

Catherine Zublin  
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April 30, 2016

Dear Catherine:

2015-16 Board of Regents Evaluation Team  
Report from April 12, 2016. The reply was written by me and includes feedback from interested faculty who chose to send via email suggestions about the content of the reply.

This document is organized into four categories and follows page-by-page the feedback above.

#### IV. General Recommendations

##### **Section I. Concerns that the Department can address on its own.**

###### Page 1, Standard A Mission Statement

to the skills mentioned in the mission

--In April 2016 the Department Approved a new Positioning Statement that we can use in 2016-17 to

###### Page 1, Standard B Curriculum

Rethink the structure of the Composition Program, using a more inclusive decision-making process that helps the department recruit majors and at the same time fulfills the general education mission. Though all sections of ENGL 1010 and ENGL 2010 needn't be identical in terms of materials, readings or assignments, the general curriculum should be comparable on campus and in concurrent enrollment whether taught by tenure-

--The department chair will be working with the Interim Director of Composition and the Interim Assistant Director of Composition to better communicate the goals, course structures and service that the Composition program provides to the University.

Consider combining the developmental curriculum and ENGL 1010 into a single 1000-level "stretch" course allowing enthusiastic students to take a sequence of two classes with the same classmates

--Currently, the department is developing a new placement matrix with WSU IR that uses high school GPA and ACT scores to better place students into Developmental courses, ENGL 1010 and ENGL 2010. This process may lead us to benchmark our success rates in the developmental classes with those at other

peer institutions in order to see if our current developmental course structure most effectively serves students. Depending on input from the Developmental faculty, we may want to try an experimental two-semester course sequence to gauge success.





