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ENGLISH REVIEW REPORT

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SUMMARY

In its few years of operation as a degree-granting program, English has made remarkable steps in establishing a reputation for teaching and scholarship. However, given the upcoming move to degree autonomy, it is extremely important that the department protect this reputation, and that UCC support this endeavour.

The English Evaluation Committee has identified several areas where it sees a need for action. To address the thinness of upper-level offerings and the narrowness of curriculum in the Major, its first recommendation is that three additional 12-hour positions with scholarly activity be created. A longer-term but equally pressing task is a comprehensive review of curriculum which examines curricular models in other English Major programs across Canada and addresses the narrowness of the current curriculum by creating new courses and thematic options and building interdisciplinary linkages. An integral part of this review should be re-assessment and reduction of the number of six-credit courses currently offered at upper-level.

In addition, to capitalize upon the new spirit of co-operation and collaboration identified by several departmental members, substantial changes are required in departmental governance. Principal among these should be the creation of a Departmental Policies and Procedures Handbook to guide the decision-making process, and the striking of several standing committees in the areas of course allocation and scheduling, curriculum and library material acquisition.

The Evaluation Committee sees professional development and scholarly activity as vital activities for maintaining and enhancing faculty currency, and consequently makes several recommendations to improve opportunities in this area. As well, the Committee addresses recommendations to the plight of part-time instructors and to library materials acquisition policies and procedures.

Finally, the Evaluation Committee would like to acknowledge the efforts of the English Review Steering Committee (T. Friedman, W. Garrett-Petts, G. Johnson, Y. Merzisen, P. Murphy, G. Ratsoy, M. Smith), and to thank faculty and students who made themselves available for interviews.

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ENGLISH REVIEW

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INTRODUCTION

The English Review was started on August 29, 1996, when Alastair Watt, Director of Institutional Research and Planning and review co-ordinator, briefed the English Department on the aims, process and procedures of program review. To expedite communication between the English Department and the Office of Institutional Research, a Steering Committee of seven members, representing a cross-section of departmental interests was struck. Charged with the responsibilities of questionnaire design and short-listing candidates for the evaluation team, this committee met six times, on September 19 and 26, and October 3, 17, 24 and 31. As a result of its work, questionnaires to former English students (those with 18 credits or more of English who had graduated or left UCC between 1993 and 1996) were ready for mailing on November 12; current students at first/second-year level were surveyed in class, with the permission of instructors, between November 13 and 21, and between January 14 and February 4 (for numbers, see TABULAR SUMMARY, p.13), and 3rd/4th year English students between January 14 and February 4. English Faculty surveys went out on November 26. Separate questionnaires were devised for students who had taken or were still taking Professional/Technical (Career) English courses; former students were mailed these questionnaires on January 7, and current students were surveyed in class between January 20 and February 11, 1997.

The following table summarizes contact dates for mailed questionnaires:

Former English Students:	Initial contact:	November 12, 1996;
	mail reminder:	December 4, 1996;
	telephone followup:	between January 9 and 13, 1997.
Former Professional/ Technical Students:	Initial contact:	January 7, 1997;
	mail reminder:	January 29, 1997;
	telephone followup:	between February 10 and 13, 1997
English Faculty:	Initial contact:	November 26, 1996;
	E-mail reminder:	January 10, 1997.

Appointments to the English Evaluation Committee were confirmed on January 28, 1997.

Cut-off date for all responses was February 26. Information packages containing summarized data and information about the English Department were distributed to the Evaluation Team on March 3rd. The team conducted its on-site evaluation on April 24 and 25, 1997.

BACKGROUND

The English Department has been operating since the fall of 1970. It started in a shared office on the First Nations Reserve with Rod Michell as chair, and Anne Coleman, Carol Cummings, Tom Robinson and Ron Miles as the other faculty members. From there, the department grew and underwent many changes. In 1982, English/Modern Languages/Fine Arts/Communications Media amalgamated under the name of Department of Communication Arts. Fine Arts went on its own way a couple of years later. When the Communications Media program was terminated in 1991, the department operated under its new name: English & Modern Languages.

Since the inception of the institution in 1970, English was exclusively taught at the first- and second-year level. Funding for a peer-tutoring initiative was established in 1983, and, under the initial direction of Ginny Ratsoy, the peer-tutoring programme operated out of various nooks and crannies until 1995, when the department's present Writing Centre finally opened its doors. During its first-year of operation, and staffed by seven faculty and three peer tutors, the Writing Centre served 649 students, staff, and faculty from all areas on campus. In the past two years, the Centre has gained formal part-time funding from the Department of International Education. It now serves the college community for over forty hours per week, on an appointment and drop-in basis.

In 1989, Cariboo College was redesigned "The University College of the Cariboo," an institution offering 4-year degrees in affiliation with the University of British Columbia. As one might expect, the whole process precipitated a sudden burst of faculty hiring, course and programme design, and administrative shuffling and redesignation: between November, 1989 and April, 1994, for example, student enrolment at UCC increased from 4775 to nearly 7000, the faculty grew from 228 to 325, and divisional "directors" became "deans." The advent of degree-completion responsibilities meant rapid expansion for the English department as well: new faculty (with scholarly activity workloads) were hired to comply with the area distribution requirements of UBC's Major in English, with seven area specialists approved by UBC to teach medieval literature, Shakespeare, seventeenth-century literature, eighteenth-century literature, nineteenth century literature, modern British literature, Canadian literature, and a range of senior-level rhetoric and composition offerings. At present we have 65 majors students enrolled. The department is currently awaiting budgetary approval to mount further courses in post-colonial literature, language studies, American literature, and a proposed interdisciplinary offering in literature and psychology.

Although it has suffered severe cutbacks in the last two budget years, EML still counts 41 members, of whom 25 are permanent. In the fall of 1996, out of a total of 41 members, women accounted for 23 positions. Gender equality is good but more women could occupy the permanent positions.

Governance: Academic English, Technical English and Modern Languages are the three main components of the department.

CHAIR EML (release 57.5%)

Coordinator
Modern Languages
(release Fall & Winter-special)

Coordinator
Technical English
(release in Fall only)

Committees: Journals Committee
ESL/EML/College Prep.
Major's Committee
Writing Centre Advisory Committee
Community Liaison Committee

Several votes over the last few years showed that the department stands by this structure, although a minority would prefer an English department per se. There is a deep concern for the growing number of part-time faculty in the department, both in Kamloops and Williams Lake.

Williams Lake:

The Williams Lake English offerings have been growing steadily over the years. We will soon need a second permanent position. One of the main concerns, however, is that since the instructors are cut off from the main campus, communications are difficult.

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Admissions Requirements:

a) Lower Level Courses:

Admission requirements at lower level are by course rather than program, and may be summarized as follows:

- (i) entry into ENGL 110 (Composition):
73% in combined English 12 and Government exam, or Level 4 on Language Proficiency Index, or ENGL 060, or CESL 057 and 058 with B- or better;
- (ii) entry to ENGL 111 (Introduction to Prose Fiction):
80% on combined English 12 and Government exam, or Level 5 on Language Proficiency Index, or ENGL 110;
- (iii) entry into ENGL 121 (Introduction to Drama Poetry):
English 110 or 111;
- (iv) Second-year courses:
usually a C or better in two first-year academic courses;
- (v) Prof/Tech courses:
usually 65% on the combined English 12 and Government exam, or Level 3 on the Language Proficiency Index, or ENGL 050.

b) The following regulations apply to all B.A. Major programs:

- 1. A minimum of 30 credits must be taken in the Major discipline. Students may take more than 30 credits in the Major discipline, up to a maximum of 36 credits, only with the approval of their Major Program Advisor.
- 2. At least nine upper-level elective credits must be taken in courses outside any Arts Major discipline (currently English, History, Mathematics, Psychology, and Sociology).
- 3. Students wishing to complete a Double Major Program must fulfill the credit requirements of two Major disciplines, comprising a total of 60 upper-level credits.

Major Program in English. Like the General B.A., the English Major follows U.B.C. guidelines. Six credits of English 110, 111, or 121 are prerequisite at the first-year level, as is English 211/221 at the second-year level. Students should consult the English Major Program Advisor to work out a program.

Third and Fourth Years:

1. 30 credits in courses numbered ENGL 304 and above.
2. Of these 30 credits, at least 24 credits must be completed in areas 1-9 (listed below).
3. These 24 credits must be distributed to cover five areas, as follows:
 - a. At least three credits in each of three areas chosen from 1-5, and
 - b. At least three credits in each of two additional areas chosen from areas 1-9.
 1. Old and Middle English (includes Chaucer): 340; 341; 350s.
 2. Sixteenth Century (includes Shakespeare): 360s.
 3. Seventeenth Century (includes Milton): 370s.
 4. Eighteenth Century: 380s.
 5. Nineteenth Century: 390s.
 6. Twentieth Century British and Anglo-Irish: 400-416.
 7. American: 430-437.
 8. Canadian and Commonwealth: 420-429; 440; 446.
 9. Criticism, Bibliography, and Special Studies*: 310-319; 330-337; 438; 450; 451.
 10. English Language and Rhetoric: 304; 306; 307; 320-329.

* Special studies courses sometimes fit into areas 1-8; consult the current English Handbook.

Program Capacity & Demand:

Capacity and Demand (Summer Session excluded): Academic courses only:

	<u># of Seats Available</u>	<u>Enrolled</u>	<u>Utilization</u>
1994-95	3892	3089	79%
1995-96	3552	2970	84%
1996-97	3370	3002	89%
3 year figures:	10814	9061	83.79%

The table shows a steady improvement in utilization rates between 1994 & 1997.

Capacity and Demand (Summer Session excluded): Prof/Tech courses only:

	<u># of Seats Available</u>	<u>Enrolled</u>	<u>Utilization</u>
1994-95	921	646	70%
1995-96	942	704	75%
1996-97	912	724	79%
	2775	2074	74.7%

Although the utilization trend over the three year period 1994-97 is improving, there is still an average of 25% under-utilization over the period. The department should look to reducing the number of sections, particularly multiple sections, by at least 20%. Seats available have essentially held steady (no reductions), while enrolments have improved by 11%, resulting in a 9% increase in utilization.

Capacity and Demand: all courses:

	<u># of Seats Available</u>	<u>Enrolled</u>	<u>Utilization</u>
1994-95	4813	3735	77.6%
1995-96	4494	3674	81.75%
1996-97	4282	3726	87%
	13,589	11,135	81.94%

The overall three-year trend elicits the following features:

1. a decrease of "seats available" (i.e. a reduction of sections) by 531 seats, or 11%, or approximately 20 sections;
2. relatively steady-state enrolments (a variation of -.24% from 1994/95 to 1996/97);
3. a 10% improvement in utilization rates from 77.6% to 87%.

Comparison with other disciplines over the past three years shows that:

1. English has by far the largest capacity and the largest enrolments;
2. English utilization rates have steadily improved over the last three years, from 77% to 87%, to the point where in 1996-97 they outstripped those of History (83%) and Psychology (80%).

1994/95 (Fall/Winter)

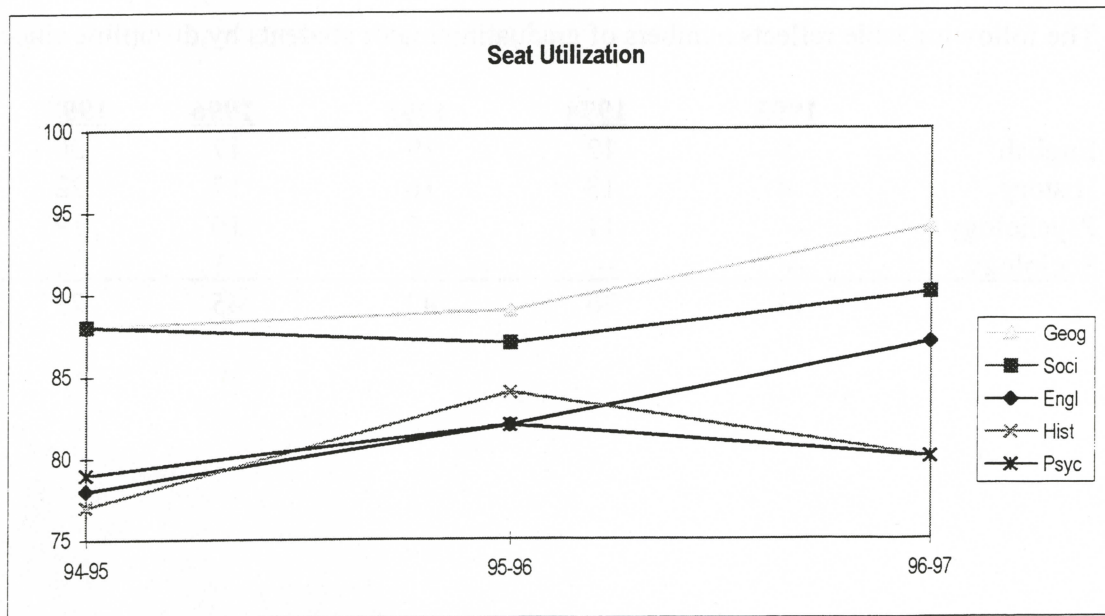
<u>Discipline</u>	<u>Lower Level Enrollments</u>	<u>Upper Level Enrollments</u>	<u>Total</u>	<u>Capacity (# Seats)</u>	<u>% Utilization</u>	<u>Instructional Positions</u>	<u>Students Per Instructor</u>
SOCI	874	237	1111	1335	83%	5.25	212
GEOG	901	313	1214	1379	88%	5.75	211
HIST	921	323	1044	1360	77%	5.25	199
PSYC	1535	255	1790	2275	79%	10	179
ENGL	3256	485	3735	4813	77.6%	25	149

1995/96 (Fall/Winter)

<u>Discipline</u>	<u>Lower Level Enrollments</u>	<u>Upper Level Enrollments</u>	<u>Total</u>	<u>Capacity (# Seats)</u>	<u>% Utilization</u>	<u>Instructional Positions</u>	<u>Students Per Instructor</u>
SOCI	827	278	1205	1378	87%	5.25	230
GEOG	904	311	1215	1370	89%	5.75	211
HIST	762	316	1078	1280	84%	5.25	225
PSYC	1580	275	1855	2269	82%	10	186
ENGL	2468	502	3674	4494	82%	25.25	146

1996/97 (Fall/Winter)

<u>Discipline</u>	<u>Lower Level Enrollments</u>	<u>Upper Level Enrollments</u>	<u>Total</u>	<u>Capacity (# Seats)</u>	<u>% Utilization</u>	<u>Instructional Positions</u>	<u>Students Per Instructor</u>
SOCI	847	312	1159	1219	90%	5.25	221
GEOG	908	242	1150	1219	94%	5.75	200
HIST	680	334	1014	1225	83%	5.25	193
PSYC	1567	263	1830	2283	80%	10	183
ENGL	3217	509	3726	4282	87%	24.5	152



Completion Rates:

Completion rates may be determined by subtracting "fail" (F) "did not complete" (DNC), and "withdrew" (W) grades from enrollment numbers. Hence, over the nine-semester period Fall 1993 to Summer 1996, the following completion and attrition rates are found:

	<u>Total</u> <u>Registrants</u>	<u>Total</u> <u>Passes</u>	<u>Total</u> <u>Attrition</u>	<u>% Completion</u>	<u>% Attrition</u>
First year courses	6890	5354	1536	78%	22%
2nd year courses	2231	1799	432	81%	19%
3rd/4th year courses	925	824	101	89%	11%
Prof-Tech courses	2060	1813	247	88%	12%
Total	12106	9790	2316	81%	19%

The only internal basis of comparison we have is with Geography, whose completion and attrition rates for 1993-1995 were as follows:

First year courses	77.7%	22.3%
2nd year courses	76.7%	23.3%
3rd/4th year courses	93.6%	6.4%
Total	81.8%	18.2%

Grade Distributions:

Grade distribution charts are available by individual course and by upper and lower level course aggregations in APPENDIX B.

Graduation Rates: English Majors compared to those in other disciplines:

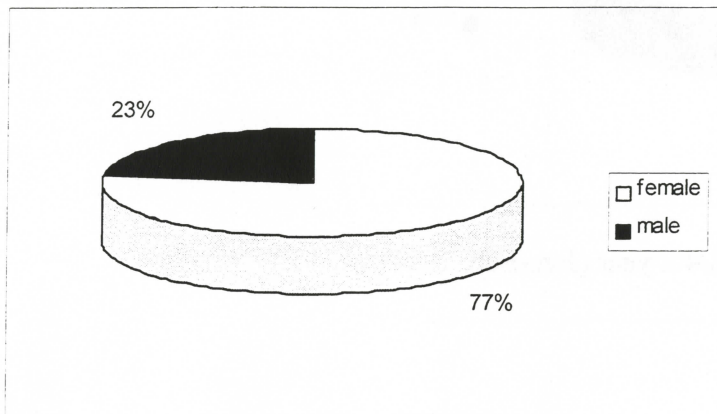
The following table reflects numbers of graduating major students by discipline since 1993:

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>Total</u>
English	9	12	19	17	20	77
History	4	13	16	17	22	72
Psychology	--	11	7	10	19	47
Sociology	--	--	--	1	17	18
	13	36	42	45	78	214

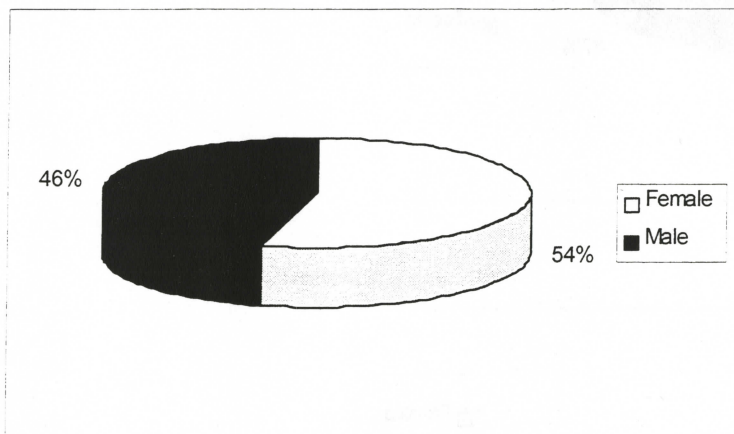
Gender Ratio:

Former English students (those with 18 or more credits in English) 1993-96:

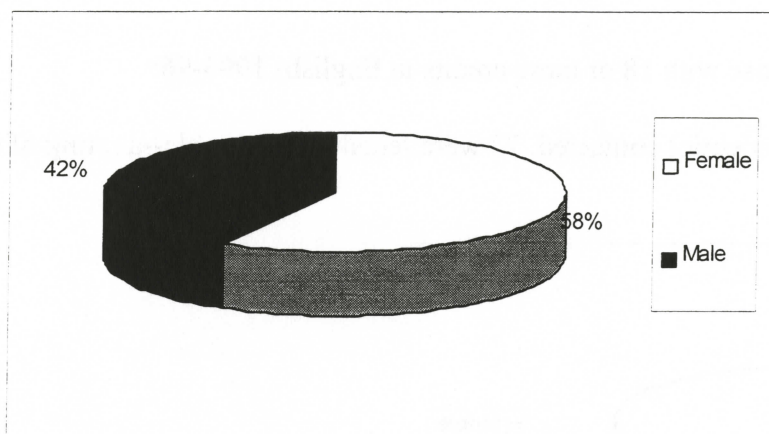
Of 100 Former Students (academic) contacted, 77 were female and 23 male--a rating of over 3:1 in favour of females.



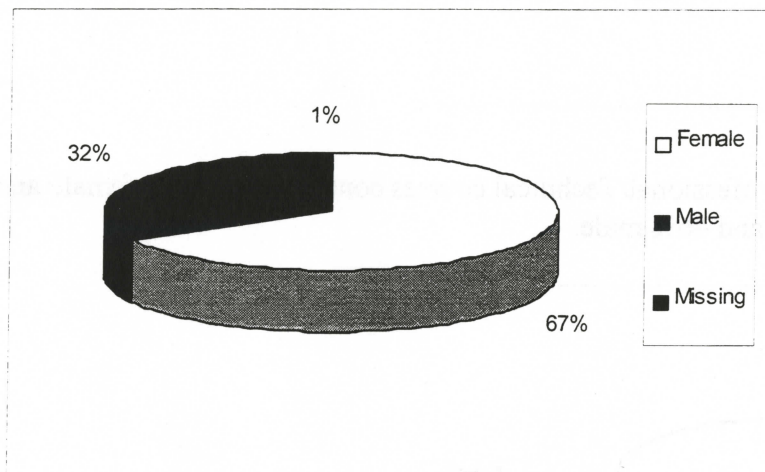
Of 142 Former Students of Professional/Technical courses contacted, 77 were female and 65 male--a ratio of 54% female, and 46% male.



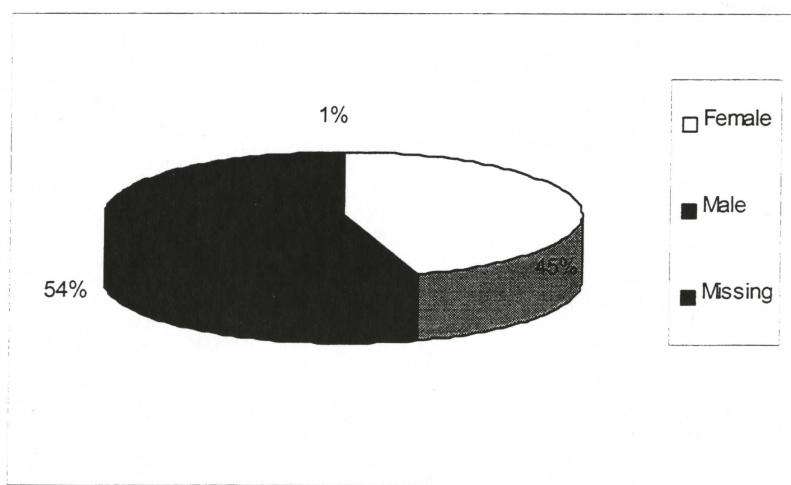
Current Academic Students: 1st/2nd year (Nov. 1996-Feb. 1997)



Current Academic Students: 3rd/4th year (Jan.-Feb. 1997)



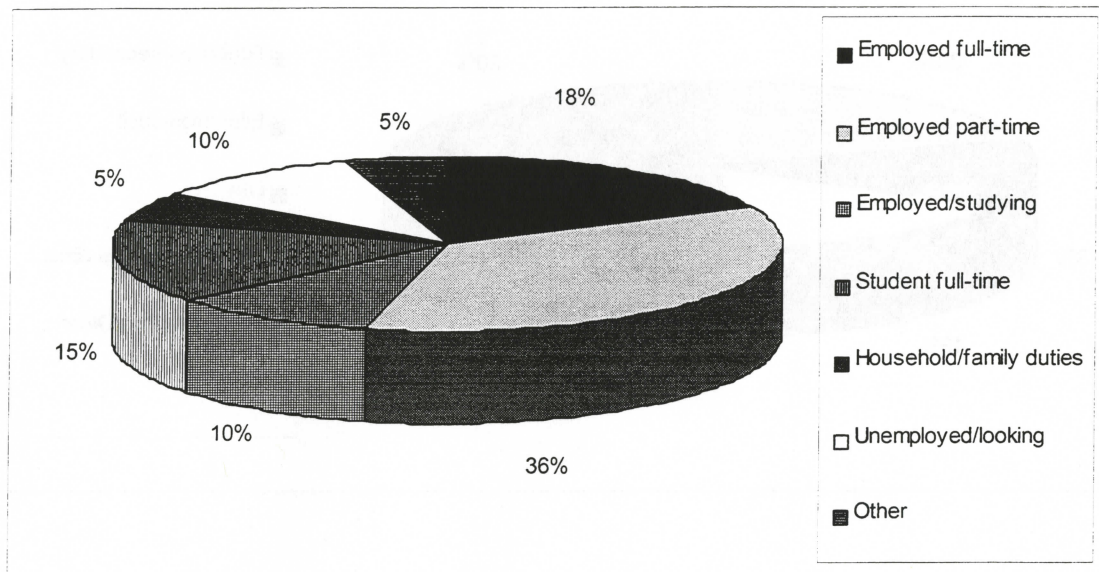
Current Student: Prof/Tech.



EMPLOYMENT PROSPECTS

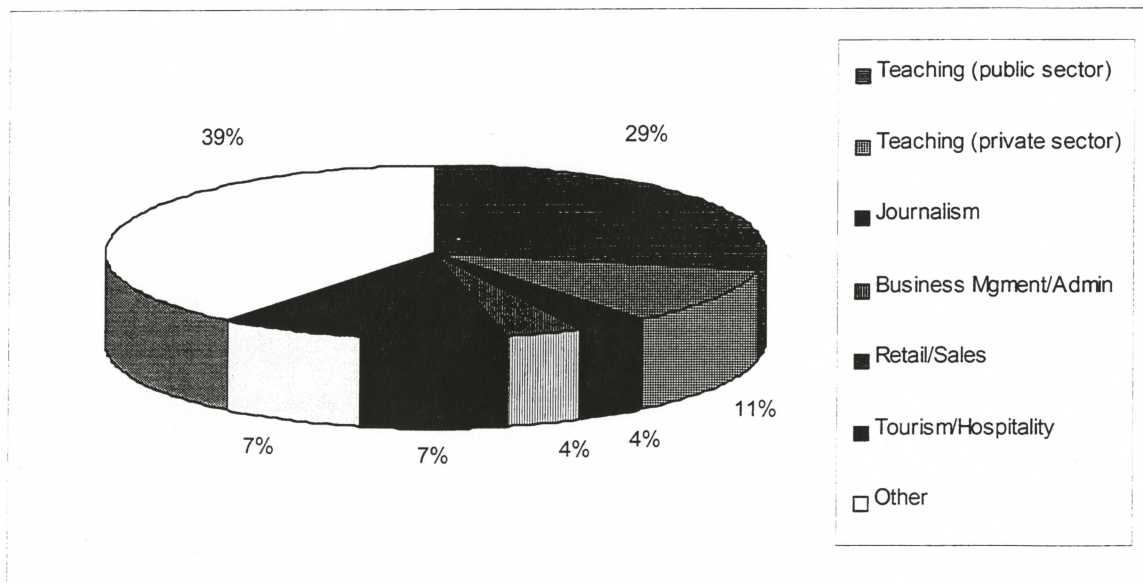
Employment Status of Graduates:

Of 39 former student respondents, seven (18%) reported they were employed full-time; 14 (36%) part-time; 10 (25%) studying or employed and studying; and four (10%) that they were unemployed. Not much can be read into these responses, however, as we have no indication of what the students' intentions were in taking a degree in English.



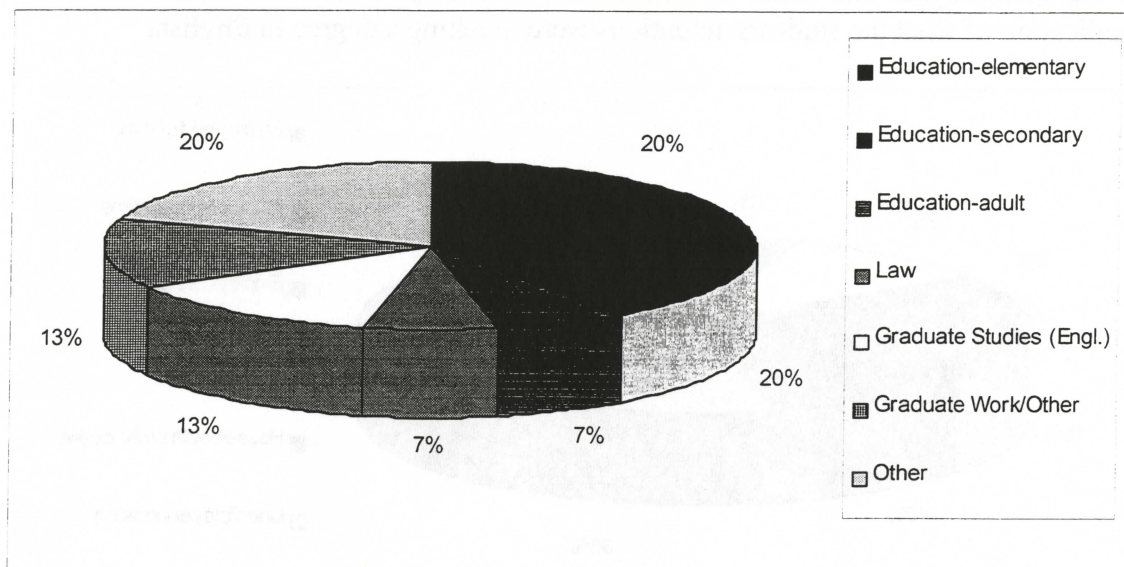
Employment Destinations

Of those reporting employment (either full or part-time), teaching (11 or 28%) and tourism/hospitality (11 or 28%) were the most popular destinations.



Further Studies:

Of the 15 former students reporting engagement in further studies, seven (18%) were taking Education, 1 (2%) law, 2 (5%) graduate studies in English, 3 (8%) graduate work in History or Education (Counselling), and 3 (8%) miscellaneous programs such as Hairdressing, Business and Accounting.



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
ENGLISH PROGRAM REVIEW

The categories and quantities of responses are tabled below:

<u>Recipient</u>		<u># Sent</u>	<u># Completed & Returned</u>	<u>% Returned</u>
Faculty		29	27	93 %
Students:				
- Current	1/2nd yr.	210	210	100 %
- W.L.	1/2nd yr.	32	32	100 %
	3/4th yr.	91	91	100 %
- Current	Prof-Tech	77	69	90 %
- Former	Academic	100	39	39 %
	Prof-Tech	141	39	28 %
<u>TOTAL</u>		<u>680</u>	<u>507</u>	<u>75 %</u>

Former Students:

Returned by Post Office:	Academic:	6
	Prof. Tech:	6
Non-Respondents:	Academic:	55
	Prof/Tech:	96

SUMMARY OF QUESTIONNAIRE RESPONSES

1. Former Students:

Of 100 students surveyed who graduated with a major or concentration in English between 1993 and 1996, 39 responded. Eighty-seven percent of these respondents were female, with a mode age of 25-29. The Committee felt that not too much emphasis should be placed on the employment figures (18% in full-time employment, 37% in part-time employment, 10% unemployed and looking for work) as no data exist on whether employment was the students' goal in taking the degree. It was noted, however, that a high proportion (28%) of those employed are teaching, and that 18% of those engaged in further studies are in Education.

In response to the question of the emphasis laid in the English program on various outcomes skills, only "problem-solving" scored below 2.8 out of 4, where 4 = "to a great extent" and 1 = "not at all". The Committee surmised that perhaps "problem-solving" had mathematical rather than the intended "textual" and "organizational" associations for some students--hence the relatively low score (2.72).

Writing and organizational skills, language skills, and critical reading skills were the top three outcomes seen as most useful in the workplace. The three least useful were "deeper understanding of human values," "enhanced understanding of culture" and "ability to understand critical theory and practice."

Under "Program Organization and Delivery," English faculty were ranked highly on the clarity of their course outlines, choice of texts and supplementary materials, and availability for consultation. Substantial disagreement (31%) was evident on whether first-year English prepared students well for second-year courses, and on whether first- and second-year courses are adequate preparation for upper-level English (31%). This may indicate articulation and linkage problems in the English program. Twenty-eight percent of respondents identified scheduling and accessibility to English courses as a problem, and a 49%--almost half--of respondents identified the breadth of selection in courses as being insufficient.

Library resources received scores in the 2.30-2.90 range, suggesting that there is some dissatisfaction with them, particularly with journals (2.37). These scores are similar to those given by third- and fourth-year students (range: 2.20-2.55) and faculty (2.28-2.84) but are somewhat lower than those accorded by first- and second-year students (2.89-3.14), who use the library less than the other groups.

Among the suggestions made for improvement, the most common (seven mentions) was a call for greater breadth in upper-level offerings; Library resources were mentioned critically (six times) and positively (once); inconsistency in grading standards was cited five times, scheduling conflicts twice, regular student evaluation of instructors twice, and a second-year writing course twice.

Under "Further Comments," faculty were praised for their teaching (4 mentions), in spite of "an obvious lack of enthusiasm" among a few.

2. Current Students: Academic, Years 3 and 4:

Ninety-one out of a possible 200 students taking upper-level English courses were surveyed, giving a representative sample. Over 75% of respondents had taken seven or more semester-length courses in English. Sixty-seven percent of the respondents were female, and the mode age range was 19-24.

Significant numbers of respondents disagreed that emphasis was placed on the following outcome skills: research skills (49% disagreed); information access skills (50%); teamwork skills (42%); and problem-solving skills (61%). On the other hand, 93% agreed that appreciation of literary forms and expression was receiving sufficient emphasis, 80% critical reading skills, 83% writing skills, and 81% enhanced understanding of culture. The top three skills perceived as transferable to other areas of study were writing skills (89%); critical reading skills (86%) and language skills (80%). Those deemed least transferable were problem-solving skills (34%), information access skills (51%), and teamwork skills (55%).

Under "Program Organization and Delivery," faculty once again were applauded for their course outlines, choice of materials and availability for consultation. However, breadth of course selection was an issue, with 48% of respondents indicating its insufficiency, as was repetition of materials from course to course (44% indicated that this might be a problem), and scheduling and access to courses (38% indicated that conflicts occurred).

Library resources received ratings in the range of 2.21 to 2.55 on a scale of 4, with 60% of respondents recording dissatisfaction with the journals collection. Eighty percent of respondents were aware of the Writing Centre, and 66% were aware of the English/Modern Languages lecture series. Eighty-nine percent of respondents thought that taking English had helped them perform better in other areas of study.

In the "Improvements" and "Further Comments" sections, by far and away the most frequent suggestion (21 mentions) was for increased breadth in course selection. This was followed by nine calls for faculty to employ greater variety in learning formats (less lecture, more discussion) and more A/V aids. Scheduling and access problems received six mentions, as did the institution of UBC's English 329 (Structure of Language), which Education students have to take. Repetition of materials was mentioned five times, more American Literature four times, and greater faculty emphasis on variety of textual interpretation as opposed to regurgitation of lectures, four times also.

3. Current Students: Academic, Years 1 and 2:

A sample of 210 first- and second-year English students was used. Most respondents (67%) had taken only one or two English courses at UCC. Females were in the majority (58%) and the mode age range was 18-24 (86%).

First and second-year respondents were not as aware as upper-level and former students of the objectives and outcome skills to which the English program is teaching. Hence only 49% of them felt that "enhanced understanding of culture" was being emphasized "to a great extent" or "somewhat"; only 53% felt that sufficient emphasis was being placed on "deeper understanding of human values," only 56% "critical theory and practice," only 44% "research skills," only 33% "information access skills," only 25% "oral presentation skills," and 36% "problem solving skills." In short, first- and second-year students are not conscious of many of the objectives of the English program, and faculty should bear this in mind when explaining why English is studied and why it is mandatory.

As with other student constituencies, the skills deemed most transferable to other areas of study were writing skills (93%), language skills (89%), and critical reading skills (83%). The three judged "least portable" were oral presentation skills (47%--a score that suggests that these skills are not being taught at first- and second-year level); problem-solving skills (56%) and information access skills (58%).

Probably because of multiple-section courses at first- and second-year level, scheduling and access posed problems to only 21% of respondents. English faculty once again received kudos in the form of high ratings for the clarity of course objectives, choice of materials and availability for consultation. The Library received better ratings from this group than from others, but only 51% of respondents were aware of the Writing Centre, and only 21% of the English/Modern Languages lecture series. However, 83% of respondents thought that taking English had improved their performance in other areas of study.

The "comments" section elicited calls for "more creative writing" (nine mentions). Whether this means "more Creative Writing courses" or "greater liberality in the forms acceptable in English 110 and 111" is hard to say-- probably the latter, as Creative Writing courses are already available. Inconsistency in grading standards (seven mentions) was another issue raised. Calls for more class discussion (four mentions), more choice in essay topics (3), more oral presentation work (3), and more modern authors (2) and a wider selection of texts (2) also arose. English 110 was generally seen as a very useful course, but its value as a preparation for the textual analysis work of English 111 and 121 was not evident to all respondents.

3. Williams Lake Current Students: Academic, Years 1 and 2:

Thirty-two students out of a possible 40 were surveyed at the Williams Lake campus. Twenty-eight of the respondents were first-year students, and had taken only one or two English courses. Twenty-six of them (81%) were female, and the mode age range was 18-24 (88%).

Like their compeers in Kamloops, Williams Lake first- and second-year students were not aware of any particular curricular emphasis being laid on "enhanced understanding of culture" (only 40% agreed that this was being emphasized "to a great extent" or "to some extent"); research skills (53%); information access skills (53%); oral presentation skills (44%); and problem-solving skills (28%).

Writing and language skills (each 97%) were considered the most portable to other subjects, and curiously enough, research skills (93%)--even though 47% of respondents had earlier in the questionnaire indicated that "little" to "no" emphasis was laid on the teaching of these in the English curriculum. The least transferable were "a deeper understanding of human values" and "oral presentation skills" (50% each).

Williams Lake English faculty received accolades on their program organization and course delivery. Scheduling and access appear to be a problem--but a minor problem--with 22% of the respondents indicating some dissatisfaction with them. The Williams Lake library received ratings ranging from 2.35 for data base access to 2.89 for its reference materials. There was no significant pattern among the subjective comments.

4. Former Students: Professional/Technical:

Of 149 former students surveyed who had taken English in career/technical programs such as Respiratory Therapy, Computer Aided Drafting and Design, Computer Systems:Operations and Management, Social Service Worker, Business Diploma, and Tourism, 39 responded, for a response rate of 28%. As the response rate is low, the ratings and comments of this group should be treated with caution.

Fifty-four percent of the respondents were female and 46% male. The mode age range of respondents was 18-24.

When asked about their employment status, 51% of the respondents reported themselves employed full-time, 13% part-time, 22% employed and studying or only studying, and 8% unemployed. The largest number of those employed was in the tourism/hospitality field (23%), with medicine/hospital work accounting for 17%. Eleven, or 28% of the respondents had taken further education since leaving UCC.

Responses indicated that these former students were either unsure or unaware of the outcome skills that were being emphasized in the English curriculum (or that there was no emphasis on certain items). For example, only 47% of respondents agreed that critical reading skills were being emphasized "to a great extent" or "to some extent"; 54% that language skills (vocabulary, grammar, punctuation) were being emphasized; 39% that research and information access skills were being emphasized; 48% that listening skills were being emphasized; and 36% that problem-solving skills were stressed. On the other hand, writing skills were recognized as playing a substantial role in the curriculum by 74% of respondents, oral presentation skills by 79%, and report formatting and business correspondence by 72% and 74% respectively. The most useful skills in the workplace were writing skills (organization, logic, etc.), business correspondence and oral presentation skills.

Respondents gave generally high ratings to the organization and delivery of the English courses they had taken, with 82% noting that their English course had helped them perform better in other courses, 87% endorsing the relevance of what they had learned in English, and 90% agreeing that the skills learned in English are up to date.

Library resources received ratings between 2.75 and 3.03 from this group, higher than those given by academic students. There was no pronounced pattern among the subjective comments from this group.

5. Current Students : Professional/Technical:

A representative sample of 69 students currently taking professional/technical courses in English--about one-third of all career/tech English students--was surveyed. Students were enrolled in the following programs: Respiratory Therapy, Computer Systems: Operations and Management, Business Diploma, Social Service Worker, and Accounting Diploma. Of the 69, 54% were male and 46% female and the mode age range (56%) was 18-24.

Respondents recognized that emphasis was being laid on most outcomes skills, including writing skills, research and information access skills, oral presentation skills, etc. The only exceptions to this, where fewer than 50% of respondents recognized the curricular emphasis on the skill, were critical reading skills (41%), problem-solving skills (30%) and job search skills (45%). The skills most useful in other courses and activities were report formatting (used by 90% of respondents); writing skills (90%); oral presentation skills (88%); awareness of audience (77%); providing clear instructions (74%); research and information access skills (70%); and business correspondence (67%).

Students generally gave high ratings between 2.84 and 3.51 on a scale of 4 to the organization and delivery of their English courses. Only 15% of them indicated that course conflicts did take place--somewhat lower than the incidence of conflict problems among academic students (21%), and upper-level academic students (38%). Ratings of Library resources were between 2.67 and 2.86, somewhat lower than lower level academic student' ratings. Writing Centre services were recognized by only 36% of respondents, compared to 51% of their academic year 1 and year 2 counterparts, and only 41% indicated any interest in attending presentations on professional/technical communication scheduled outside class time. However, 72% of respondents thought that taking English had helped them perform better in other courses, 87% averred that the skills they learned in English were relevant to their field, and 94% considered those skills up to date. Among the "Further Comments," there were five calls for increased emphasis on research methodology using computers, three calls for better Library resources and a/v equipment, three for greater consistency and fairness in grading standards, and two for fewer oral presentations.

6. Faculty:

Twenty-seven of the 29 English faculty surveyed responded, providing a response rate of 93%.

There was clearly some confusion over the philosophy, goals and objectives of the English program: 63% of respondents were not aware of the existence of such entities, and 78% did not think that they existed in written form. From the "Comments" section, it was evident that some respondents thought that the English Major Proposal (1992) was the repository of discipline philosophy, goals and objectives, whereas the majority of the department saw this document as pertaining only to the major and not to first- and second-year academic and professional/technical offerings. This confusion was echoed in the area of curriculum review: 70% of respondents either disagreed or did not know whether departmental philosophy and goals governed curricular decisions, and 70% also either disagreed or were unaware whether annual curricular reviews took place. It would seem that there is a policy and procedures vacuum in the area of curricular governance.

Similar confusion was reflected in the scan of what skills and topics should be taught at what level in the program. At first-year level, critical thinking, writing critical papers and group work stood out as the top three choices, followed by oral presentations, research papers and use of the Internet; at second-year level, survey courses, followed by critical papers, literary theory, seminar presentations, oral presentations and special topics courses; at third/fourth-year level, awareness and application of literary theory, and special topic courses (again). However, many colleagues favoured a permeation of these skills and topics through all levels of the program.

Department members reported fairly high degrees of consensus on pedagogical matters. Evaluations of Library resources yielded ratings from a mean of 2.28 for journals and 2.35 for books to a respectable 2.84 for interlibrary loans. Sufficiency of scholarly activity funds rated a low mean score (1.57), possibly because of the misconception that the Scholarly Activity fund is available only to those on scholarly activity contracts. Likewise, sufficiency of release time or assisted leaves rated only 1.58, even though mini-sabbaticals are restricted only to scholarly activity faculty and release is at the discretion of the Vice-President, Instruction.

On the issue of effective utilization of faculty expertise, a majority of the department (66%) demurred. Course allocation was also seen as being unequitably allocated by over half (52%) of the department. Issues of departmental governance revealed a divided faculty. Departmental meetings were a source of concern: 70% of respondents were worried about the timeliness of meetings, lack of consultation and lack of set procedures; and 88% expressed concern about the lack of professional courtesy which characterized them. A surprising 37% claimed that they were unaware whether the department maintained appropriate communications with the Dean of Arts and with other universities and university-colleges, and 33% were unaware whether English was equitably represented on Divisional committees and whether the department liaised appropriately with other departments at UCC. Forty-five percent of respondents were dissatisfied with the current departmental structure.

Other points to emerge were that 74% of respondents thought that course pre-requisites are not being checked and enforced, that computer allocation in English is inadequate (97% expressed this sentiment), and that 70% had concerns about the level of secretarial support.

English faculty identified the strengths of the discipline as follows:

- ° the diversity, knowledge, energy and enthusiasm of the faculty (nine mentions);
- ° the excellence of teaching (five master teacher awards in the last seven years (seven mentions);
- ° the teaching and scholarly activity of upper-level instructors (four mentions);

- responsiveness, innovativeness of faculty (e.g. the Writing Centre, the Birney and Ondaatje websites).

The limitations of the discipline were seen as follows:

- the "chronic and crippling lack of vision and goals" (four mentions)
- the "hidebound traditionalism of the major" and the "slavish imitation of the UBC model" (four mentions);
- lack of leadership (three mentions);
- lack of professionalism: pettiness, vindictiveness, paranoia (two mentions); obnoxiousness, jealousy, vituperativeness, factionalism (two mentions), intolerance;
- non-appreciation of faculty diversity (two mentions);
- non-utilization of faculty expertise.

The most significant changes envisioned by English faculty are grouped as follows:

- elimination of the "pecking order" (two mentions);
- more equitable course allocation (two mentions), introduction of course rotation at upper-level, elimination of "course proprietorship";
- change of leadership (two mentions);
- articulation of philosophy, goals (two mentions);
- development of tolerance, professionalism (two mentions);
- more twelve-hour positions, reduction of workload of Ph.D's (two mentions);
- development of departmental procedures (two mentions).

The English Department identified the following challenges for the next three to five years:

- funding, budget, cutbacks and associated problems (13 mentions);
- UCC autonomy in 1999 (eight mentions);
- challenge of technology (ITV, WEB, lack of computers) (three mentions);
- new BA (three mentions);
- the future of technical writing (three mentions);
- employment-oriented outcomes movement (three mentions);
- restructuring the Major and related problems of articulation from first to second to third/fourth year (two mentions);
- non-utilization of faculty expertise (two mentions);
- declining enrolments.

STRENGTHS OF THE PROGRAM

The Evaluation Committee finds that the English Department has made remarkable progress in a very short time in establishing a program with significant achievements. These include developing a very credible list of core courses and electives, and faculty with recognized scholarship contributions. Specifically, the Evaluation Committee notes the following strengths:

1. Expertise of Faculty:

The English Department has attracted and maintained a faculty with exemplary scholarly credentials representing a wide variety of expertise both in literature and writing. Noteworthy is not only the expertise in traditional literature but also that in such areas as feminist literature, film and writing. This suggests the potential for the English faculty to create major new areas of focus as well as maintaining a strong traditional core. The energy, enthusiasm and commitment of English faculty are also obvious strengths. The production of *Textual Studies in Canada* exemplifies the very strong commitment and intellectual energy of English faculty. Most upper-level faculty are producing scholarly activities achieving both national and international recognition. This is of great credit to the English Department.

2. Contributions to Professional/Technical Programs:

The English Program has developed and delivered a long list of English courses to a wide range of career programs (health, business, human service and technology). The commitment of the English faculty to meeting the practical needs of individuals moving into specific careers is exemplary. Students in these areas note and appreciate the emphasis placed on writing, research and presentation skills. This contribution to professional and technical programs indicates a reservoir of expertise in the English faculty that is being well utilized and that may take the Department in new directions.

3. The Writing Centre:

The development and operation of the Writing Centre are obvious achievements of the English Program. The Centre has responded well to the general writing needs of the university college community. As well as providing assistance to other students, the Centre also provides a useful practical opportunity for students and faculty to demonstrate their English skills and abilities in helping others. The Evaluation Committee commends the English faculty for this very worthwhile endeavor, and suggests that the Writing Centre holds potential as a possible research site.

4. Quality of Instruction:

Although the Evaluation Committee has not reviewed instructor teaching evaluations, the results of program surveys indicate that, by and large, students are very satisfied with the teaching. Students have frequently commented on course organization, clarity of objectives, availability of instructors and the excellent delivery of courses. Several faculty members have also earned teaching awards, and several have demonstrated innovations in working with new technologies.

5. Inclusiveness of Part-time Faculty:

Interviews with members of the English faculty indicate that a generous amount of personal support has been extended to part-time faculty members. Although these individuals sometimes work under difficult practical circumstances (office space, schedules, salaries, etc.), there is strong evidence that the Department works hard at integrating them as important members of the faculty.

6. Contributions to Interdisciplinary Work:

The Evaluation Committee finds that the English Department is well positioned within the university college for interdisciplinary work and has begun to make a contribution in this regard. Particularly noteworthy is the potential involvement of the English faculty in areas such as the Canadian Studies Thematic Option, Women's Studies, Literature and Visual Arts, and Journalism.

AREAS OF ENGLISH WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

The Evaluation Committee has identified the following recommendations to improve the contributions of the English faculty:

1. Faculty Appointments:

A consistent theme from all evaluation materials has been the need for increased breadth of offerings at upper-levels. At the same time, however, the Evaluation Committee finds that three faculty members with Ph.D.s and expertise in untapped areas currently hold sixteen-hour lower-level teaching positions. This has created a situation where the English Program has within its midst the expertise to respond to the need for increased breadth of offerings, but structural barriers which prevent its actualization.

Recommendation (a):

The conversion of three faculty positions and incumbents (Later, Johnson and Sutherland) from full-time sixteen-hour positions to full-time twelve-hour positions with a scholarly activity component. The Committee sees this recommendation as its top priority.

ACTION: Dean of Arts; V-P Instruction

This move would rectify the current disservice to students who are complaining about lack of upper-level selection in English by improving the program's ability to expand its breadth of offerings at that level.

Suggestions have been made that faculty could be rotated between twelve- and sixteen-hour appointments. While this arrangement would have the advantage of spreading scholarly release time more equitably, it represents at best an ad hoc solution that does not recognize the ongoing nature of scholarly work.

Recommendation (b):

Faculty members should not be rotated between twelve- and sixteen-hour appointments.

ACTION: Dean of Arts; V-P Instruction

2. Curriculum:

The English Major Program has developed in a short period of time a very credible list of core courses based on the U.B.C. model. However, many students have complained that the range of upper-level courses is narrow and that it is torqued heavily towards pre-1900 literature. The Evaluation Committee feels that these complaints are well founded. It notes, moreover, that there seems to be little articulation or linkage between first- and second-year courses and upper-level courses. It appears as if the two sets of courses have been developed autonomously, with little thought to any progression from one level to the next.

In addition, several Department members surveyed noted that there seemed to be little sense of overall departmental philosophy or goals. The Department's Mission Statement provides a foundation for such a philosophy, but does not appear to be practised by the Department in any systematic way. The strongest split is clearly over the issue of whether to preserve a version of the UBC literature curriculum in order to maintain the reputation of the institution or to move in new directions. The Evaluation Committee feels that this is something of a false antithesis, as there is considerable room in the program for students to take options which could be articulated thematically in various ways (rather than simply taken as the one-off special interest courses) without radically altering the core of the program or graduating students who would be perceived as deficient in their knowledge of the traditional canon. Additional room in the curriculum could be obtained by reducing at least some six-credit offerings to three. However, it will be difficult to take advantage of these opportunities without a well-articulated set of departmental goals.

Recommendation (a):

Although there may be no need to revise the program radically, the Evaluation Committee recommends that a high priority be given to reviewing the program philosophy and goals, and to a systematic review of curriculum in the light of those goals. Such a review should be undertaken with a view to identifying ways in which the department can capitalize on its position in a new type of institution to offer a program which is the equal of but differentiated from those offered by traditional universities. In particular, possible connections between the career and academic sides of the department should be looked upon as a source of strength and uniqueness rather than a potential liability.

The Committee further suggests that in this process, faculty consider program philosophy and direction and not simply individual interests and expertise.

ACTION: English Faculty

Recommendation (b):

The English Program should maintain the traditional/historical core curriculum, but not allow this to hamper the development of thematic options, interdisciplinary studies and new course areas. Suggested potential thematic options include Canadian Studies, Women's Studies and Feminist Literature, Ethnic Literature and Film. New course areas include American Literature and Post-Colonial Literature.

ACTION: English Faculty

To facilitate this and make space for new offerings in the Major,

Recommendation (c):

The Evaluation Committee strongly recommends that the English Program reduce the number of six-credit upper-level courses and develop more three-credit courses to increase breadth and flexibility of course offerings.

ACTION: English Faculty

This action will also bring upper-level offerings in line with lower-level courses, and in line with curricular practices in universities throughout Canada. Further, it will respond to articulated student interests and to the repeated requests in student questionnaires for more breadth and choice in upper-level courses.

Recommendation (d):

As there is strong potential for interdisciplinary studies at UCC, English faculty should examine and explore the opportunities of working collaboratively with other disciplines and departments (examples: Theatre, Visual Arts, Journalism). The Evaluation Committee recommends that the English faculty be proactive in assisting with the development of the Journalism Program.

ACTION: English Faculty

Recommendation (e):

The English faculty should strengthen and develop the Rhetoric/Composition stream within the program. It should strongly consider developing a professional writing option within the English Major which utilizes existing literature courses. Support for this recommendation comes from:

- (i) the commitment to writing stated in the Major Program goals and philosophy;**
- (ii) the need for greater integration and cooperation among writing and literature faculty members; and**
- (iii) the potential to provide professional opportunities for students in the English Major program.**

ACTION: English Faculty

Such a professional writing option should eschew the UBC model, which establishes a clear separation between literature and rhetoric, and aim rather at an integration of the literature and writing streams. Aside from philosophical reasons for maintaining a connection between literature and composition, it should be recognized that many career opportunities for English Literature majors will involve writing or the teaching of writing. Future hirings should be guided by a clearly articulated set of goals as suggested above and support whatever thematic areas, rhetoric streams, and other endeavours the Department elects to pursue rather than by attempts to expand the UBC model.

Recommendation (f):

The English Program should develop more innovative course offerings at the second-year level to utilize more fully the expertise of sixteen-hour faculty members. In particular, a strengthened and redirected rhetoric/professional writing stream could benefit from the considerable expertise of sixteen-hour faculty in this area, particularly if more courses were offered at the second-year level. Consideration might also be given to moving ENGL 303 to the 200 level, freeing faculty members with scholarly interests in this area to teach more upper-level rhetoric courses.

ACTION: English Faculty

The above recommendation addresses the sense of frustration among English faculty that their knowledge and expertise are being under-utilized.

Recommendation (g):

The Evaluation Committee commends the faculty for the development of the Writing Centre but recommends that the operation be strengthened. The Writing Centre has the potential to provide service not only to UCC students with writing needs but also to become a training ground for English tutors and a venue for research activities.

**ACTION: English Faculty, Dean of Arts, V.P.
Instruction**

3. Program Efficiencies:

The utilization rates on pp. 5-7 of this report demonstrate the strides English has made in the last three years in improving its efficiency. Upper-level academic courses are filled to over 90% and lower level academic in the 80%-90% range. However, some improvement is still desirable in the professional/technical writing area, where the utilization rate is lower (77%). While responsibility for this does not lie wholly with the English Department, the Evaluation Committee feels that steps should be taken to tighten up utilization.

Recommendation (a):

The Evaluation Committee recommends that the Departmental Chair and Careers English Co-ordinator liaise closely with the departments to which they supply service course sections to determine actual needs as opposed to rough numbers; that the Department Chair and the Careers English Co-ordinator allow for 15-20% attrition in the first semester and schedule correspondingly fewer sections in the second semester; and that efforts be made at all times to maximize enrolments in Career English courses.

**ACTION: English Department Chair; Co-ordinator,
Careers English**

4. Governance:

The English faculty has been through a period of considerable dissension, but faculty members suggest that the tensions are beginning to dissolve. The Evaluation Committee would like to encourage the faculty to develop a departmental decision-making framework and protocol, and to continue working together cooperatively and collaboratively.

Recommendation (a):

The English faculty should develop a Handbook of Policies and Procedures which clarifies:

- (i) course allocation processes which utilize the expertise of all faculty members;**
- (ii) course rotation schedules so that all faculty get an opportunity to teach in their areas of expertise; and**
- (iii) procedures and rules of order for departmental meetings and standing committees.**

ACTION: Chair, English

This recommendation responds to perceived inequities in course allocation, and to complaints about lack of professional courtesy in English/Modern Languages Department meetings. The following recommendation addresses the challenge of increasing efficiencies in the management of a large and sometimes unwieldy department:

Recommendation (b):

The English faculty should develop a program committee structure to lessen workload of the chair, distribute decision-making and responsibility within the department, and to make decisions in areas such as

- (i) library acquisitions,**
- (ii) curriculum, and**
- (iii) course allocations and scheduling.**

ACTION: English Faculty

Curriculum and scheduling have been dealt with above. The issue of library acquisitions is chiefly one of ensuring that resources are allocated as fairly as possible to support the entire range of courses offered by the department. (This issue is dealt with more fully under Item 7 below.)

In response to student concerns about grading standards, workload and text requirements,

Recommendation (c):

The Evaluation Committee recommends an increase in the coordination of multi-section courses to deal with concerns about common standards, grading inequities, text selection, and number of assignments.

ACTION: Chair, English

To address complaints about perceived inconsistencies in part-time hiring practices,

Recommendation (d):

The English faculty should develop clear procedures for the hiring of part-time and sessional faculty members. These procedures should be consistent with UCC Human Resource Department policies.

ACTION: Chair, English

Input from Williams Lake English faculty, both on the questionnaire and in interview, suggested that the biggest challenge in teaching at Williams Lake is the isolation from colleagues in Kamloops. To mitigate this sense of isolation the Evaluation Committee recommends that:

Recommendation (e):

The English Faculty, and particularly the Chair, should communicate regularly with English faculty at the Williams Lake campus;

ACTION: Chair, English

and that:

Recommendation (f):

Financial resources should be increased to improve communication between Williams Lake and Kamloops faculty. Specifically, travel funds and computer resources should be increased.

ACTION: Dean of Arts; V-P Instruction

5. Professional Development and Scholarly Activity of Faculty:

The support of professional development and scholarly activity is especially important when considering the remote location of the UCC campus from conference centres and academic libraries. In discussions with faculty members it became clear to the Committee that many were not aware of the resources available, nor that some resources are available to sixteen-hour faculty for professional development other than traditional scholarly activity. It is in the interest of the Department as a whole to be proactive in making sure that faculty members take advantage of professional development opportunities. The Evaluation Committee makes the following recommendations:

Recommendation (a):

That the chair be responsible for making all faculty aware of funding for professional development and scholarly activity. Clear statements need to be communicated about the eligibility of faculty for access to various funds.

ACTION: Chair, English

Recommendation (b):

That the professional development fund should be increased from the current \$250.00 per faculty member.

ACTION: Senior Executive

Recommendation (c):

That reasonably current computer equipment be made available to all faculty.

ACTION: Dean of Arts

Computer equipment is a professional requirement of all current scholarly activity, but is especially important to a campus in a remote location. Part-time faculty should have maximum access to centrally pooled equipment. It is professionally irresponsible not to provide access to this technology in a world where the labour market demands such expertise, and where instructors should be using the technology.

Recommendation (d):

That self-funded research accounts be made available to faculty. The monies in the self-funded accounts would be used to pay for books, professional journals, professional memberships, and computer hardware.

ACTION: Chair, English; Finance

Recommendation (e):

That the chairperson and members of the Scholarly Activity Committee actively broadcast and disseminate the mandate and function of the committee, and ensure that all full-time faculty are apprised of their eligibility to submit proposals to and seek funding from this committee. The Committee should consider holding regular workshops to acquaint faculty members with both internal and external sources of funding, application procedures, criteria, etc.

ACTION: Chairperson and members of the Scholarly Activity Committee

6. Part-time Faculty:

The Evaluation Committee was **appalled** by the lack of institutional support for part-time faculty, even though individuals reported personal support and inclusion within the department. Part-time faculty have an unenviable place within the hierarchy of any institution, but the Committee notes that salaries for part-time faculty at UCC are unusually low. The Committee also noted repeated complaints that regularly scheduled sections (not shadow sections or other emergency measures) are frequently assigned to part-timers at the last possible moment. This is not only professional discourtesy but also impairs instruction as it provides insufficient time for instructors to prepare, and seems to have no financial or administrative justification. The Committee would like to point out that situations such as these take their toll on instructional quality and ultimately on the reputation of the department and the institution. It recommends that the following measures be taken to alleviate the lot of part-timers:

Recommendation (a):

Salaries for part-time faculty should be increased significantly.

ACTION: Faculty Association; V-P Instruction

Recommendation (b):

Adequate office space should be made available to part-time faculty. This is not a convenience issue but is an essential element in faculty members' ability to communicate with and assist students.

ACTION: Chair, English

Recommendation (c):

The English Department should utilize the expertise of part-time faculty more fully by matching course appointments with qualifications and expertise.

ACTION: Chair, English

Recommendation (d):

English course scheduling decisions should be made much earlier in the academic year and part-time faculty apprised of the teaching schedules earlier.

ACTION: Chair, English

7. Library:

The Library is a very important resource in supporting both student learning and faculty research. The Evaluation Committee perceived a general need to increase access to resources by educating students in the use of the Library and increasing their familiarity with information data bases available through the Library. Furthermore, Library holdings should reflect the full scope of the English Program, not just the interests of individual faculty.

Recommendation (a):

The English faculty should ensure that all students receive training and orientation in the use of library and other information sources.

ACTION: English Faculty

Recommendation (b):

The Evaluation Committee recommends that the English Program develop clear policies and procedures for ordering library materials.

ACTION: Chair, English

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

- 1) Survey instruments were designed and developed by English faculty and the Department of Institutional Research and Planning, and administered to former students (1993-96), current students (1996-97) and faculty. Random samples were constructed for the Academic 1 and 2, Academic 3 and 4, and Professional-Technical Writing categories. In Academic 1 and 2, an estimated 1400 students were enrolled in English in November 1996. A sample of 242, or roughly one in six was surveyed by visitations to randomly selected classes of English 110, English 111, and 2nd year English. Williams Lake classes were included

For 3rd and 4th year English, a sample of 91 students, or approximately one in two students was surveyed, the head count being 180 students in January, 1997.

For Professional-Technical Writing courses, a sample of 69 students, or approximately one in three students was surveyed, the estimated headcount being 200 students in January 1997. Mean responses and response distributions were recorded, as were the verbatim subjective comments of respondents.

- 2) The English faculty prepared an eight-page Self-Study, outlining the history and evolution of English as a discipline at UCC, and identifying the most pressing issues that English faces at UCC.
- 3) The English faculty supplied documentation on the English Major Proposal; the Director, Library Services, listed Library holdings; most English faculty members supplied their course outlines and a copy of their resumés. Those who failed to supply resumés are as follows:

Connie Brim
David Ranson
Sharon Taylor

4) Institutional Research and Planning administered the questionnaires, summarized the data, and provided enrolment, utilization, grade distribution and completion rate figures, and the reports of the Scholarly Activity and Assisted Leave Committees.

5) The following people associated with the program participated in the review process or were interviewed:

Diana Shklanka, Instructor, Williams Lake

Lanny Balcaen, Student

George Johnson, Instructor

Ken Simpson, Instructor

Will Garrett-Petts, Instructor

Peter Murphy, Instructor

Elizabeth Reimer, Instructor

Ron Smith, Instructor

Virginia Ratsoy, Instructor

Henry Hubert, Instructor

Shelley Egan, Student

Mervin Nicholson, Instructor

David Kepple-Jones, Instructor

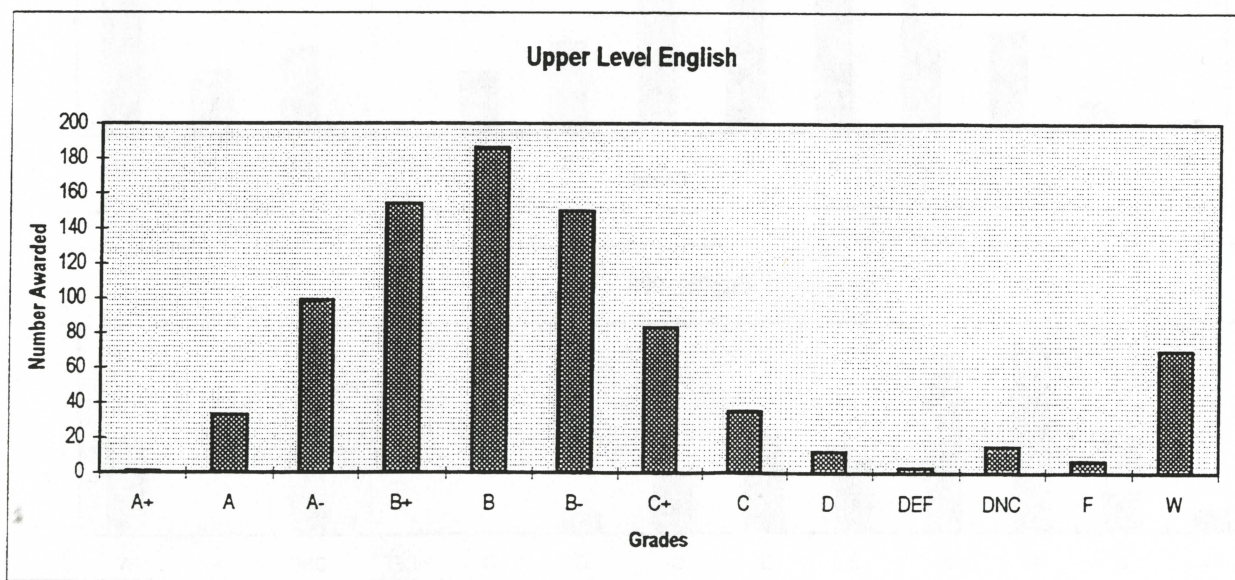
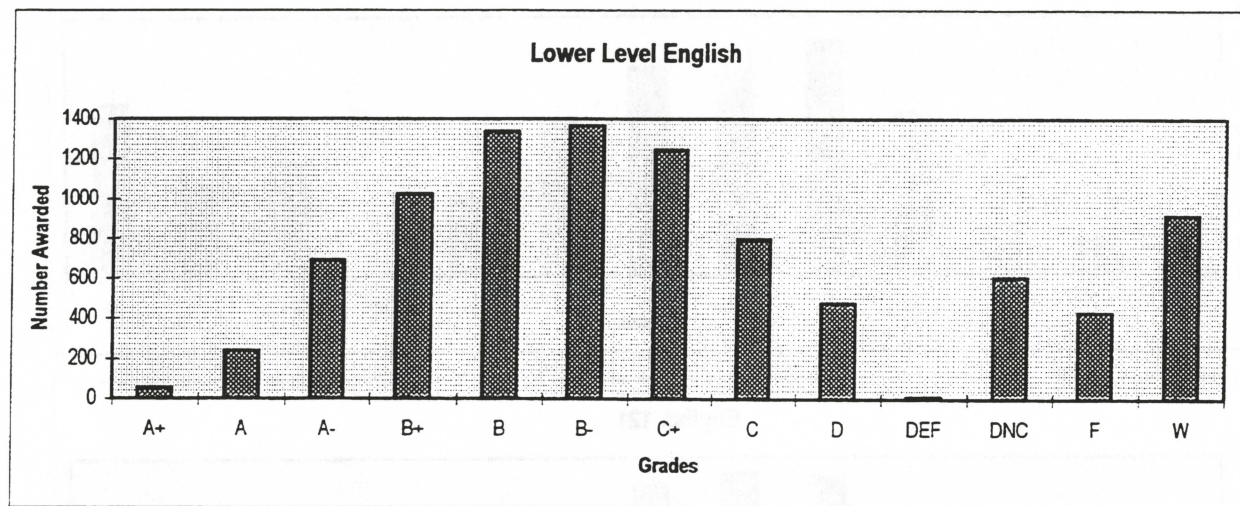
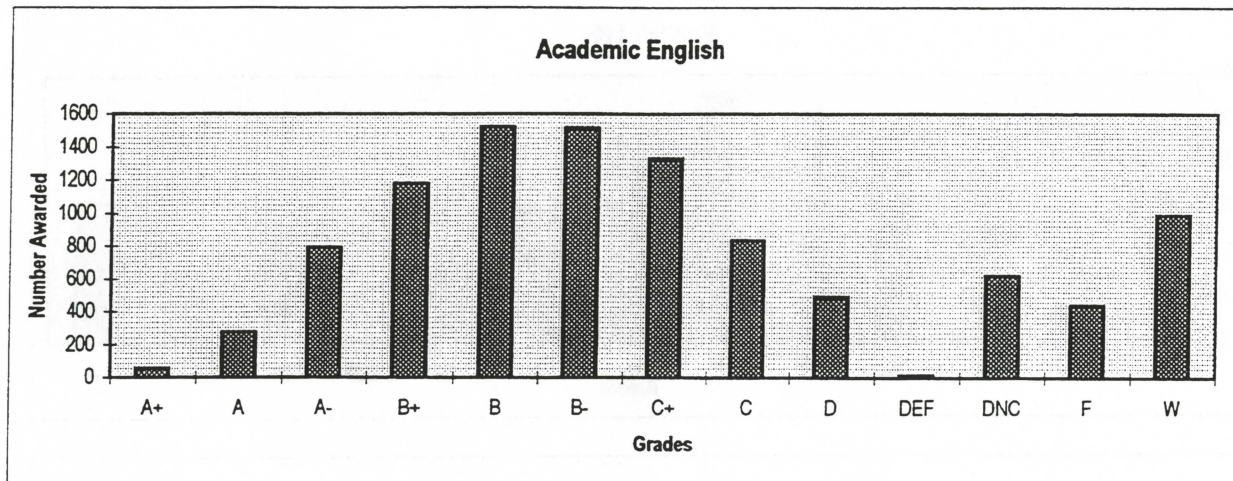
Nancy Levesque, Director, Library Services

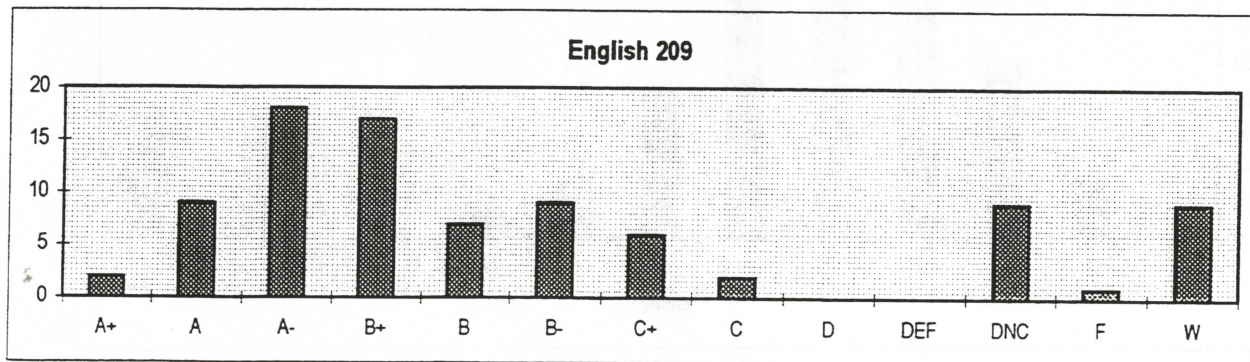
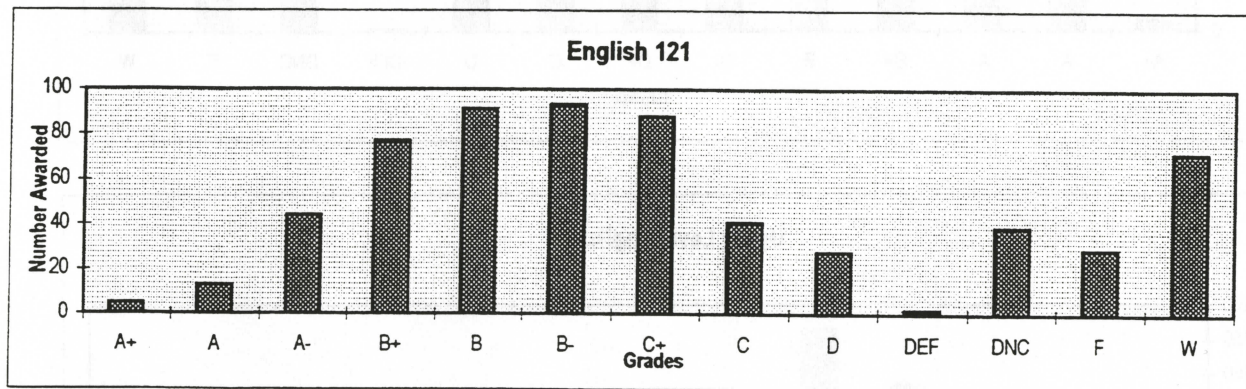
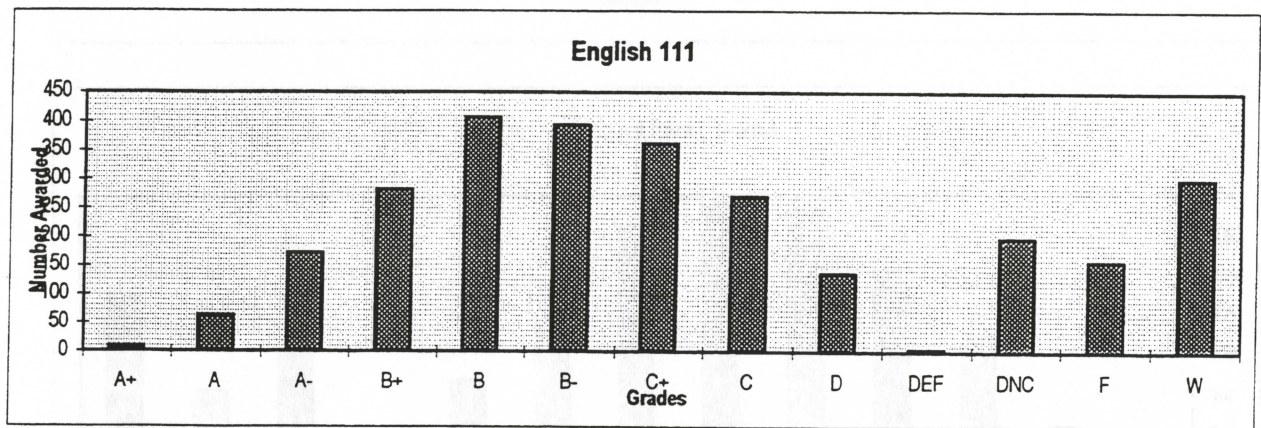
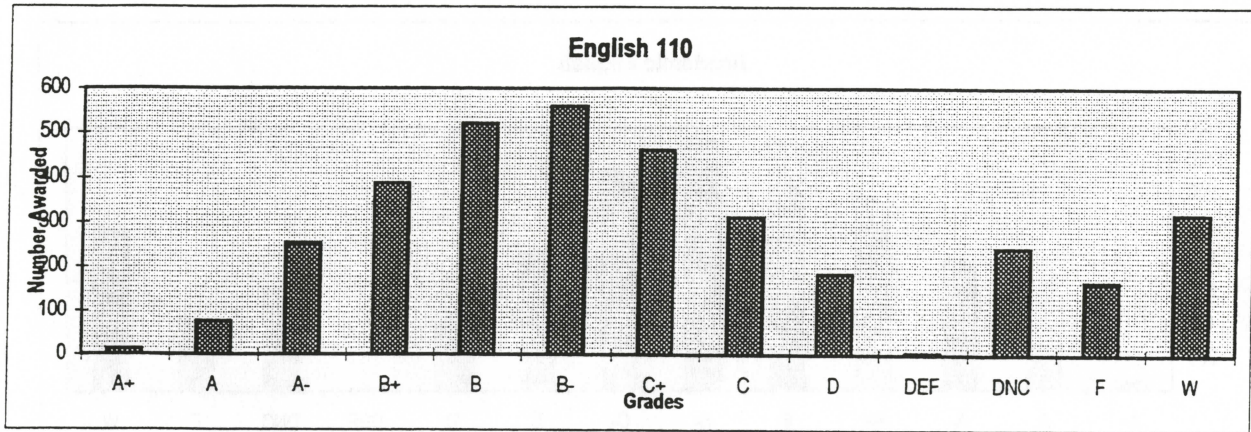
Tom Friedman, Instructor

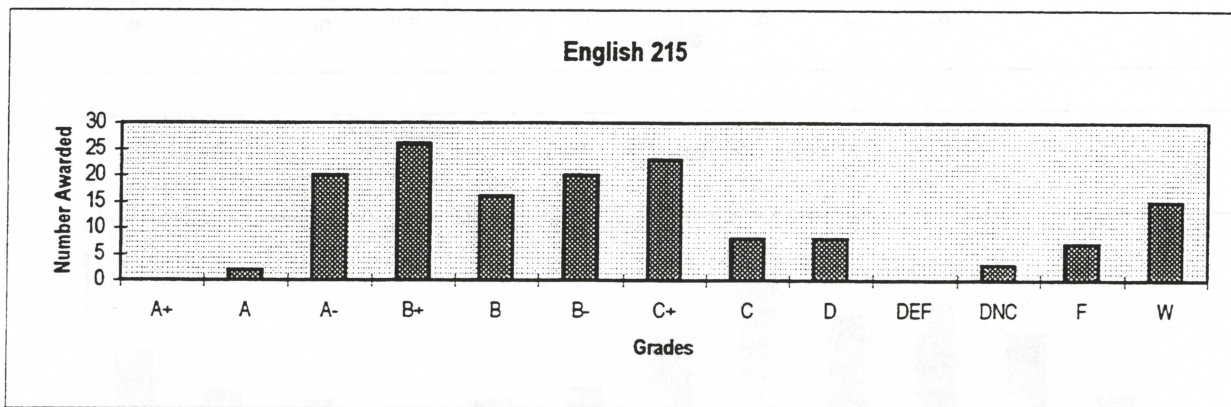
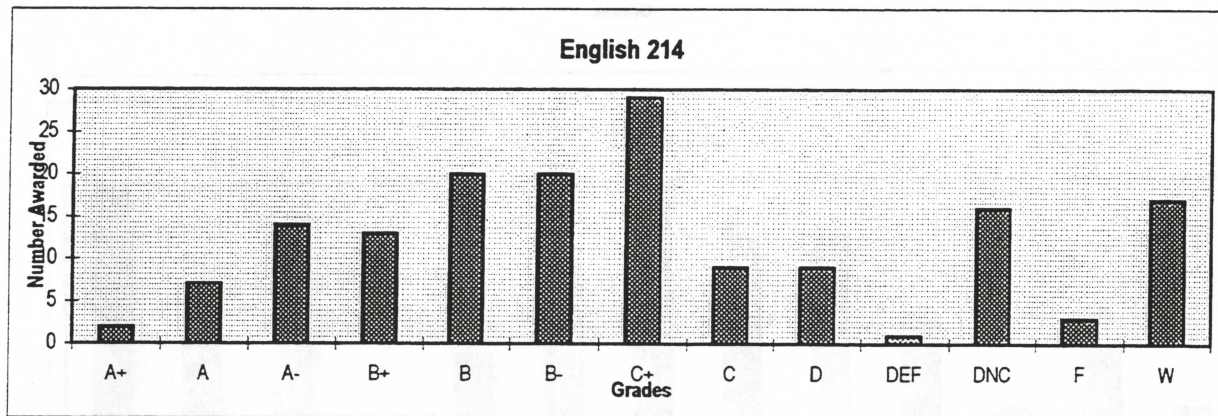
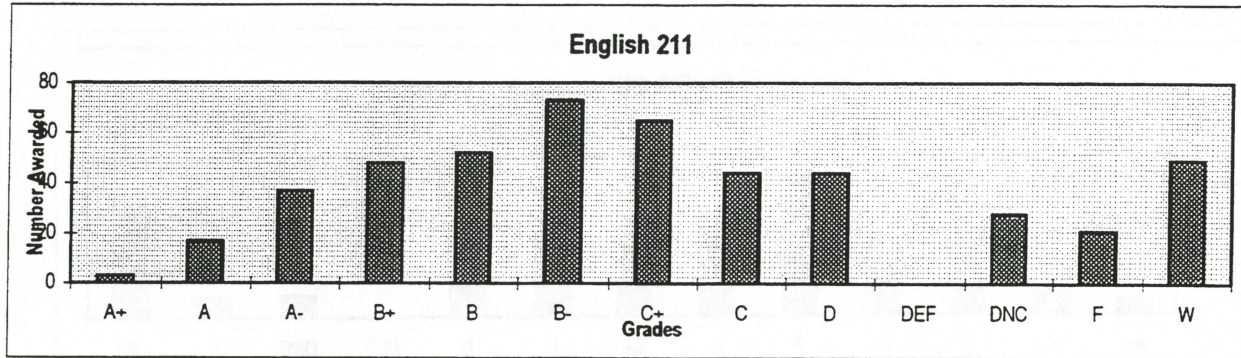
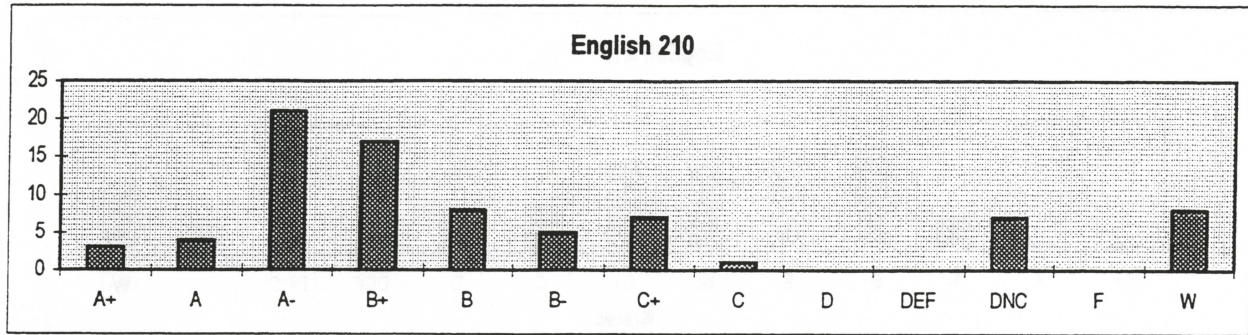
Neil Russell, V.P. Instruction and Student Services (by teleconference)

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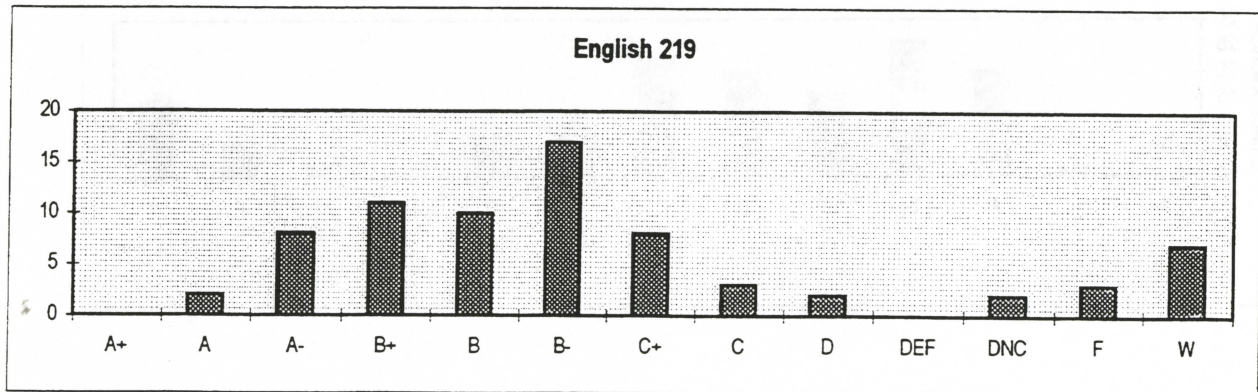
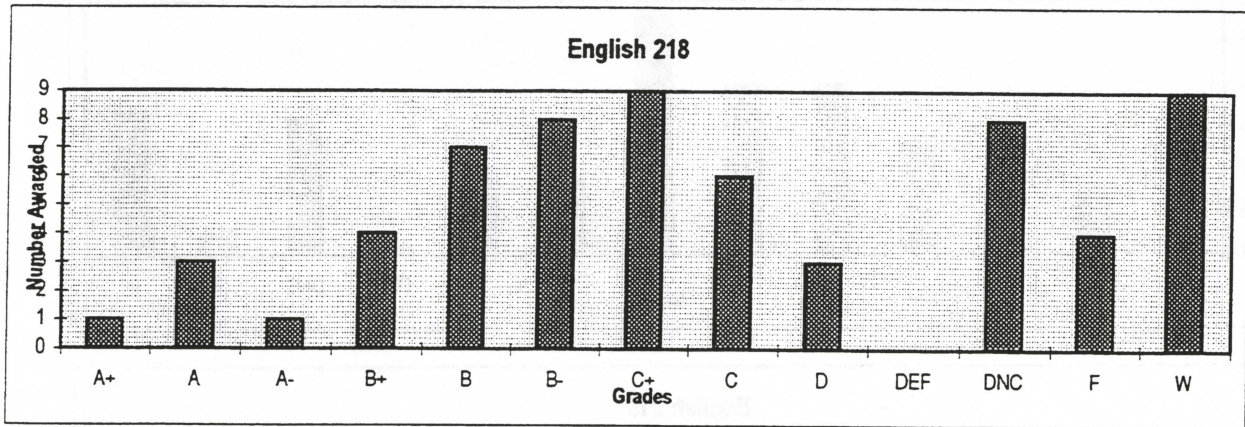
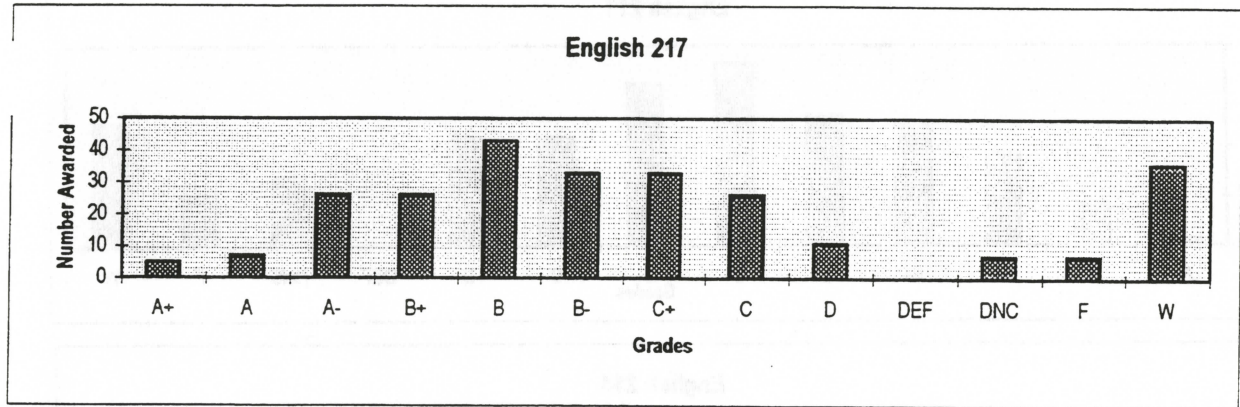
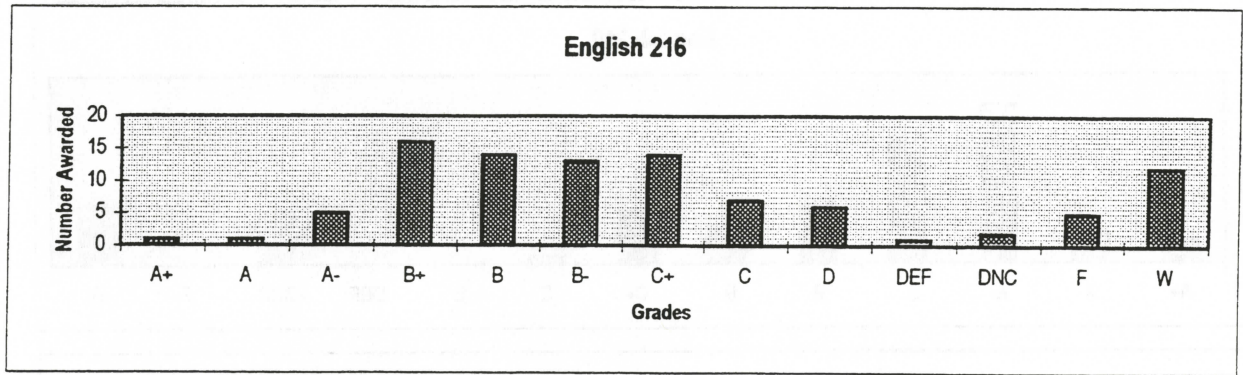
Graphs-Ac

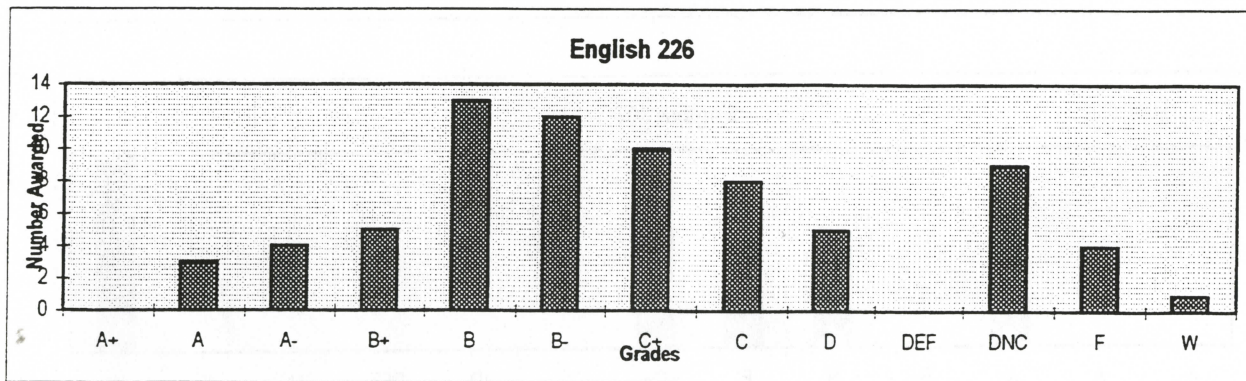
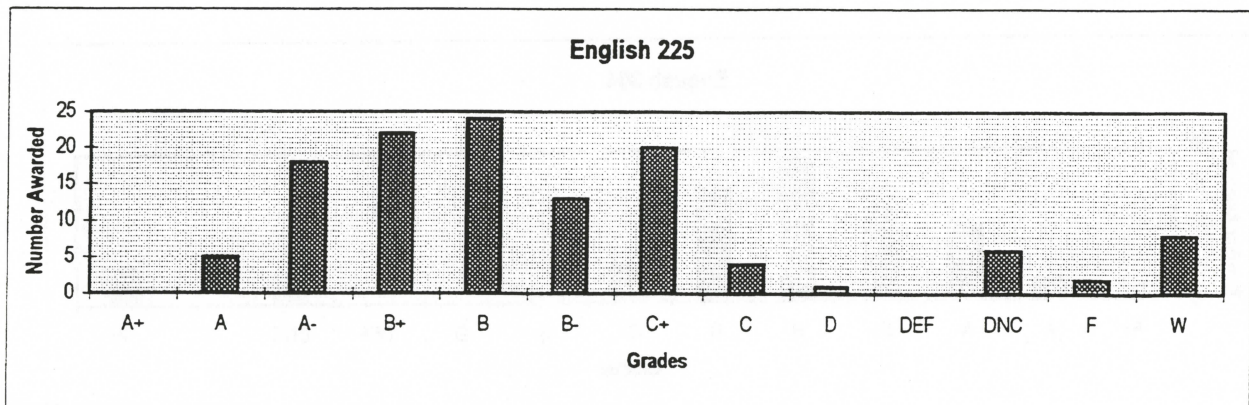
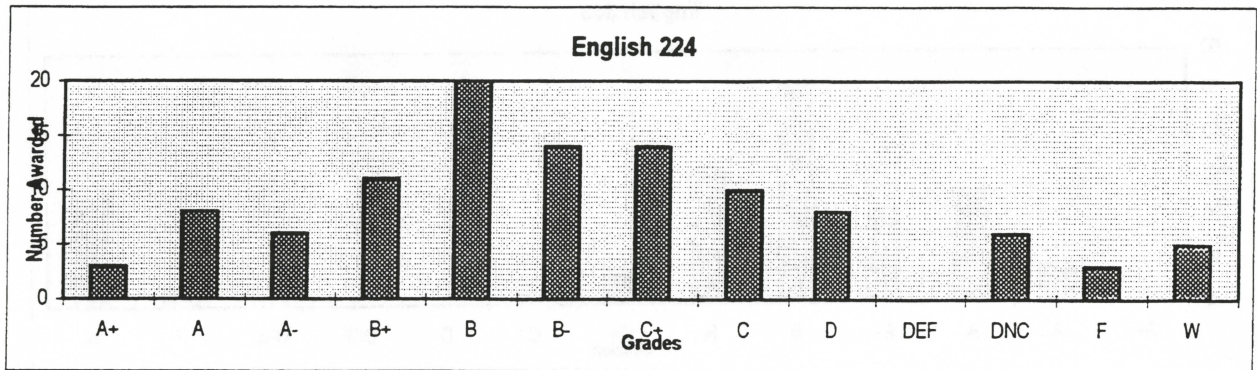
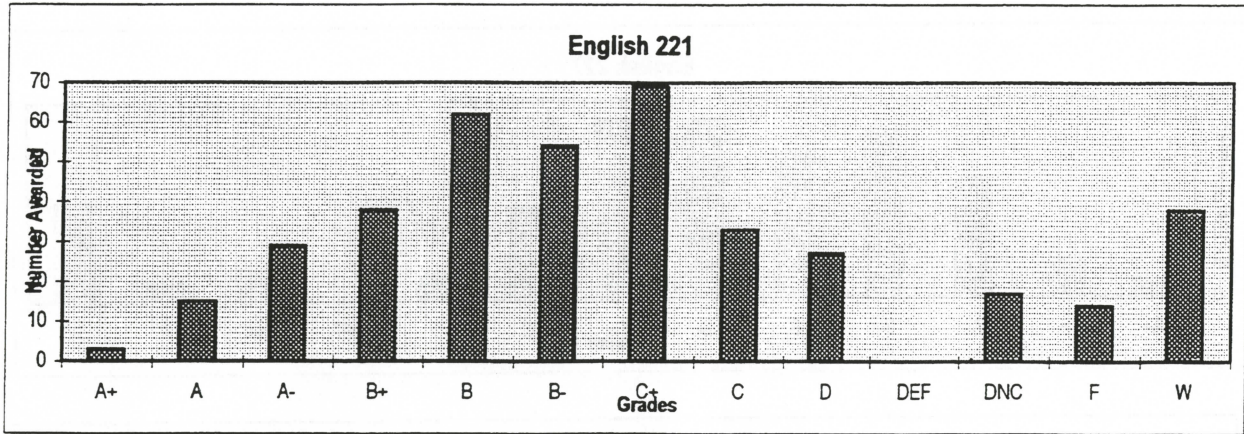


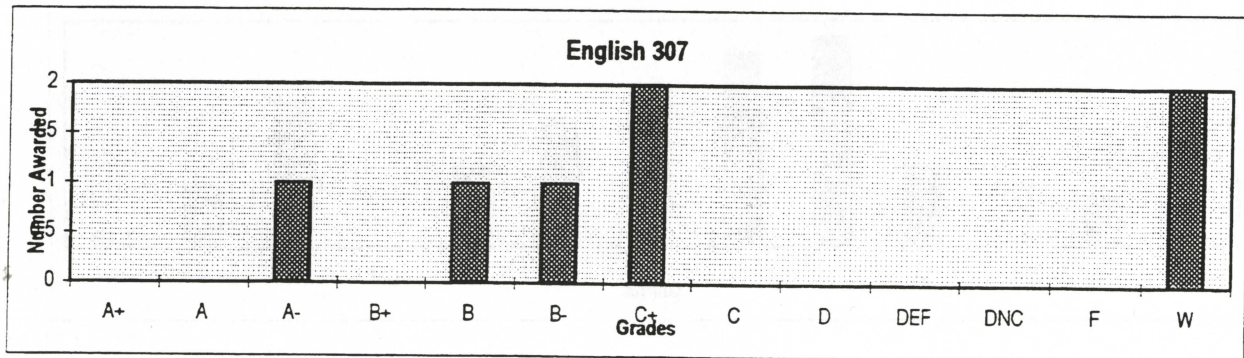
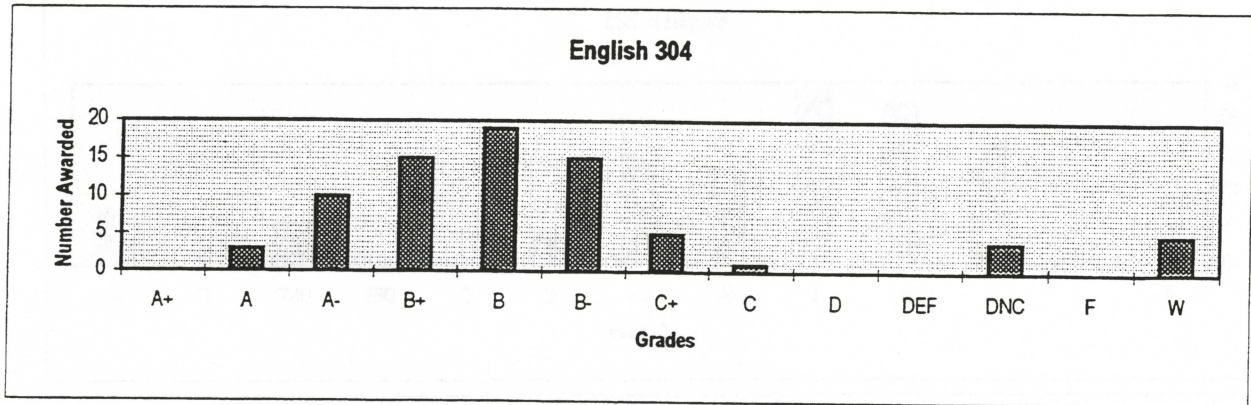
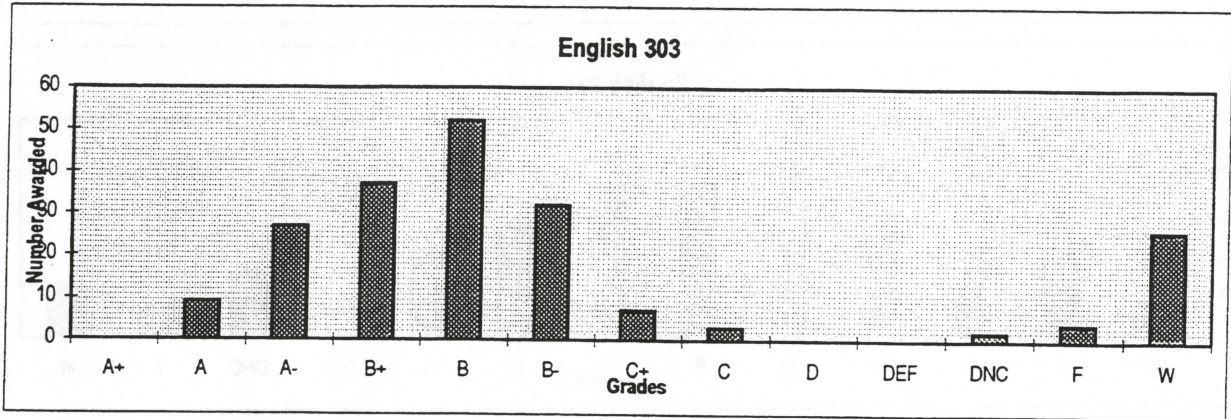
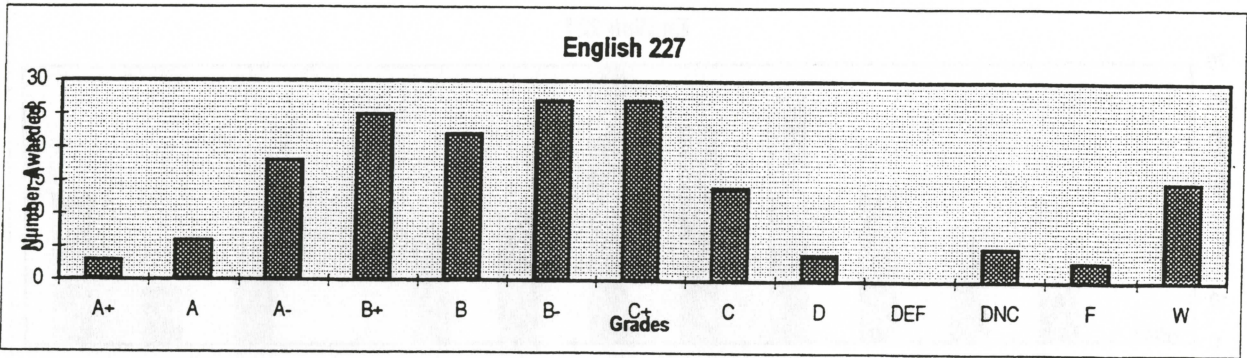


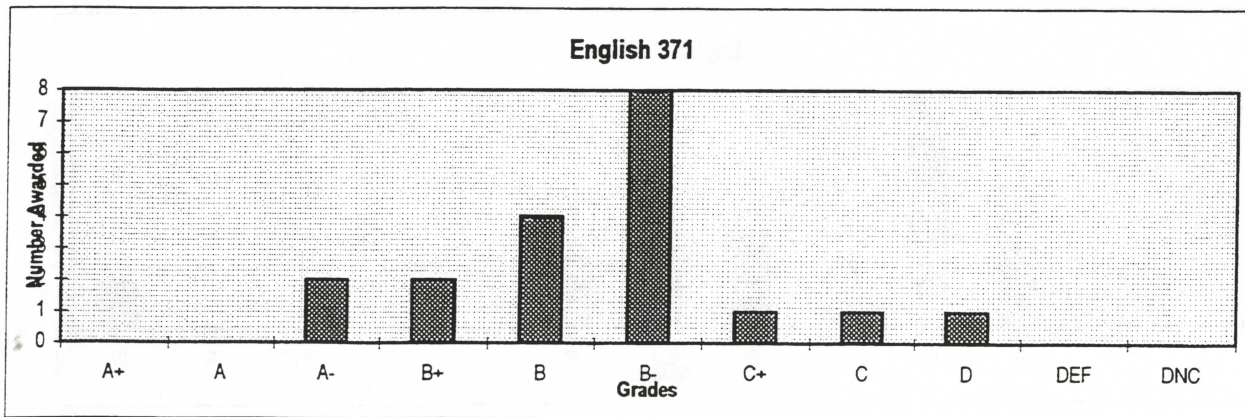
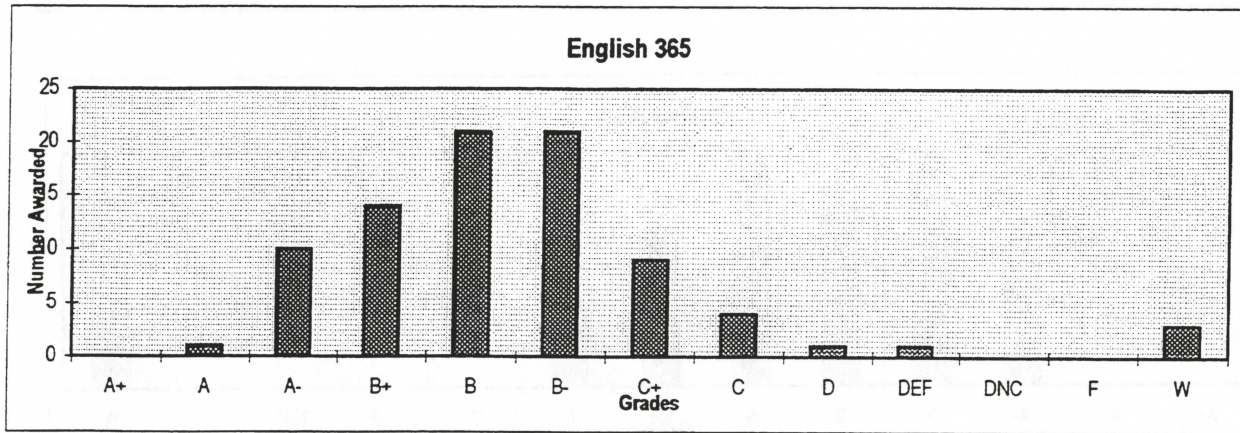
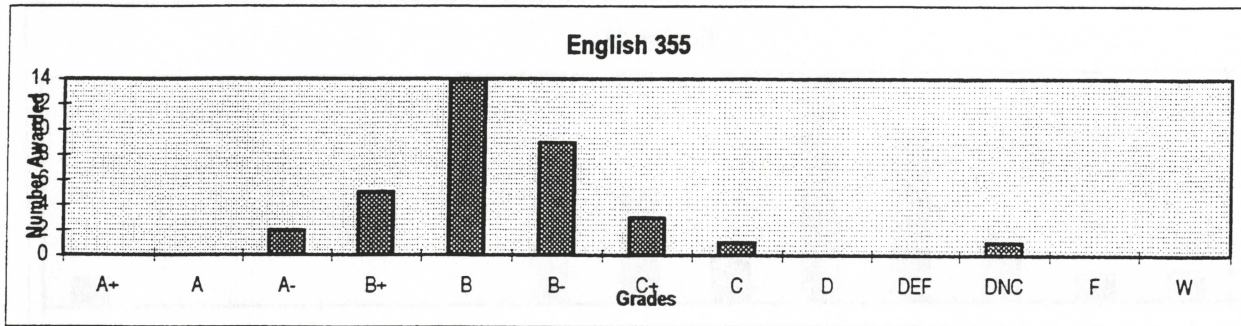
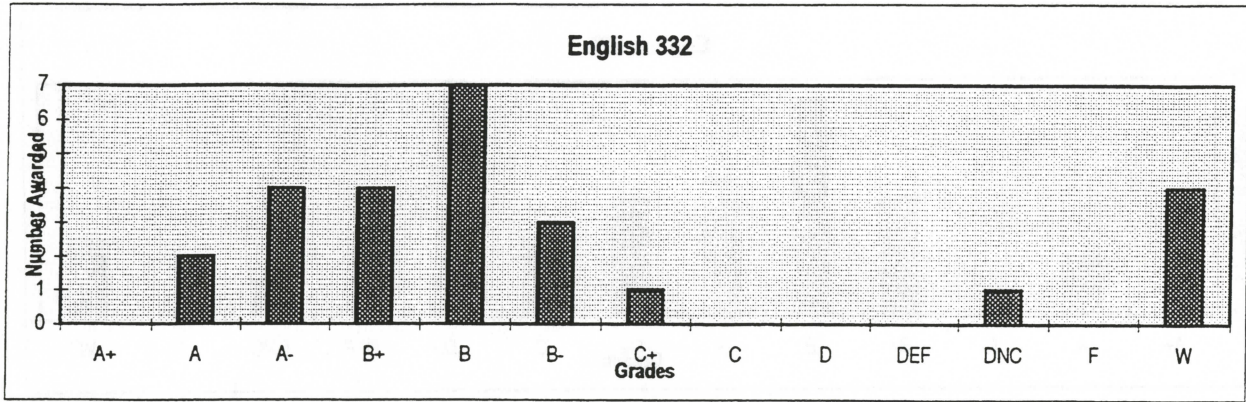


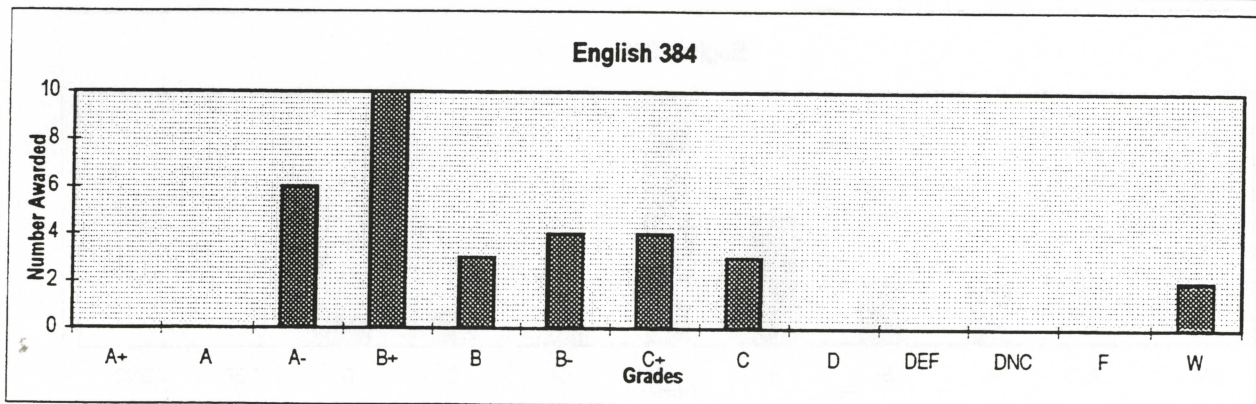
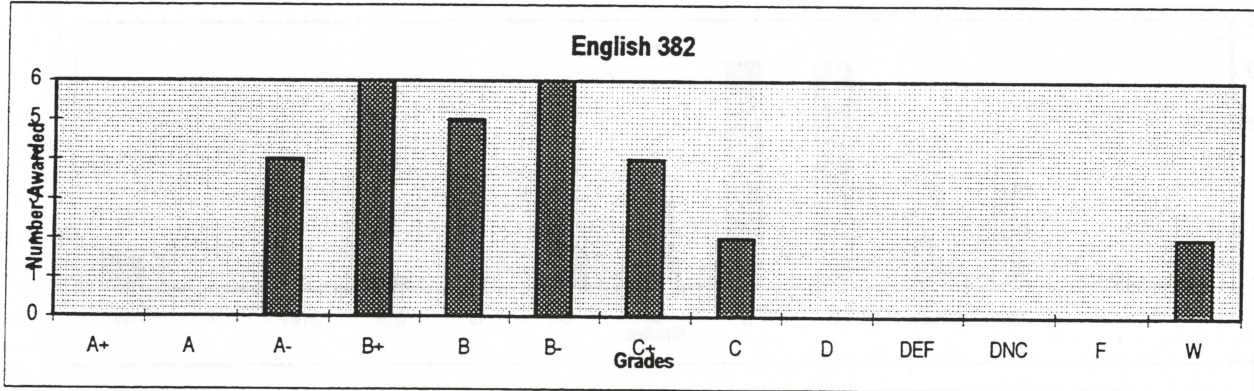
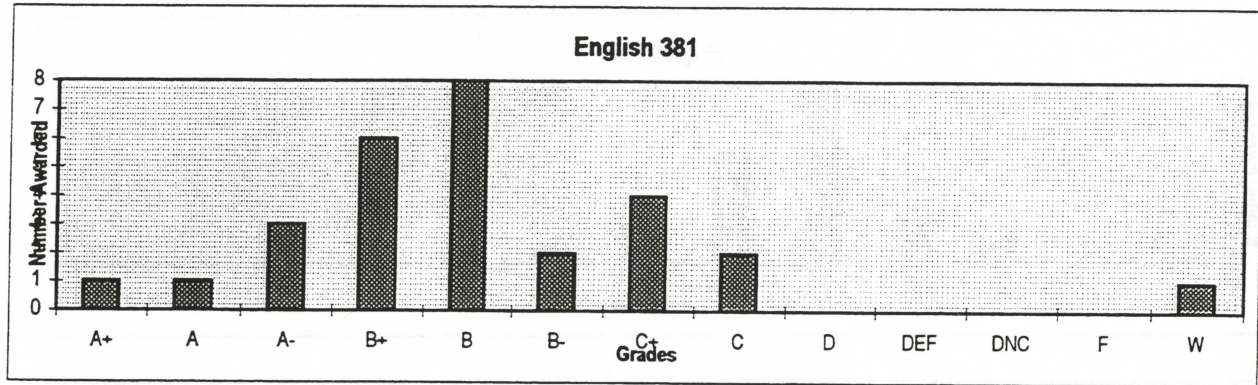
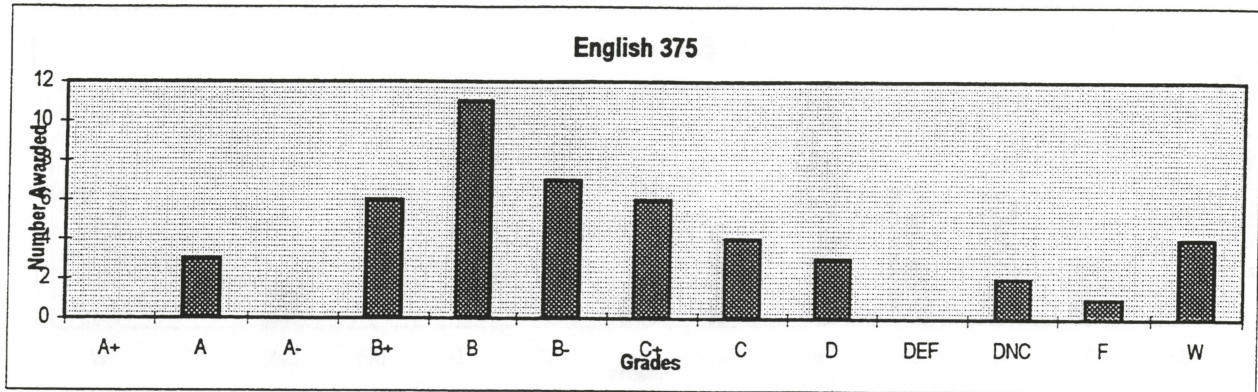
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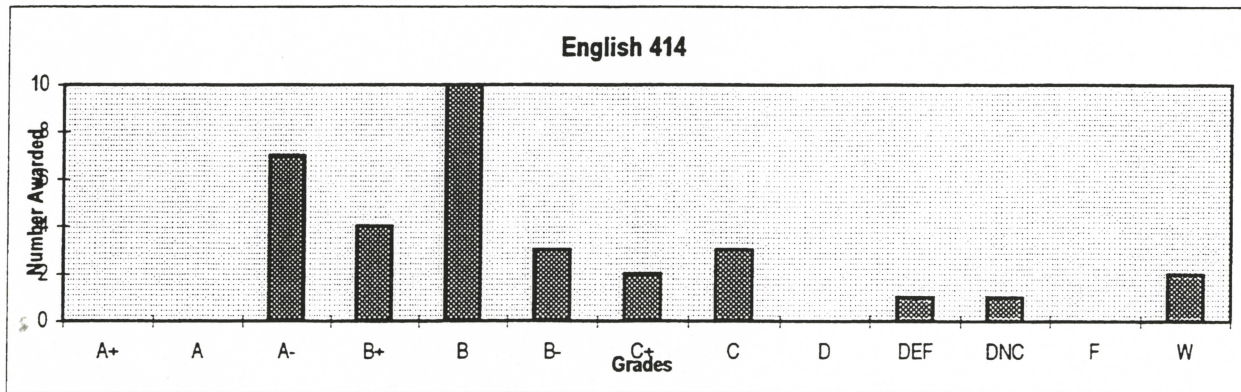
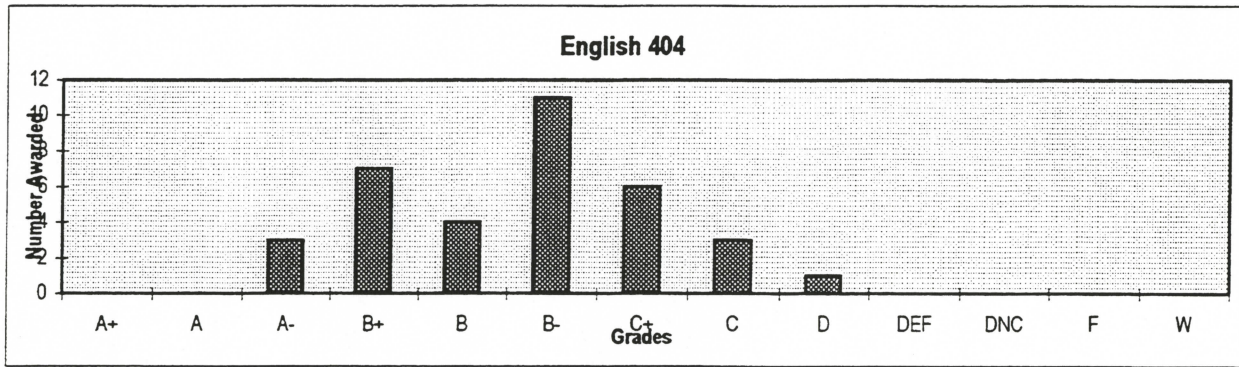
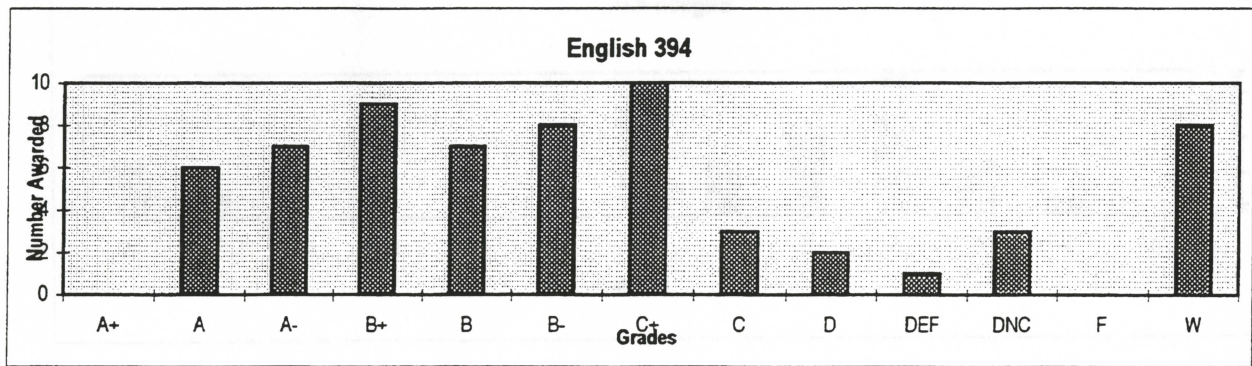
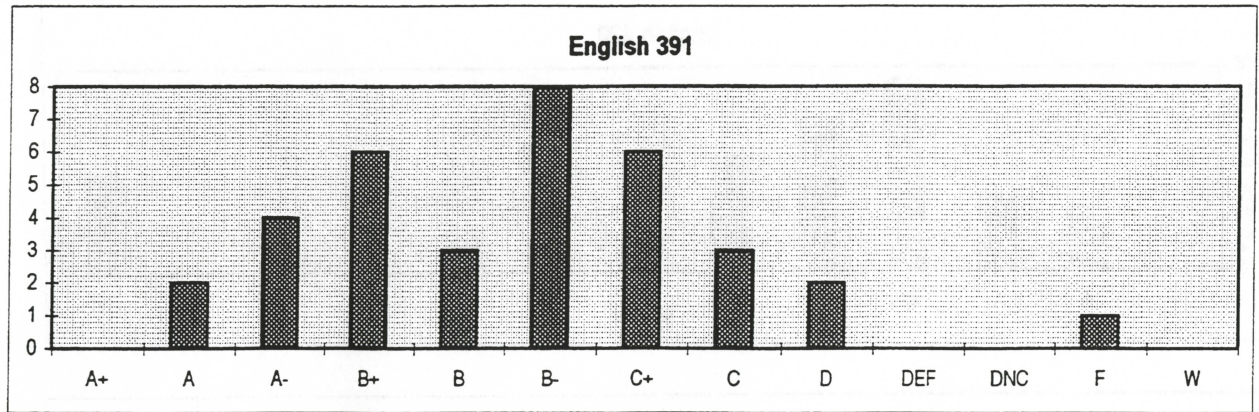


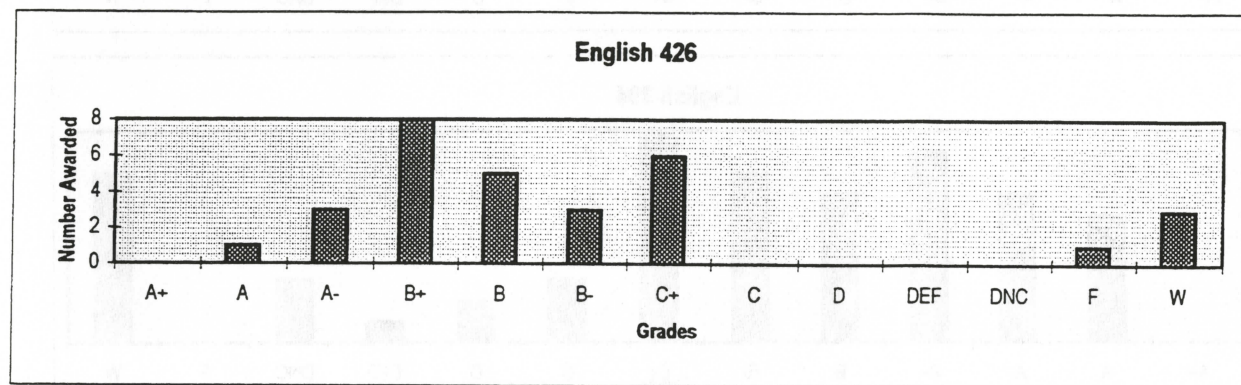
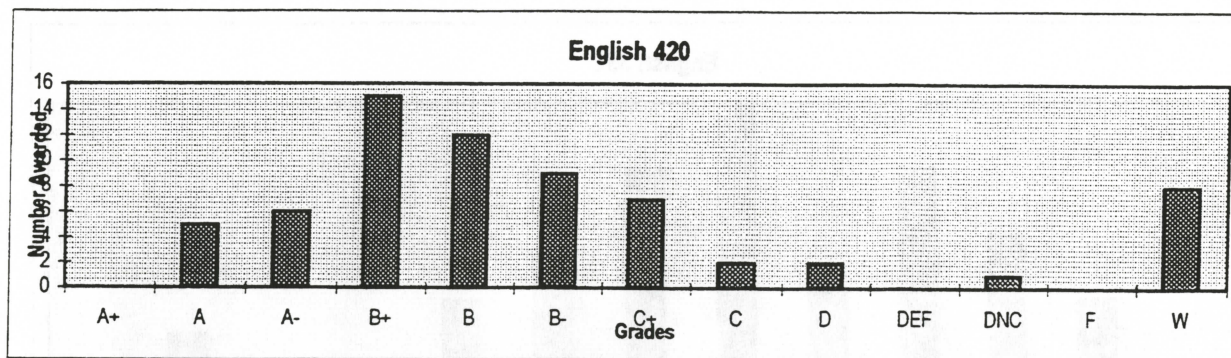


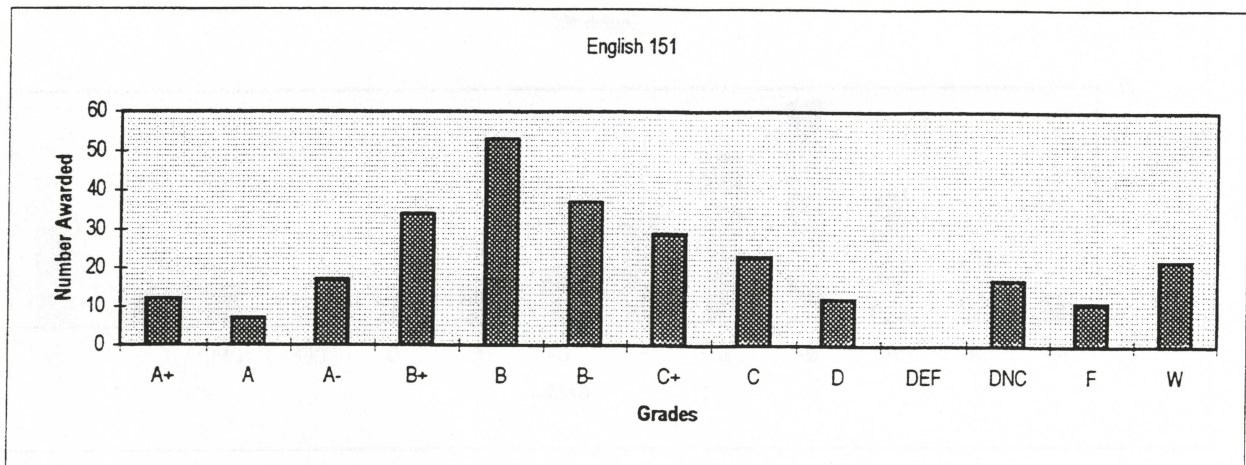
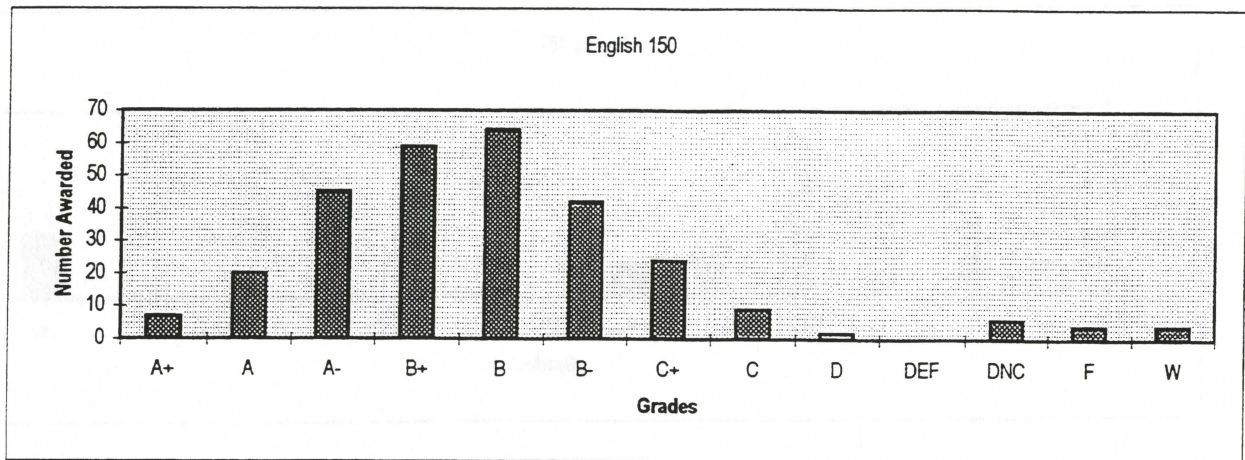
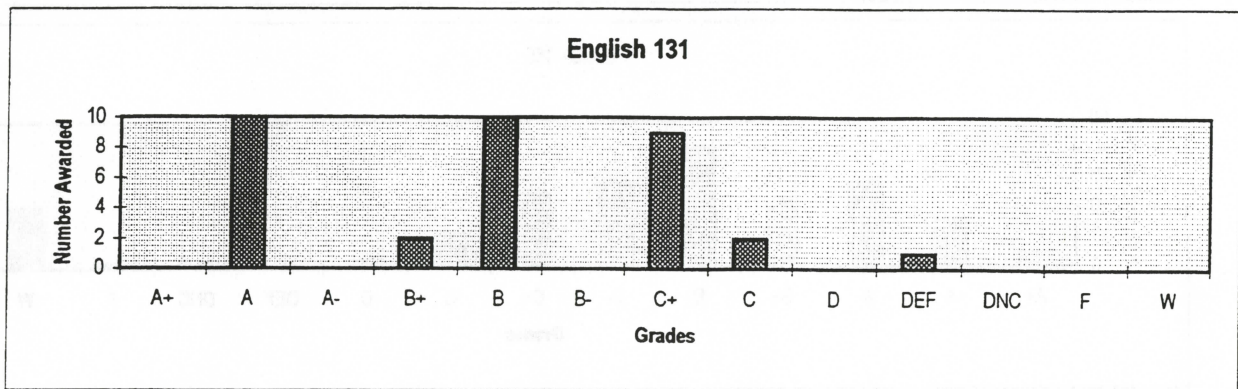
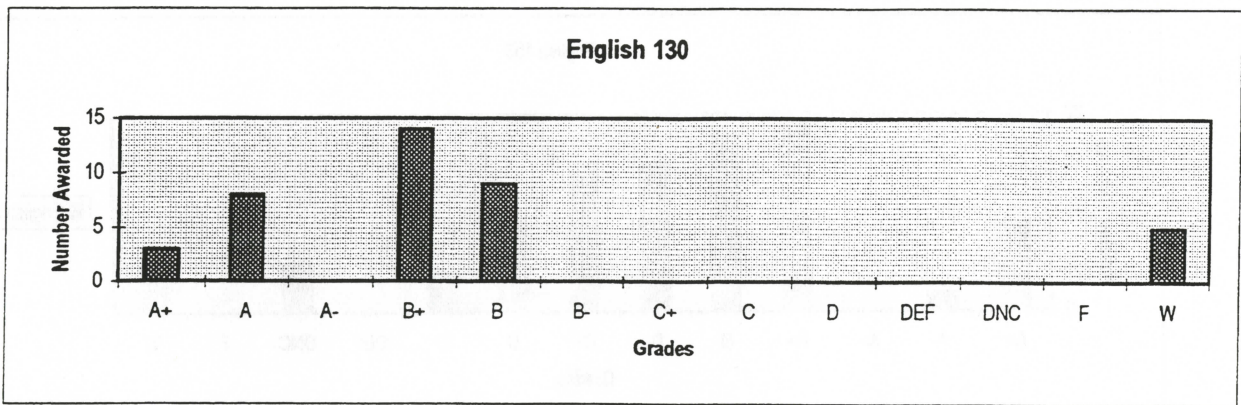


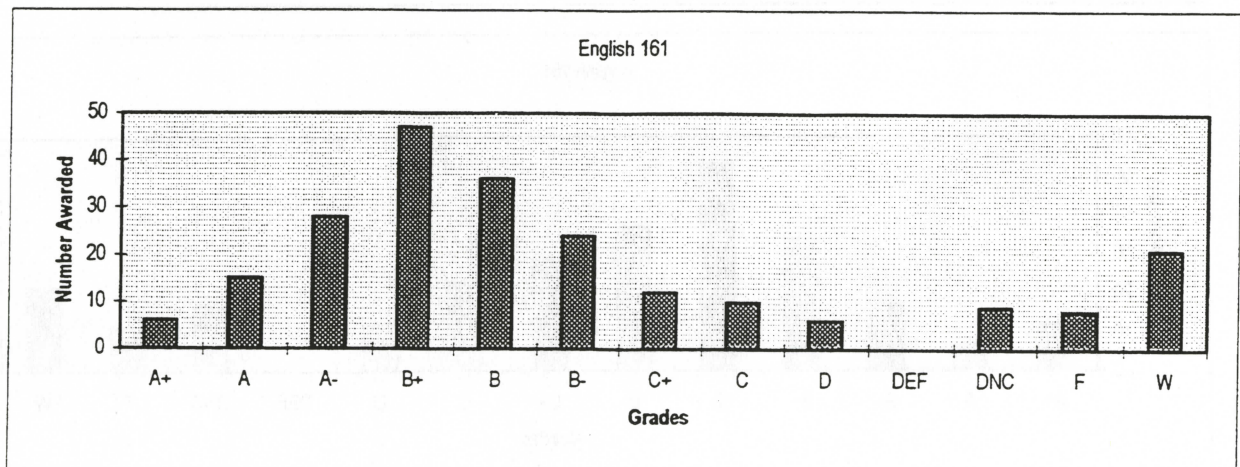
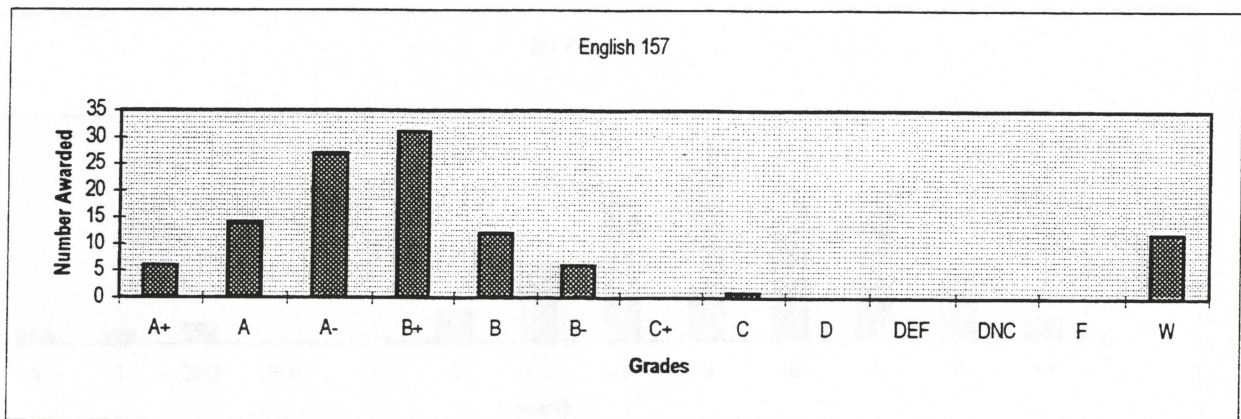
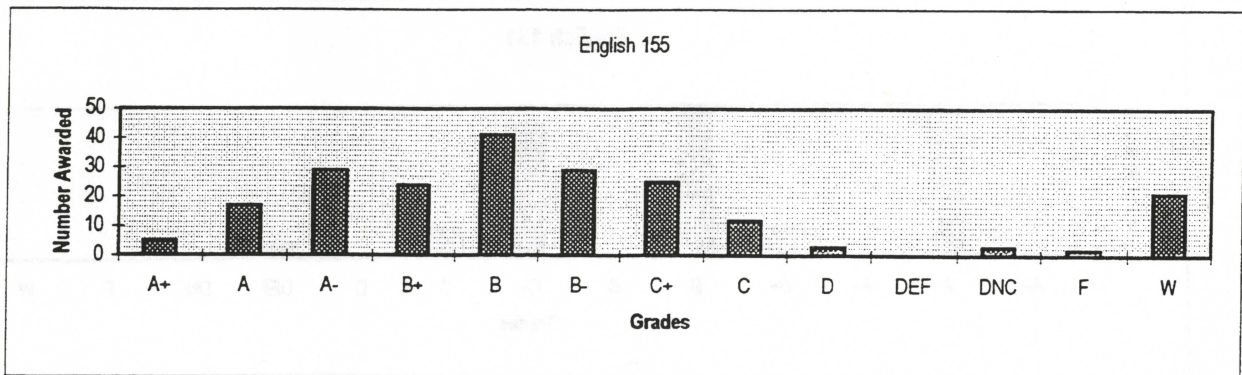
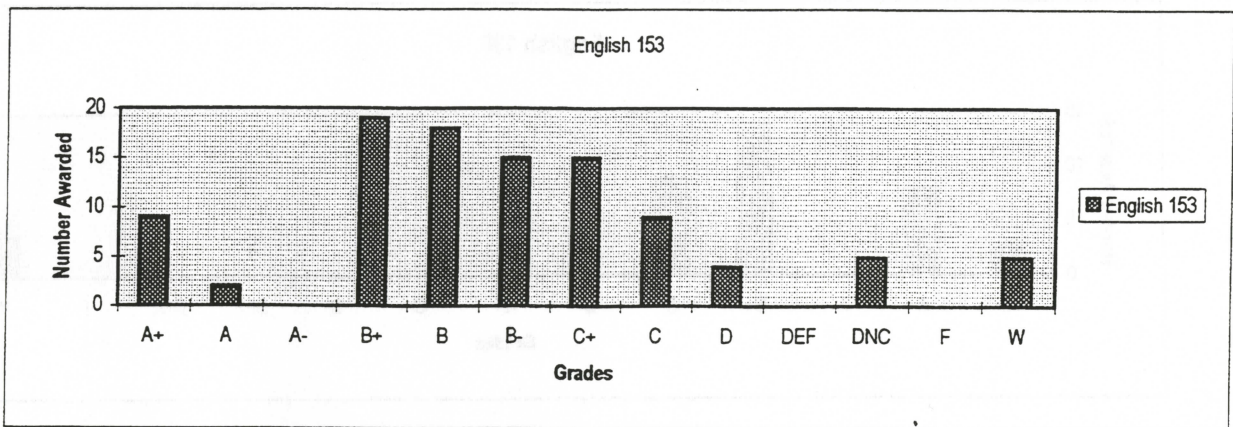


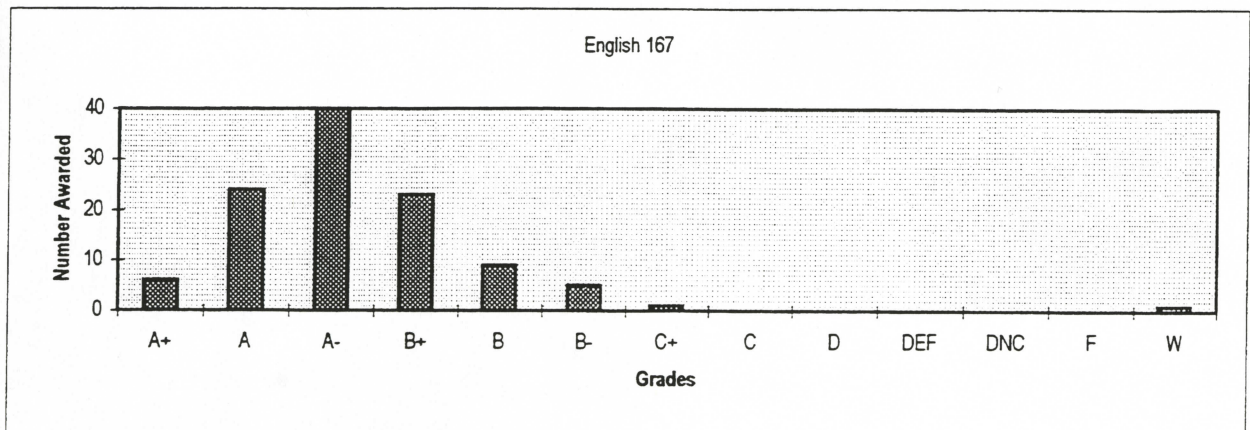
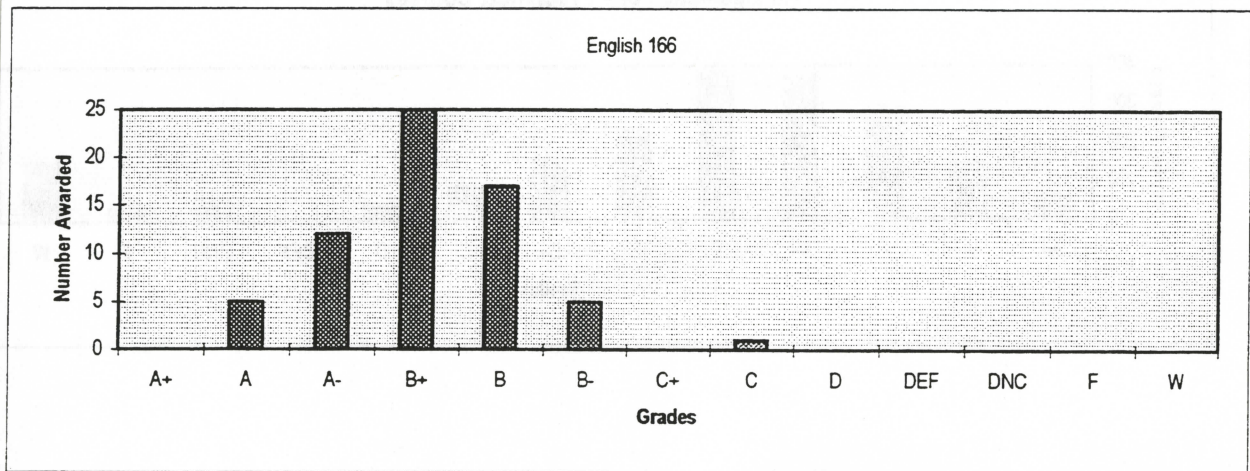
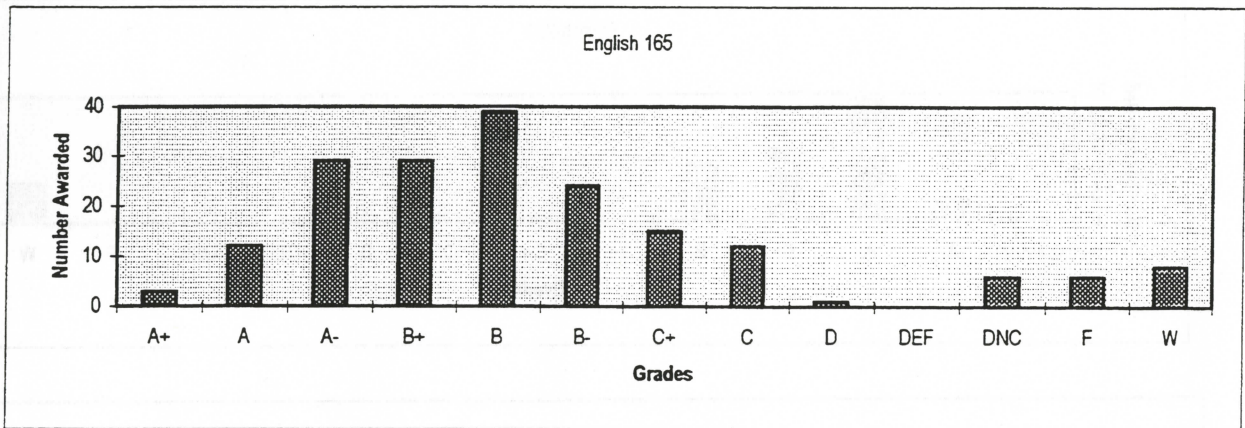
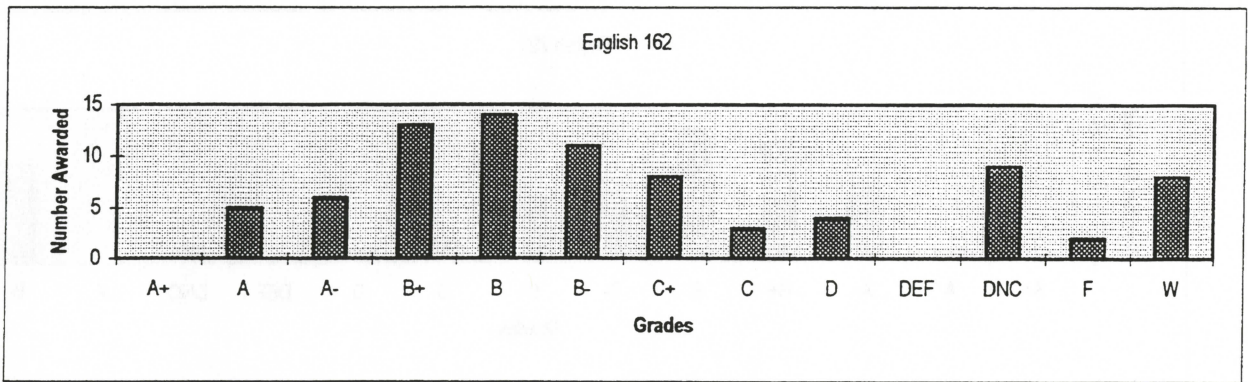


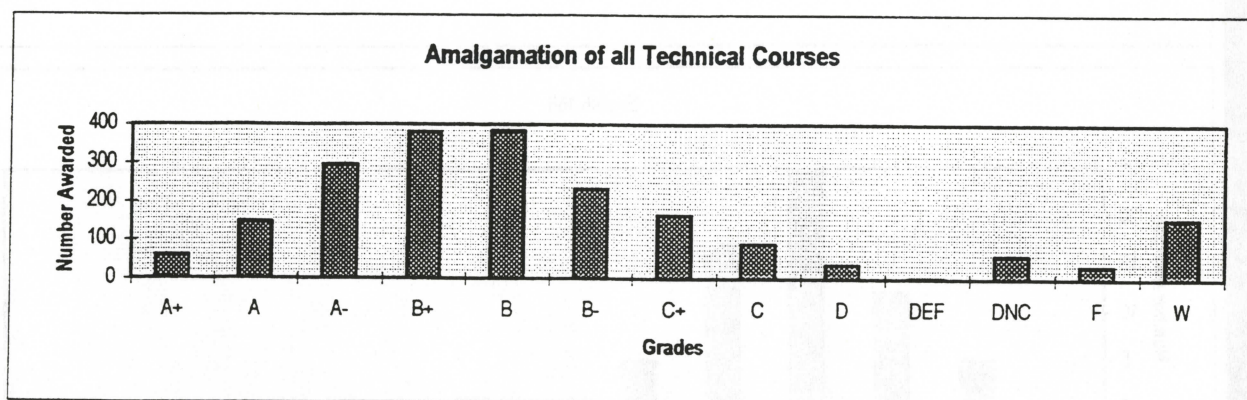
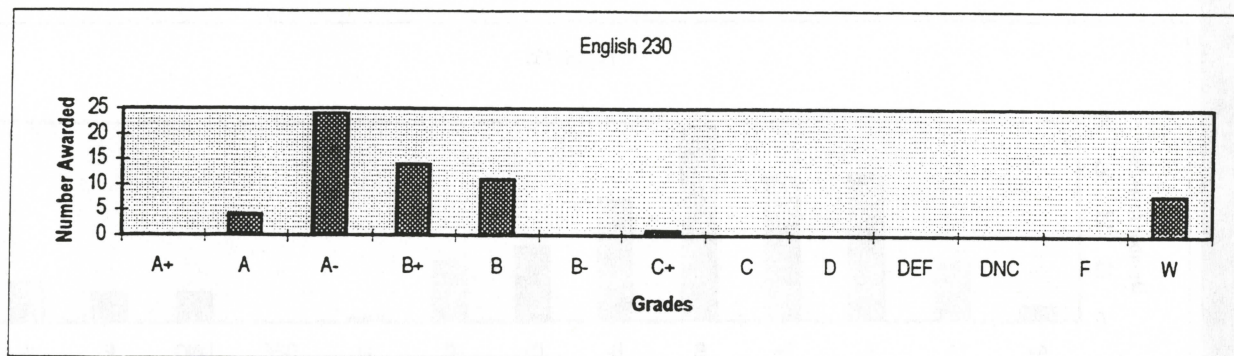
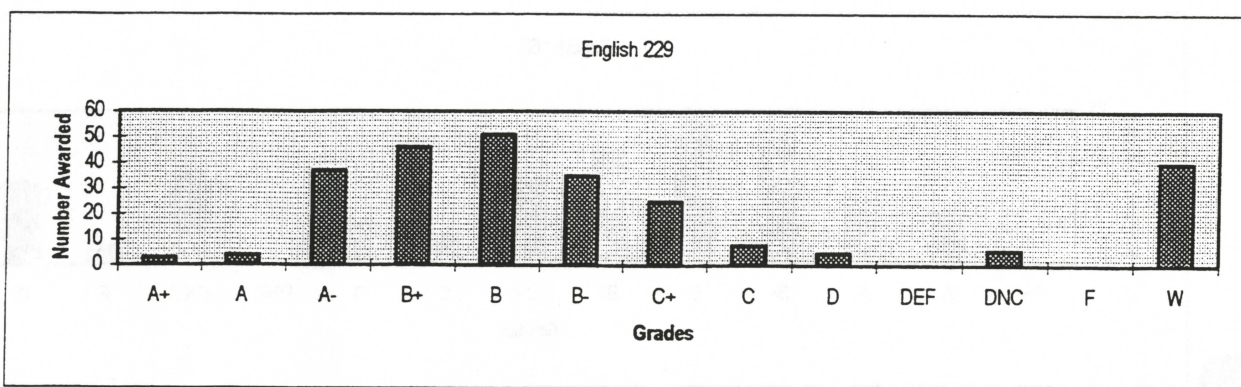










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