort classes ensured a higher level of academic success for the students compared to those not placed in cohort classes. The Department thus wonders what the purpose of such placement practices and experiments might be.

The latest and most significant development involving ENG 100/T is the VCAA's support for a pilot program in ENG 100T in Fall 2015-Spring 2016. One of our most experienced ENG 100T instructors has been appointed as the English Department's Director of Composition. She has developed a pilot program for ENG 100T that seeks to innovate instructional methods, collect retention and other data, and build networks among ENG 100/T instructors and other institutional branches, such as Advising, Counseling, Student Support Services, Kipuka, Kilohana, Pacific Islander Student Center, and the Learning Center. The pilot aims to identify and support students who are at risk of dropping out or receiving D, F, W, I<sup>20</sup> grades (see description in [Appendix B-5](#)).

#### *Staffing ENG 100/T*

Because of the significant decline in funding for public education in Hawai'i since 2008, there have been painful cuts in department and division budgets across campus during the past years. The negative impact on new and replacement hires in the Humanities in general suggests that, in addition to the very real consequences of budget cuts, there may be a correlation between the shift in institutional vision from embracing UHH's traditional profile as a liberal arts college, as stated in the previous Program Review, to one that aspires for UHH to become a STEM-based institution. In these stressful and uncertain times, it is reassuring to note that Chancellor Donald Straney in the 2015-2016 catalog<sup>21</sup> declares: "Our humanities disciplines are in synch with our local community's need for professionals in culture and the arts, language and communications".<sup>22</sup> Our Department is committed to meet that need and determined to find solutions that will benefit our students and the institution. However, we also advocate for a STEAM (science, technology, engineering, ARTS, and math) focus rather than the limiting focus on sciences that do not engage human creativity through critical thinking, artistic endeavor, and linguistic command.

The tunnel vision of an institutional STEM focus is evident, and so is its disservice to our student population. Since 2009, English instructors and tenured/tenure-track faculty - who have retired, passed away, or found other jobs - have not been replaced by new

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<sup>19</sup> Living Learning Communities: <http://hilo.hawaii.edu/living-learning/>

<sup>20</sup> These refer to final grades: D, F, W (withdrawn), or I (incomplete)

<sup>21</sup> UHH 2015-2016 catalog: <http://hilo.hawaii.edu/catalog/>

<sup>22</sup> <http://hilo.hawaii.edu/catalog/about-uh-hilo>

permanent hires. This has especially impacted staffing of ENG 100/T, because the English Department's bylaws (amended in 2009) state in article C 1 that "all Faculty, including the Department Chair, should teach at least one section of English 100 or 100T per year or as needed" (see [Appendix B-6](#)). The reasoning behind this amendment was to create a culture of equality amongst the faculty and to keep everyone abreast of the very real challenges involved in teaching first-year composition.

ENG 100/T is obviously a core course, both for the Department and the institution. Due to diminished public funding, UHH administration has conducted several studies of retention in order to boost graduation rates. ENG 100/T has been identified as a core focus for retention efforts because the data suggests that a failing grade in ENG 100/T (D, F, W, I) correlates with the student leaving the university without a degree. The English Department welcomes this opportunity to work with the administration to address retention efforts in ENG 100/T so that students showing early warning signs for dropping out can be retained before they disappear out of the system. (See description of pilot program in [Appendix B-5](#)).

#### *Sections and Enrollment in ENG 100/T/H*

Over the past ten semesters, the English Department has offered 5-7 sections of ENG 100 and 9-12 sections of ENG 100T for Fall semester, and 5-6 sections of ENG 100 and 7-10 sections of ENG 100T for Spring semester. ENG 100/T/H make up 35-40% of all classes taught each semester in the English Department.

ENG 100/T/H routinely experiences maximum enrollment at the semester start and often has students waitlisted. End-of-semester enrollment is remarkably high as well. The average end-of-semester enrollment over a five-year period from Fall 2010 to Spring 2015 is 87.45% for ENG 100T and 87.33% for ENG 100. (See enrollment percentage graphs in [Appendix B-7](#)). These high enrollment numbers demonstrate two significant points: one, the English Department's ability to plan and deliver instruction in a core course to the entire UHH undergraduate population; and, two, that the data on students' academic underperformance and the high DFWI-rates for ENG 100/T pertains to first-year students' level of college readiness and academic skills in general.<sup>23</sup> In terms of institutional context, ENG 100/T/H is now seen as a barometer to predict student success because this course impacts the first-year college experience in significant ways. It would therefore be reasonable and desirable in the long-term to hire adequately trained faculty, preferably with experience in remedial English and ESL, at the instructor and tenure-track level to staff ENG 100/T/H.

#### **Writing for the Majors**

ENG 209	WI/Writing for Business	20
ENG 215	WI/Writing for Humanities & Social Science	20
ENG 225	WI/Writing for Science & Technology	20

<sup>23</sup> See UHH's accreditation portfolio: <http://hilo.hawaii.edu/uhh/accreditation/>

ENG 287	WI/Intro to Rhetoric	20
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ENG 209, 215, 225, and 287 were developed after the last Program Review to meet the need for discipline-specific writing courses. The 200-level WI/service courses for non-Humanities majors have been the subject of much debate over the past ten years, both inside and outside the Department. Such debates can be divisive, especially in a small department. Being cognizant of that, members of the English Department make every effort to keep such exchanges of difference of opinion constructive and professional. One major concern for the Department has been the apparent perception in other disciplines that teaching UHH students to write is the sole responsibility of the English Department, not the students' respective majors. It is neither practical, nor desirable, for English writing instructors to try to fully cover every other discipline's signature writing style, citation guide, formatting conventions, and analytical methods. Excellence in student writing must be a shared responsibility across the disciplines.

Over the years, efforts to establish a campus-wide culture of Writing Across the Curriculum have stalled on several fronts, although a tenure-track WAC specialist was hired in the English Department in 2008 for the specific purpose of assisting other departments (e.g. Psychology and Marine Science) with developing discipline-specific writing courses within their own programs. It was suggested that ENG 287 Intro to Rhetoric should replace ENG 209, 215, and 225 because the former is a general course in logic and argumentation. It was argued that discipline-specific writing remains the purview of each discipline. Some departments did substitute ENG 215 with ENG 287 as a requirement for graduation. ENG 215 is no longer being offered.

The assistant professor specializing in Rhetoric left UHH for another job in 2010. Her position was not filled again. The WAC specialist also left for another job in 2012. His position was not filled again. A 2013 job search for a tenure-track position in Rhetoric (aimed primarily at staffing ENG 287, but also at offering upper-division Rhetoric courses) failed because of the invited candidate's contract obligations to his institution of employment. Funding for that position was not renewed, so the search was not re-launched.

Staffing of ENG 209, 225, and 287 has become notoriously more difficult over the years. Due the staffing crisis in English these four courses have not been taught by tenured/tenure-track faculty for several years. Lately, ENG 287 has been taught by two tenured faculty members, who do not have a specialization in Rhetoric. While the re-launched search for an instructor for ENG 225 is a good prospect (see below), it will not stabilize the staffing of ENG 209 and 287. Consequently, at least one UHH department (Computer Science) has dropped the ENG writing course requirement for its major.

In late Fall 2014, the CAS Dean urgently requested that a permanent hire (instructor) be made for ENG 225. The Department could not reach a consensus on what the future of ENG 225 should be. Therefore the Department voted in February 2015 on these two proposed models:

**Model A:** ENG 225's course catalog description should be changed to a rhetoric-based content, and the instructor-to-be-hired should have a rhetoric-composition background. This model fits into a larger plan of replacing all 200-level service writing classes (e.g. ENG 209) with a straight 200-level rhetoric-based writing class.

**Model B:** ENG 225 should remain as it is and the instructor-to-be-hired should have training and/or experience in scientific and technical writing. This model argues that different disciplines have specific writing needs and that we should continue to offer ENG 209 along with ENG 225.

Eight ballots were distributed ([Appendix B-8](#) shows the ballot). The results were Model A 0; Model B 7; abstain 0. The ENG 225 instructor search failed in Spring 2015. The ad had only run once in-state and only four applicants applied. It was re-posted in late Spring 2015, this time also nationally, but again failed, this time because the mainland candidate chosen by the search committee was not able to commit to teaching face-to-face classes. The ENG 225 instructor ad has been re-posted nationally and locally for the third time in Fall 2015. The timing of the ad is believed to be of pivotal importance since the major hiring season is September-November.

Writing courses for the majors is likely to continue to generate debate both within and outside the Department.

#### *Sections and Enrollment in ENG 209, 215, 225, and 287*

During the last ten semesters, the English Department has on average offered 5-6 sections of writing courses for the majors per semester. Their average enrollment percentage for this period is 92.5%. However, there have been some fluctuations in the number of sections offered, most prominently in Spring and Fall 2011, with 8 sections in Fall 2011 and only 2 in Spring 2011. (See enrollment graphs in [Appendix B-7](#)). Therefore, while we can conclude that writing courses for the majors consistently experience maximum enrollment at the beginning of each semester and a very high enrollment rate at the end of the semester, the ability to offer sufficient sections is contingent upon the Department's ability to staff them with mostly part-time lecturers. It would serve the institution's stated commitment to "view teaching and research as complementary scholarship activities which have a significant impact on our students" to support the hire of tenure-track faculty for these courses.<sup>24</sup>

#### **200-Level General Education, Writing Intensive Literature and Film Courses**

Since the 2003-04 Program Review, the English Department has successfully expanded its pool of 200-level courses in order to attract majors and to serve students' Gen Ed and WI needs.<sup>25 26</sup> Data in [Appendix C-1](#) shows that in the ten-year span from 2005 to 2015,

<sup>24</sup> <http://hilo.hawaii.edu/strategicplan/2011-2015plan.php#whoware>

<sup>25</sup> Writing Intensive Program: <http://hilo.hawaii.edu/academics/wi/>

the English Department has offered an average of 44.25% FTE WI courses and 50.71% FTE Gen Ed courses. In Spring 2015 alone, the Department applied to re-certify 26 of its courses - a number which reveals the English Department's significant contribution to the Gen Ed program.

The following list shows 200-level courses that have been developed and taught since 2003-04. All of these courses support Gen Ed. The majority is listed as WI. The course cap is 20 for WI courses and usually 25 for non-WI courses. Teachers may opt to raise the course cap above 25 for non-WI courses.

ENG 200 A-G	WI/Intro Literary Genres: A (short story), B (drama), C (poetry), D (popular fiction), E (myth & folklore), F (autobiography), G (comics & graphic novels)
ENG 201	WI/Global Cinema
ENG 202	WI/Literature of Human Rights
ENG 204	WI/Intro to Race/Gender Film Studies
ENG 205	WI/Hawai'i on Screen
ENG 206	WI/Intro to Popular Culture
ENG 257	WI/Multicultural Literature
ENG 257	Literature of the Earth
ENG 286 A	WI/Intro to Fiction Writing
ENG 286 B	WI/Intro to Poetry Writing
ENG 289	WI/The Rhetoric of Food
ENG 290	WI/Literature and Medicine

Since the last Program Review, we have added these 200-level courses to the catalog. The courses listed above have exclusively been taught by instructors and tenured/tenure-track faculty with the exception of ENG 205, which is occasionally taught by a lecturer with a PhD, who also is fluent in Hawaiian, and ENG 286 B which is occasionally taught by a local poet with published work.

Under the current requirements for the English major, students get credit towards the major for taking two 200-level film or literature courses.

#### *Sections and Enrollment in 200-Level Film and Literature Courses*

With the exception of the hugely popular ENG 286A Intro to Fiction Writing course, which is regularly offered in two sections per semester, these courses are offered in single sections. The 200-level courses consistently experience very high, if not maximum enrollment. (Appendix B-7). For the past ten semesters, we have offered an average of 5 200-level film and literature courses per semester. These courses are extremely important for the major because (1) they are the basis for recruiting students for the major, and (2) - as stated above - two of these 200-level courses are required for the English major. The

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<sup>26</sup> General Education: <http://hilo.hawaii.edu/academics/gened/>

end-of-semester course enrollment percentages for these courses average 91.2%, with Fall 2010 having the lowest percentage (82.6%) and Spring 2015 the highest (97.8%).

Nearly every English Department faculty member has successfully taught 200-level film and literature courses. However, due to the faculty's teaching obligations at the 100- and upper-division level, the Department has not been able to offer as many of the 200-level sections as we would have liked. With maximum enrollment for nearly all these courses at the beginning of the semester, these film and literature courses are highly popular with both English majors and students needing to fulfill their Gen Ed and WI requirements. In addition two of these courses, ENG 202 Literature of Human Rights and ENG 257 Multicultural Literature, are lower-division requirements for the Gender & Women's Studies major.<sup>27</sup>

### The English Major: 300-400 Level Language, Literature, and Film Courses

#### *Majors and Minors*

Appendix C-1 summarizes the number of English majors and minors from 2005-2015:

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
77	78	75	57	57	66	64	60	64	62
4	4	4	8	3	9	14	21	22	30

After the numbers of majors dropped from the high 70s in 2005-08 to 57 in 2008-10, the number of majors has been stable for the last five years, ranging from 66 to 60. Along with the consistent number of English majors, the phenomenal increase in the number of students declaring English as a minor are among the Department's greatest successes. The tenfold increase in minors from a low of 3 in 2009-10 to 30 in 2014-15 shows how proficiency in English is an attractive skill to document in transcripts. However, the system only counts majors and certificate holders in budgeting, not minors.

TESOL graduates from 2005-2015, according to Appendix C-1:

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
5	9	13	5	10	1	8	12	17	N/A

The stability in the number of majors and the increase in minors are evidence of the English Department's ability - despite budget and staffing woes - to deliver a quality program, which attracts both majors and minors. The Department's effective approaches to ensure that students can graduate on time also produce a steady number of graduates.

Appendix C-1 summarizes the number of graduates with a BA in English:

<sup>27</sup> <http://hilo.hawaii.edu/catalog/gws-requirements>

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
11	15	15	10	15	10	11	15	10	N/A

Taking into account fluctuations in demographics, the effects of the economic recession, our location in the Pacific, and the changing landscape of the job market<sup>28</sup>, these numbers once again demonstrate the Department's intrinsic stability and steadfast delivery of graduates.

**Appendix C-2** contains candid excerpts from three years' evaluative reports of the UHH English major done by students in ENG 300 Intro to Literary Studies. For example, one group of students concludes:

While there is room for improvement, UHH offers a quality education in English in terms of cost, size, and curriculum of offerings. We feel that while the UHH English major is relatively sound, the core requirements are too narrowly focused on British and American literatures. Broader attention to world literatures and grammar courses would be a welcome change. One of the highlights of the UHH English Department is the caring faculty members who are dedicated to fostering students' academic and personal growth. (4)

Another example of student assessment from Appendix C-2:

One has to wonder what role politics and funding options play in the lack of a full staff, thus creating a limited amount of upper division classes. Prices of tuition keep increasing, but class availability decreases. Not only do professors struggle to keep their jobs, they are also struggling to keep people majoring in English. (4)

Cognizant of our institution's prioritizing of STEM majors, English majors note in their report: "At our university, an English degree is misunderstood and not recognized for the value it is actually worth"; "English should not only be offered as a degree, but also promoted as a top program" (Appendix C-2 7, 8).

**Appendix C-2** puts a human face on the statistics in **Appendix C-1**. The students' sharp evaluations are important testimony. Students are our primary stakeholders. Their voices matter. English faculty discuss these evaluations every year and take students' perspectives into consideration when developing curriculum and changes to the major. On a broader institutional scale, the students' input shows that it is high time to add an Arts focus to STEM and make UHH a STEAM institution. As the many assessment projects (see **Appendices E 1-14**), which the English Department has undertaken, demonstrate, college students regardless of their major need strong reading and writing skills to complete their degree in order to gain meaningful employment corresponding to their academic degree.

<sup>28</sup> UHH's enrollment tends to drop when Hawai'i County's employment rate rises. <http://governor.hawaii.gov/newsroom/dlir-news-release-hawaiis-unemployment-rate-drops-to-3-7-percent-in-july/>

*Requirements for the Major*

In 2008-2010 the English Department overhauled its course offerings and curriculum. The major had until then had a writing track and a literature track, and some faculty members had argued for subfields of specialization within those tracks. Given the logistical limitations of actually being able to deliver instruction in all such courses in a timely manner, it was eventually decided to re-structure the major around a set of required core courses supplemented by electives. From 2008 to 2009, the Department Chair eliminated obsolete classes from the course catalog, streamlined pre-requisites and, with the assistance of faculty, developed new courses better suited for the revised major. ENG 300 Intro to Literary Studies became the gateway course to the major and was made a pre-requisite for nearly all upper-division literature and film courses. However, some upper-division courses did not get their pre-requisites changed to ENG 300 due to resistance among some senior faculty. Nevertheless, the vote was unanimous. In October 2008, the Department voted 11-0-0 in favor of changing the requirements to the English major and minor. These are the current major requirements:

The major requirements for a BA in English are 45 credits, distributed thus:

**Core Requirements (21 credits)**

- ENG 200 Intro to Literary Genres (3)
- ENG 2xx (3) (excepting ENG 209 and 225)
- ENG 300 Intro to Literary Studies (3)
- ENG 304 Survey of British Lit I (3)
- ENG 305 Survey of British Lit II (3)
- ENG 351 Amer Lit: to the Civil War (3)
- ENG 352 Amer Lit: Civil War-Pres (3)

**English Electives (24 credits)**

- Choose **8** additional English courses at the 300- or 400-level.<sup>29</sup>

The current requirements for a **minor** in English are 15 credits:

Five English courses at the 300- or 400-level. (15)<sup>30</sup>

Beginning in 2008, new upper-division courses were added to the catalog to replace those expunged and to reflect the specialization of the current faculty:

ENG 302	Studies in Myth and Folklore
ENG 366	Utopia in Literature
ENG 370	Advanced Film Studies

<sup>29</sup> [http://hilo.hawaii.edu/catalog/ba\\_eng](http://hilo.hawaii.edu/catalog/ba_eng)

<sup>30</sup> [http://hilo.hawaii.edu/catalog/minor\\_eng](http://hilo.hawaii.edu/catalog/minor_eng)

ENG 387	Literature of the Environment
ENG 419	Advanced Topics in American Literature
ENG 448	Graphic Novels and Comics
ENG 465	Post-Modern Literature
ENG 466	The Contemporary Fairy Tale
ENG 469	Advanced Topics in Film
ENG 475	Topics in Literary Criticism
ENG 489	Major Literary Movements

These and other upper-division courses have attracted good student enrollment and been taught regularly by tenured/tenure-track faculty.

*2014-15 Revision of the Major: Developments and Contexts*

However, as mentioned previously, the dearth of new tenure-track hires in the English Department (the latest successful hire occurred in 2009) is severely and negatively impacting the program. That is indeed the most alarming change in the Department since our last Program Review. Back in 2003, the Department's personnel numbers broke down to 8 tenure/tenure-track faculty, 4 instructors, and 2 lecturers. These numbers appear well on their way to reversing, currently standing at 4 tenured faculty, 3 instructors (4 if the search for an ENG 225 instructor in Fall 2015 is successful), and 8 lecturers.

The Department strives to deliver a quality program to its majors and minors, and to fulfill its service-course obligations to the institution. But without enough tenured/tenure-track faculty, it has become increasingly difficult to offer the core survey courses in British and American literature consistently so that English majors can graduate in a timely manner. Department members - and the students surveyed - generally agree that while the core survey courses (ENG 304, 305, 351, and 352) offer a solid foundation in British and American literature, they have a bottleneck effect on students' journey towards graduation. A close comparative study of English major requirements at UH Manoa revealed that UH Hilo actually requires a higher number of credits (45 at UHH vs. 33 at UHM) and that UH Manoa's English major is much more flexible in allowing students to choose from a menu of core classes. Furthermore, ENG 300 students' reports from the last six years that compare UHH's English Program to those at other institutions show that UHH's 45 credit requirement for the major exceeds the average credit requirements by a large margin (see sample of student reports from 2010, 2011, and 2015 in [Appendices C-12, C-13, and C-14](#)).

Additionally, several members of the English Department are members of the Common Core Campus Liaison Group and participate in Hawaii P-20 Partnerships for Education<sup>31</sup> (see Core to College brochure [Appendix C-10](#)) and Smarter Balanced events.<sup>32</sup> In revising the major, the Department considered not only how a revision compared to

<sup>31</sup> Hawaii P-20: <http://p20hawaii.org/coretocollege/>

<sup>32</sup> <http://www.smarterbalanced.org/higher-education/>

English majors at other institutions, but also what English-language-arts background incoming students have now that the Hawai'i Department of Education has adapted Common Core standards.<sup>33</sup> Thus, during the academic year 2014-15, the Department carefully deliberated on how to revise the major so that we can continue to deliver a quality BA in English, despite the drop in tenured/tenure-track faculty and the instability surrounding instructor positions for service courses. These deliberations were painful, but ultimately productive. Two models for a revised major were formulated. The main discussion point was whether or not to make ENG 323 Literature of Hawai'i a required core course (see discussion in [Appendix C-3](#) English Major Modifications).

Students gave input via surveys (see [Appendix C-4](#): Student Surveys). Faculty voted in favor of the following model, which was submitted to Curriculum Central at the end of Spring 2015 and will, if approved, go into effect in Fall 2016. The Department vote was 5-3-0 (see ballots in [Appendix C-5](#)).

Core:	ENG 200 Any course in the ENG 200A-G series	3 credits
	ENG 2xx Any additional 200-level writing or lit. course (excluding ENG 209 and 225)	3 credits
	ENG 300 Intro to Literary Studies	3 credits
	ENG 323 Literature of Hawai'i	3 credits
	ENG 3xx-4xx any British Literature *)	3 credits
	ENG 3xx-4xx any American Literature **)	3 credits
Core total:		18 credits
Electives:	6 additional 300-400 level ENG courses	18 credits
TOTAL:		36 credits

**\*) ENG 3xx-4xx any British Literature:**

- ENG 304 Survey of British Literature I
- ENG 305 Survey of British Literature II
- ENG 461 Shakespeare

**\*\*\*) ENG 3xx-4xx any American Literature**

- ENG 351 American Literature: to the Civil War
- ENG 352 American Literature: Civil War - Present
- ENG 419 Advanced Topics in American Literature

The English Department's constructive response to align its program with the UHH Strategic Plan to "reflect Hawai'i, its people, history, cultures, and natural environment"

<sup>33</sup> <http://standardstoolkit.k12.hi.us/common-core/>

<sup>34</sup> and, at the same time, to address the difficult staffing situation illustrates our dedication, perseverance, and commitment - as stated in our mission statement - "to facilitate student success and ensure program quality by responding effectively to institutional developments and social change." With the revision to the major, we demonstrate that our Department is forward-thinking and capable of responding to institutional developments and social change, including changes in what English Studies encompasses, in a dynamic and professionally responsible manner.

### *Sections and Enrollment in 300-400 Level English Courses*

300-400 level courses are offered only one section at a time. Although there have been a few instances of under-enrolled courses that were cancelled during the last ten semesters, the upper-division courses generally have a viable enrollment range with 10+ students, but low enrollment in upper-division courses is a problem. Some courses have high enrollment, for example ENG 324 Modern English Grammar and Usage, which regularly has up to 25 students enrolled. There is no graph available for enrollment in ENG 300-400 courses because course caps range from 20, 25, and 35 (the latter being a result of institutional pressure to raise course caps), thus making enrollment percentages incomparable.

Ideally, students should follow a four-year schedule<sup>35</sup>, but in reality many English majors have unique histories as transfer students or with previously declared majors and therefore don't fit the mold of the four-year schedule. The bottleneck effect of our inability to offer a broad enough variety of core classes over the past five years also plays a role here. Faculty members become aware of students' unique needs during academic advising and try to accommodate them. With the limited number of upper-division courses, which we are able to offer, also comes the problem of time conflicts for the students, who typically have jobs and other commitments off-campus. One student, for example, initiated a petition to ask that all upper-division electives be clustered on a Tuesday-Thursday schedule in consideration of the students with long commutes to school. (See example of student petition in [Appendix C-6](#)).

In addition to alternating course offerings between core classes required for the major, each semester English faculty survey students to gauge their interest upper-division courses for next semester. The Department highly values keeping an open dialogue with students in this manner. We recognize that they are our most important stakeholders and that their needs should drive our delivery of a flexible, quality program.

### *Directed Studies*<sup>36</sup>

Between Fall 2004 and Spring 2015, English faculty have given 106 Directed Studies (see [Appendix C-7](#)). 15 were lower division (ENG 199-299), and 91 were upper division

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<sup>34</sup> <http://hilo.hawaii.edu/strategicplan/2011-2015plan.php>

<sup>35</sup> <http://hilo.hawaii.edu/uhh/vcaa/documents/UHH-ENG4yearSamplePlanRev6.pdf>

<sup>36</sup> <http://hilo.hawaii.edu/catalog/directed-reading-and-directed-studies>

(ENG 399-499), meaning that the upper division Directed Studies constitute more than 85% of all the Directed Studies. This indicates that the students seeking Directed Studies are English majors who are under-served by the number and selection of courses the Department can offer in Fall and Spring semesters.

In the analysis of how budget cuts impact the Department's ability to offer enough courses for students to graduate, Spring 2009 stands out as a troubling example with a total of 23 students taking Directed Students in English. Out of these 23, 12 students were in the same Directed Studies course - a number high enough to warrant a regular class. Historically, the minimum enrollment number for regular courses is 10.

There are many reasons for students to take Directed Studies: to fulfill a credit requirement, to pursue a specific study on a topic not offered in regular courses, to accommodate work schedules, to work on a research project with a professor, to give students working as journalists for the Applied Learning Experience online magazine program<sup>37</sup> English credit, and for other reasons that allow students the flexibility and specialized content that Directed Studies provide.

However, when Directed Studies are given in lieu of regular courses, which can simply not be offered often enough to accommodate students' graduation needs because of insufficient course offerings, it becomes both an overload and a curriculum issue. Before the 2008 recession, the average number of Directed Studies offered in Fall and Spring semesters was 6.33. After the 2008 recession, the average number of Directed Studies has increased to 10.66 in Fall and Spring semesters. In other words, we note a 68% increase in the number of Directed Studies offered after the hiring freeze in English. The Directed Studies statistics documented in [Appendix C-7](#) thus show that while individual students obviously benefit from taking Directed Studies, it is an unhealthy praxis from a staffing and curriculum point of view because it obfuscates the very real demand for replacement hires in the English Department and results in low-enrolled upper-division core courses. It also has a detrimental effect on program cohesion and relevance. This conclusion is supported by student assessment in [Appendix C-2](#).

Faculty do not receive compensation for giving Directed Studies.

### *Cross-Listed Courses*

The English Program is interdisciplinary in scope and vision. English courses support other programs both as requirements and electives. Examples of permanently cross-listed courses include ENG 285 Intro to News Writing and Report (cross-listed with COM 285); ENG 318 Playwriting (cross-listed with DRAM 318); and ENG 350 Second Language Acquisition Theory (cross-listed with LING 350). Other English courses are cross-listed ad hoc, depending on the person who teaches the class. Although the Registrar's Office historically has expressed misgivings about cross-listings and discouraged the application of ad hoc cross-listings, it is important to keep in mind that

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<sup>37</sup> <http://www.alex-online.org/>

cross-listed courses offer students flexibility in fulfilling their graduation requirements, and that they support many of UHH's excellent certificate programs. The Department is very pleased to see that one of these certificate programs, Women's Studies, has now evolved into a "real" major: Gender & Women's Studies.<sup>38</sup> English faculty have been instrumental in securing its success by offering cross-listed courses and by serving on the Gender & Women's Studies steering committee. An upcoming certificate program in Pre-Law, again with the active presence of English Department faculty on its steering committee, will rely on cross-listed English courses for some of its core requirements. There is also a Public History certificate program underway with English courses on the list of electives.

### **Academic Certificate Programs**

#### **1. *Teaching English to Speakers of Other Languages (TESOL)*<sup>39</sup> Certificate**

This 18-credit certificate program prepares students to teach English to speakers of other languages. The program is structured around courses that give students both a theoretical foundation and practical tools for teaching English as a second language. Required courses focus on general linguistics, the English language, language acquisition, TESOL materials and methods. The capstone course is a supervised practicum. The certificate enables students to gain employment in a wide range of educational settings nationally and abroad.

The 18-credit TESOL curriculum consists of:

- LING 102 Introduction to Linguistics (3)
- LING 121 Introduction to Language (3) **or** LING 331 Language and Culture (3)
- ENG 324 Modern English Grammar & Usage (3)
- ENG 350 Second Lang Acquisition Theory (3)
- ENG 422 ESL Teaching Practicum (3)
- ENG 484 ESL Materials & Methods (3)

The 4 English courses required for the TESOL certificate have the following course content:

- ENG 324 Modern English Grammar and Usage covers the fundamentals of English morphology and syntax, conventions of written and spoken English, and sociolinguistic aspects of major English registers and dialects.
- ENG 350 Second Language Acquisition Theory provides guided practice for students to apply developmental sequence theory analysis to the production of speech the ESL students make. Students examine how communicative language learning method works to stimulate language production over other methods that were once very popular, such as audiolingualism. Students learn to keep track of

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<sup>38</sup> <http://hilo.hawaii.edu/catalog/gender-womens-studies>

<sup>39</sup> <http://hilo.hawaii.edu/depts/english/tesol/>

ESL students' interlanguage journey by using assessment charts and identifying developmental stages.

- ENG 422 ESL Teaching Practicum requires students to engage in supervised teaching in an authentic classroom setting with actual ESL learners. The instructor uses multiple hands-on activities, games, and creative exercises to foster language comprehension and enhance conversation skills. ENG 422 is the practical application of methods.
- In ENG 484 ESL Materials & Methods, students learn to create lesson plans using both information available online and simply from their personal knowledge. This prepares them for real-world teaching experiences.

From 2005-2010, TESOL graduation rates fluctuated unevenly. However, under the competent guidance of the current director, the TESOL program graduation rate has risen steadily over the past five years with only one student graduating with a TESOL certificate in 2010-11, eight (2011-12), twelve (2012-13), and seventeen (2013-14) (see [Appendix C-8](#)).

[Appendix C-11](#) summarizes the number of TESOL graduates who has found employment in TESOL-related fields. The TESOL program is clearly successful. It prepares students for careers and attracts both majors and minors to the English Program. The TESOL program also connects our campus to the local community through charities that refer non-native speakers to UHH for language instruction and tutoring in the TESOL program.

## *2. Creative Writing Certificate*

The English Department has developed a proposal for a Creative Writing Certificate, which was submitted to Curriculum Central in late Spring 2015 (see detailed description in [Appendix C-9](#)). If approved, it will go into effect in Fall 2016. The 18-credit Creative Writing Certificate is created in response to two factors: (1) student demand and (2) in an effort to innovate and develop our creative writing curriculum. The Department is very optimistic and thoroughly supportive of this initiative, which will allow the talented and published writers among our faculty to work directly with student writers and - hopefully - community members seeking the certificate. Student surveys show enthusiastic support ([Appendix C-15](#)). Through this certificate program, the Department is also committed to support readings, workshops and similar activities with visiting poets and authors, thus connecting our Department with the local community.

## **V Evidence of Program Quality**

### *Evidence of Student Learning*

[Appendix D](#) shows how the English Department aligns its Program Learning Outcomes (PLOs) with UHH's Institutional Learning Outcomes (ILOs). These goals also cover Gen Ed outcomes. English courses target the following ILOs:

- Information Literacy / Critical Thinking

- Communication / Critical Thinking
  - Intercultural Knowledge / Civic Participation Engagement
- and the following Department goals:
- Theoretical Reasoning
  - Integrated Learning

Appendix D lists outcomes and assessment tools under each category.

**Appendix E-1** summarizes content alignment between ENG 300 Intro to Literary Studies, the currently required four core canonical survey courses (ENG 304, 305, 351, and 352), and the 400-level film and literature courses. SLOs are scaffolded so that student learning progresses from basic to advanced understanding of course content. By the time students enter 400-level courses, they should demonstrate mastery of specific skills that will make them adequately prepared for graduate-level study.

The English Program's content alignment and PLO / ILO alignment support the UHH Strategic Plan's Goal #1, to "provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives".<sup>40</sup>

#### *Assessment & Alignment Projects*

The UHH English Department has a strong track record in intra- and extra-departmental assessment. We recognize the need to understand the multiple factors affecting student learning from the 100 to the 400 level, as well as the WAC-related issues described above. For that purpose, we have developed a rubric that outlines Program goals for Student Learning Outcomes (SLOs) and assessment tools (**Appendix D**) for the courses that applies to the major. Reports, data, and analysis from these collaborative assessment efforts include the following:

<b>Appendix E-1</b>	Content Alignment
<b>Appendix E-2</b>	English Assessment Report 2015
<b>Appendix E-3</b>	Assessment of Student Learning in Kupa 'Āina Summer Bridge Program 2014 and 2015
<b>Appendix E-4</b>	<i>Purposeful Pathways in the Pacific: A Collaborative Writing Assessment Project and Academic Writing Profile</i> (2011)
<b>Appendix E-5</b>	ARC conference presentation (2011)
<b>Appendix E-6</b>	UH Hilo Survey 1 Results for AY 2010-2011
<b>Appendix E-7</b>	HawCC Survey 2010-2011
<b>Appendix E-8</b>	UH Hilo Survey 1 Results for AY 2011-2012
<b>Appendix E-9</b>	Core Competencies Data (anonymized)
<b>Appendix E-10</b>	Core Competencies by Region (anonymized)
<b>Appendix F-5</b>	Paraphrase Exercises, Spring 2013
<b>Appendix F-6</b>	Summary of Data Using Rubric for Communication, Spring 2013

<sup>40</sup> <http://hilo.hawaii.edu/strategicplan/2011-2015plan.php>

Further assessment and analysis of data:

<http://hilo.hawaii.edu/uhh/accreditation/documents/Essay2.pdf> (pp. 39-55)

[http://hilo.hawaii.edu/uhh/congress/committee\\_assessment.php](http://hilo.hawaii.edu/uhh/congress/committee_assessment.php) (see 2012-2013)

UHH's alignment projects aim to bridge the gap between high school and college. The Department has undertaken several such projects. Beginning with the Hilo Alignment Project in 2005-06, English instructors from area high schools, HawCC, and UHH regularly met to develop protocol and criteria for writing standards in 12th grade to first-year college composition with the overall purpose of identifying benchmarks in what is considered acceptable writing. This project was the first locally driven, trans-institutional endeavor to assess and discuss the pathway for high-school-to-college writing in our community. Participants developed and evaluated grading rubrics, scored sample papers from both 12th grade and first-year college composition, and compared and discussed the results. Additionally, student surveys provided insightful commentary on what students perceive effective writing to be, and what their experience of writing in high school and college has been.

#### Appendix E-11

2005-06 Alignment Project: Unifying Expectations for High School, College and Work Place Writers

#### Appendix E-12

2007-08 Alignment Project: Analytical Rubric for Expository Writing

Members of the UHH English Department have been active partners in cross-institutional assessment efforts. The reports of the Assessment Support Committee offer valuable information about the scope and range of assessment at UHH.<sup>41</sup> Members of the English Department have taken a leadership position in assessment across campus and currently assist other departments in assessing their programs.

#### *Student Leadership and Recognitions*

Appendix E-13 summarizes the following:

- English majors presenting at ALEX Student Research Conferences, UHH
- English majors presenting at national conferences
- English majors presenting at international conferences
- Student awards in creative and academic writing
- Student publications
- Student leadership award

#### *English Club*<sup>42</sup>

The UHH English Club is entirely student-run. The club has gone through some ups and downs during the last ten years. During the last four years, it has stabilized and

<sup>41</sup> [http://hilo.hawaii.edu/uhh/congress/committee\\_assessment.php](http://hilo.hawaii.edu/uhh/congress/committee_assessment.php)

<sup>42</sup> <http://www.alex-online.org/#!/Introducing-the-English-Club/c7ta/55e8c5060cf24e84f760bfc1>

maintained a rotating core of dedicated officers and members, who have kept it going. It is now an approved Registered Independent Student Organization<sup>43</sup> and on the current RISO approved list.<sup>44</sup> RISO approval is important because it gives the club access to funds, leadership training, and participation in campus-wide student events. The club typically meets once a week. Students set the agenda, which most often involve discussion of literature and film, word games, peer review of student creative writing, and seasonal activities (e.g. writing limericks for St. Patrick's Day). The English Department's Droste committee has approved funding for food for the club meetings.

### *Alumni Survey*

Appendix E-14 contains fascinating narrative and statistical data on English Studies alumni. 39 alumni responded to this 2013-2014 e-mail survey. It contains a wealth of information too complex to summarize here, but insightful highlights about a UHH English degree's career relevance include:

- over 60% of respondents continued to graduate/professional school
- over 64% now work in a field related to English
- over 73% state that a BA in English helped them get a job

Most career relevant learning outcomes were:

- writing skills (100% of respondents agreed with this statement: "The ability to write clearly, effectively, and concisely in formats appropriate for the presentation of work to a variety of audiences and for a variety of purposes, including audiences and purposes common to academic and career settings.")
- critical thinking skills
- understanding social, political and cultural contexts
- ability to assess diverse points of view
- research skills

It is remarkable that only 3 respondents thought that there were irrelevant courses in the curriculum that should be eliminated (Question 12).

Question 14: "If there is anything else you'd like to share with us..." elicits several notable observations which correlate meaningfully with the student voices documented in Appendices C-2 and C-4:

- "I think the English department at UH Hilo is one of the most under-appreciated departments at this school. The teachers are amazing, the curriculum is relevant and interesting, and not enough attention is given to the talent and intellect of its students."
- "For a small department, the UHH English Dept. offered me a vast range of perspectives on what literature is and what it can do. However, I would suggest less focus on the classic canon of English lit. and more incorporation of lit. from

<sup>43</sup> <http://hilo.hawaii.edu/campuscenter/riso/>

<sup>44</sup> <http://hilo.hawaii.edu/campuscenter/riso/list.php>

outside the Brit./Am. selections."

- "I believe UH Hilo is a gem--the small class sizes and smaller campus made the learning more meaningful and engaging. All of my professors were committed, enthusiastic about their field, and helpful. Mahalo!"
- "Deciding to return to university at age 42 to complete the degree program I'd abandoned at age 22 was one of the best decisions of my life. Loved every minute of it. And now I have a great job with good pay -- writing! I am an example of the success story everyone talks about when they say your life can change for the better with a degree. UH Hilo English profs taught me how to produce professional, quality writing, of value in the marketplace. I'm immensely grateful."

Here is a thought for the future:

- "I would like to see an English Graduate program started at UHH. I have been taking random English courses because they are fun and can apply to a degree - but I would like to work toward a degree in an accredited program that offers a combination of online and in-person classes."

### ***Evidence of Faculty Quality***

Faculty Curriculum Vitae are located in **Appendix G-1**.

**Appendix G-2** contains the following information:

- I Overview of Faculty 2005-2015
  - a. Summary
  - b. Emeritus/Emerita Faculty
  - c. Academic Fields of Specialization
  - d. Teaching Loads
  - e. Buy-Outs and Overloads
  - f. Sabbaticals
  
- II Evidence of Faculty Quality
  - a. Awards
  - b. Publications in Creative and Academic Writing
  - c. Scholarship: National and International Conference Presentations
  - d. Scholarly Collaborations with Students
  - e. Grants
  - f. Innovative and Effective Teaching Practices
  - g. Service
  - h. Engagement with Local Community
  - i. Other Endeavors
  
- III Report from the Humanities Division  
Action Plan in Response to Chancellor's Enrollment Targets, February 2, 2015

## **VI Future Program Goals and Resource Requirements**

### *Program Goals:*

#### AY 2015-16

- Maintain and nurture the current number of English majors (60)
- Support growth in TESOL students
- Recruit new majors by continuing to offer a variety of 200-level film and literature courses
- Finalize ENG 100T pilot program and assess results
- Continue the ENG 100/T work group forum
- Develop hiring plan for faculty to replace vacant positions and address attrition
- Develop a "where are they now?" alumni section on our website
- Survey of alumni's career paths
- Track majors and contact those who don't return
- Finalize brochure

#### AY 2016-17

- Implementation of revised major
- Implementation of Creative Writing Certificate
- Continue the ENG 100/T work group forum
- Support growth in TESOL
- Continue student retention and recruitment efforts

### *Current and Future Resource Requirements: Hires*

#### Current Goals Faculty Hire:

- Instructor in Science and Technical Writing (approved, ad posted September 2015 with aim of hire in August 2016)

#### Goals for Future Faculty Hire (not in any order of priority)

##### Instructor in ENG 100/T

MQs: MA composition/rhetoric

DQs: remedial English, ESL, adult learners

##### Tenure-track literature/film

MQ: PhD in English Studies (general), literature of Hawai'i and the Pacific

DQ: Film Studies, fluency in Hawaiian

Tenure-track composition/rhetoric

MQ: PhD in Comp-Rhet, with a specialization in digital media and technical writing

DQ: visual media, non-fiction writing

## **VII External Reviewer's Report**

## **VIII MOU**

## **IX Abbreviations:**

CAS	College of Arts & Sciences
ELA	English language arts
ELI	English Language Institute
EMIT	Enrollment management implementation team
ESL	English as a Second Language
FTE	Full time equivalent
GE	General Education
ILO	Institutional learning outcome
SLO	Student learning outcome
SSH	Student semester hours
TESOL	Teaching English to Speakers of Other Languages
UHH	University of Hawai'i at Hilo
UHM	University of Hawai'i at Manoa
UHPA	University of Hawaii Professional Assembly
VCAA	Vice Chancellor of Academic Affairs
WAC	Writing across the curriculum
WASC	Western Association of Schools and Colleges
WI	Writing intensive
WPA	Writing Placement Assessment (formerly WPE: Writing Placement Exam)

## **X List of Appendices**

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