

Program Review Self Study 2005-2009

English Department

College of Arts and Humanities

Central Washington University

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I. Introduction to Department Programs

A. Department Mission Statement

The English Department is committed to improving our students' writing, reading, analysis, and communication skills, with the larger goal of fostering human, social, cultural, and global understanding. Such understanding is made possible through the shared experience of language, identification, empathy, and beauty available in literary expression. In our major programs and our general education program, we seek to enhance our students' abilities to use language effectively and creatively so that they may reach their full potential both personally and professionally. Our graduate and undergraduate programs provide professional development for students seeking careers as writers, scholars, and educators, and they prepare students for a variety of careers requiring skill with language, such as law, publishing, librarianship, and business. We are committed, as well, to disciplinary, community, and professional enhancement. As part of a regional education center, we provide classes and sponsor literary, artistic, and cultural events that feature our faculty and guest lecturers and artists. Within a friendly, supportive atmosphere, we strive for excellence in our teaching, our curriculum, our professional and artistic productivity, and our professional service work both inside and outside the university.

B. Brief description of department and program contexts including date of last review.

Our department offers two undergraduate majors, one of which has two specializations. We also offer two graduate programs, three minor programs and a certificate program. We currently have seventeen tenured and tenure-track faculty, one phased retiree, three full-time non-tenure-track faculty, and an average of eighteen part-time faculty. Our office staff includes a secretary supervisor, a half-time office assistant, and three student aides.

Undergraduate Majors and Minors

English Language and Literature Major
English: Writing Specialization
English/Language Arts Teaching Major
English Language and Literature Minor
Creative Writing Minor
Linguistics Minor (effective 2010-2011)
Professional Writing Certificate (effective 2009-2010)

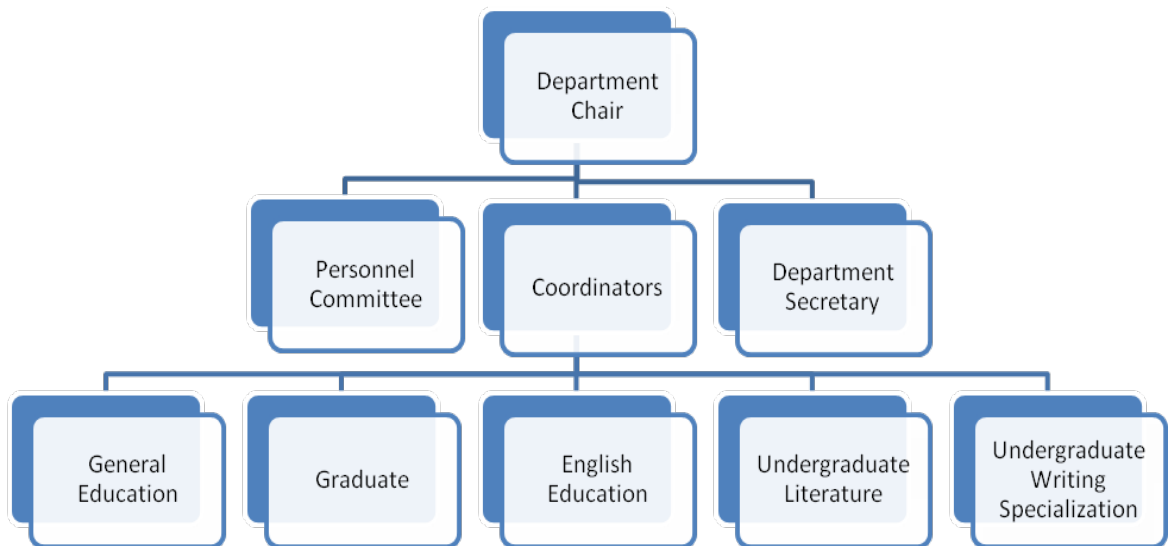
Graduate Programs

M.A. English: Literature
M.A. English: TESOL

Our last program review was in 2004-2005.

C. Departmental Governance System

The department is governed by the Chair in collaboration with elected program coordinators and an elected personnel committee. Personnel committee members act on behalf of the department faculty on all personnel procedures related to annual performance reviews, reappointment, promotion, tenure, and performance adjustment. They also serve as or assign mentors for new faculty members. Program coordinators oversee the general education, undergraduate literature, undergraduate writing specialization, English education, and graduate curricula. They consult with the chair on matters of schedule planning and program assessment. Issues emerge from the program committees and the personnel committee for placement on department meeting agendas by the department chair. We have found that this structure promotes effectiveness, accountability, and maximum involvement in decision-making.



D. Department and Program Goals

See Table 1

Table 1: English Department Assessment Plan: Goals

Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
<i>Goals 1 – 6 are strategic goals. Goals 7 and 8 are student learning goals. Goals 9 - 12 are program-specific goals.</i>						
1. We will establish and maintain recruitment, advising, and achievement recognition activities that will increase the quality and number of majors and the probability of their continuation and success in our programs.	Create and maintain high quality academic programs Improve visibility of the college	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. Goal V: Achieve regional and national prominence for the university.	Number of majors	English Language and Literature Major English Teaching Major	Spring quarter	Growth in number of majors over 2006/2007
2. We will work to involve ourselves through research, performance, presentations, workshops, participation and leadership in professional organizations, and collaboration with colleagues to contribute to disciplinary knowledge and to enrich the learning environment of our students.	Enhance support for faculty research and creative activity. Improve visibility of the college	Goal V: Achieve regional and national prominence for the university.	Annual Activities Report	TT Faculty	Fall quarter	A minimum of 75% of TT faculty will publish, give readings, or present papers at conferences. A minimum of 50% of TT faculty will provide service to professional organizations.
3. We will seek opportunities to extend our expertise and resources to off-campus organizations and communities.	Improve visibility of the college Increase student participation in study-abroad activities and internships	Goal IV: Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses.	Annual Activities Report Number of internships	T & TT Faculty Internship program	Fall quarter Spring	A minimum of 40% of TT faculty will provide expertise or resources to off-campus organizations and communities. 10% of undergraduate English students will complete internships.
4. We will work together--fully and functionally--as a department in which trust and openness are expected and maintained, through which can evolve the kinds of superior work we are capable of, and out of which will emerge our best, our most generous and participatory selves.	Create and maintain high quality academic programs	Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.	Annual Activities Report	TT and FTNTT Faculty	Fall quarter	All TT and FTNTT faculty will serve on at least one department committee. Department will hold monthly meetings.

Table 1: English Department Assessment Plan: Goals

Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
5. We will establish a Department Scholarship Fund	Develop a climate of fundraising	Goal III: Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs.	Fund balance	Funding of Scholarship	Ongoing	Attain self-sustaining fund level of \$10,000 by end of 2009/2010.
6. We will work to convert more NTT quarterly contracts to annual contracts or tenure-track positions, bring composition teaching loads into conformity with MLA and NCTE standards, and provide increased recognition and professional development opportunities for NTT faculty.	Create and maintain high quality academic programs	Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.	Number of annual contracts for NTT	NTT Faculty	Fall	60% of NTT faculty will have annual contracts. Professional development opportunities will be available for all NTT faculty.
7. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society.	Build a more diverse college community. Improve students' knowledge of human cultures and diversity for success in global society Enhance students' civic knowledge and engagement locally and globally for lifelong learning	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.	Senior Survey Meeting with chair Presence of cross-cultural and diversity content in all course strands	Students in Senior Colloquium	Fall, Winter, Spring	Senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in cultural contexts. All students complete required English Studies, Historical, Major Authors, Comparative/Cultural, and Language Strands
8. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Portfolio Senior Survey Meeting with chair Reappointment, Promotion, Post-tenure, NTT review	Students in Senior Colloquium Sample graded papers and course materials	Fall, Winter, Spring Winter, Spring	Senior surveys indicate all students have met program level learning outcomes Satisfaction level above 4 on a 5 point scale for all program outcomes Course materials meet department expectations, learner outcomes

Table 1: English Department Assessment Plan: Goals

Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
9. <i>Graduate:</i> Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills. Improve students' knowledge of human cultures Facilitate integrative learning, disciplinary and interdisciplinary	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Course grades M.A. Exams Theses	All graduate students Students completing comprehensive exams or theses	Ongoing; end of program	Course of study review indicates students have met breadth requirements. Thesis/Exam committees determine that program outcomes for interpretive skills, research, and application of literary theory are met for all graduating students.
10. <i>English/Language Arts Teaching Major:</i> Our teaching programs will provide training and practice in research supported pedagogies and insure that all English Teaching majors meet the expectations for the preparation and endorsement of English/Language Arts teachers established by NCTE/NCATE and the competencies identified in the Washington State Administrative Codes.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Program rubric WEST-E Live Text Portfolio	Students in English teaching courses Students in ENG 488	Pedagogy courses End of program	All graduating English Education majors meet NCTE/NCATE expectations
11. <i>General Education:</i> Our composition curriculum will provide high quality, successful learning opportunities in rhetorical strategies and critical literacy.	Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Syllabus review by General Education Committee Personnel Committee review of papers and course materials.	Course syllabi Faculty teaching General Education Courses	Fall Quarter Promotion, Reappointment, Post-tenure review; Annual Evaluations	All syllabi meet department expectations Assignments, papers, course materials meet department expectations, learner outcomes. (See Appendix A)

Table 1: English Department Assessment Plan: Goals

Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
<p>12. <i>General Education</i>: Our course contributions to the Literary Backgrounds requirement in the CWU general education program will introduce reading and interpretive strategies and encourage imaginative exploration honoring the commonality and diversity of human experience across time and culture.</p>	<p>Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures and diversity for success in a global society. Enhance students' civic knowledge and engagement, locally and globally for responsible citizenship.</p>	<p>Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>Syllabus review by General Education Committee Performance Review</p>	<p>Syllabi, course materials</p>	<p>Fall Promotion, Reappointment, Post-tenure review</p>	<p>All syllabi meet department expectations Assignments, papers, course materials meet department expectations, learner outcomes. (See Appendix A)</p>

E. Results for each department/program goal.

Goal 1. We will establish and maintain recruitment, advising, and achievement recognition activities that will increase the quality and number of majors and the probability of their continuation and success in our programs.

Original Criterion: Growth in number of majors over 2006/2007.

Revised Criterion: Annual growth in number of majors by 10%.

Results: Goal met by original criterion. Average headcounts of department majors for the period under review are below.

	2004-5	2005-6	2006-7	2007-8	2008-9
Undergraduate	112.0	121.6	123.0	127.3	134.3
Graduate	31.0	36.3	29.7	24.7	29.7
Totals	143.0	157.9	152.7	152.0	164.0

Interpretation: At a time when humanities enrollments in general and English enrollments in particular are dropping nationwide, even a small increase is significant. Between 2005-6 and 2007-8, our enrollments remained flat. For 2008-9, however, we saw an overall increase in undergraduate majors. Department tracking indicates that most of the growth can be attributed to our Writing Specialization.

Goal 2. We will work to involve ourselves through research, performance, presentations, workshops, participation and leadership in professional organizations, and collaboration with colleagues to contribute to disciplinary knowledge and to enrich the learning environment of our students.

Criterion: A minimum of 75% of Tenured and Tenure-Track faculty will publish, give readings, or present papers at conferences.

A minimum of 50% of TT faculty will provide service to professional organizations.

Results: Goal partly met. For the three-year period covered by Activities Reports, 78% of faculty either published or presented each year, and 46% provided service to professional organizations. (See Table 5)

Interpretation: Faculty publish, present, or give readings of their creative work regularly. Faculty are active in professional organizations at the state and national level, in editing, and in reviewing manuscripts for journals and publishers.

Goal 3. We will seek opportunities to extend our expertise and resources to off-campus organizations and communities.

Criterion: A minimum of 40% of TT faculty will provide expertise or resources to off-campus organizations and communities.

Results: Goal met. For the three-year period covered by Activities Reports, 44% of faculty provided expertise or resources to off-campus organizations and communities.

Interpretation: Faculty are involved in community and public service at the local, state, and national levels.

Goal 4. We will work together--fully and functionally--as a department in which trust and openness are expected and maintained, though which can evolve the kinds of superior work we are capable of, and out of which will emerge our best, our most generous and participatory selves.

Results: Goal met.

Criterion: All Tenured, Tenure-Track and Full-Time Non-Tenure-Track Faculty will serve on at least one department committee.

Revised Criterion: All Tenured, Tenure-Track and Full-Time Non-Tenure-Track Faculty will serve on at least one department committee. Department meetings will be held monthly during the academic year.

Result: All Tenured, Tenure-Track and Full-Time Non-Tenure-Track Faculty served on at least one department committee each year during the period under review.

Goal 5. We will establish a Department Scholarship Fund.

Results: Goal not met.

Criterion: Attain self-sustaining fund level of \$10,000.

Current Funding: \$ 6,344.25

Interpretation: The process has been slower than we would like. However, one faculty member has offered to donate half of the remaining balance if the department raises the other half. In addition, an alumnus recently offered to fund a \$1,000 scholarship annually to English majors.

Goal 6. We will work to convert more NTT quarterly contracts to annual contracts or tenure-track positions, bring composition teaching loads into conformity with MLA and NCTE standards, and gain recognition of FTNTT scholarship.

Revised Goal 6. We will work to convert NTT quarterly contracts to annual contracts or tenure-track positions, bring composition teaching loads into conformity with MLA and NCTE standards, and provide professional development opportunities for NTT faculty.

Results: Goal met.

Criterion: Increase in number of annual contracts for NTT faculty.

Interpretation:

Four NTT faculty are currently on two year contracts. Three are on an annual contracts, and another will be on an annual contract next year. The stability offered by annual and biannual contracts allows us to develop capable instructors. The department has also established a travel fund for NTT faculty using summer revenues. The travel fund can be used for professional development.

Goal 7. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society.

Criteria: Our senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in multiple cultural contexts. All students complete required English Studies, Historical, Focused Studies, Comparative/Cultural, and Language Strands.

Results: Goal met.

Senior Survey results:

Understand and discuss the relationship of culture to literary expression, critique, and evaluation. 4.21 on a scale of 1 (no opportunity) to 5 (sufficient opportunity)

Write at least one literary essay exploring issues of culture and difference. 4.55 on a scale of 1 (no opportunity) to 5 (sufficient opportunity)

Strand Requirements: Students are required to take two courses in our Comparative/Cultural Strand, including at least one in African-American Literature, Latino/Latina Literature, Asian-American Literature, or American Indian Literature. Students in our Teaching major are required to take one course from this list or a course in Multicultural Literature.

Interpretation: Literature students are required to take at least one course in our Comparative/Cultural strand, which focuses on literature in cultural contexts. Our senior survey asks students to rate the opportunity they had to meet specific outcomes for each strand. The numbers for the Comparative/Cultural Strand are among the highest for the program.

Goal 8. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.

Results: Goal met. See section II G for specific assessments of learning goals.

Goal 9. Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.

Results: Goal met. See section G for specific assessments of learning goals and curricular changes.

Interpretation: A substantial number of the responses to our Alumni Survey came from students currently in doctoral or MFA programs, and their responses provide additional qualitative data and suggestive numerical data, though the sample was too small to be meaningful. Excluding those who marked “Does Not Apply,” 81% of respondents said that the program had adequately prepared them for further graduate study. [Note: we have requested results that disaggregate undergraduate and graduate responses, but have not yet received that data.] Qualitative responses indicate that some students felt underprepared in literary theory, but they noted that they were better prepared than many of their colleagues in their knowledge of literature. For the TESOL program, alumni would like to see additional practicum experiences, including international practica. Some M.A. alumni would also have liked a greater focus on pedagogy.

Goal 10. *English/Language Arts Teaching Major:* Our teaching programs will provide training and practice in research supported pedagogies and insure that all English Teaching majors meet the expectations for the preparation and endorsement of English/Language Arts teachers established by NCTE/NCATE and the competencies identified in the Washington State Administrative Codes.

Results: Goal met. See section G for specific assessments of learning goals and curricular changes.

Interpretation: The alumni survey response rate for English Teaching Majors was very disappointing—only one student responded. No conclusions can be drawn from the results.

Goal 11. General Education: Our composition curriculum will provide high quality, successful learning opportunities in rhetorical strategies and critical literacy.

Criteria: All general education syllabi meet department expectations. Assignments, papers, course materials meet department expectations, learner outcomes.

Results: Goal partly met. All syllabi are reviewed by the department General Education committee each Fall. Course syllabi and individual assignments are also reviewed during personnel reviews.

Interpretation: There is a need for additional training opportunities for NTT faculty, who teach the bulk of the general education courses.

Goal 12. General Education: Our course contributions to the Literary Backgrounds requirement in the CWU general education program will introduce reading and interpretive strategies and encourage imaginative exploration honoring the commonality and diversity of human experience across time and culture.

Criteria: All general education syllabi meet department expectations. Assignments, papers, course materials meet department expectations, learner outcomes.

Results: Goal partly met. All syllabi are reviewed by the department General Education committee each Fall. In a typical year, one or two may not fully meet expectations. Course syllabi and individual assignments are also reviewed during personnel reviews.

Interpretation: In cases where the syllabus does not fully meet with expectations, the instructor may be asked to meet with the chair.

F. Based on the results for each department/program(s) listed above describe:

1. Specific changes to your department as they affect program(s) (e.g., curriculum, teaching methods).
See section II G for specific curricular changes that have been implemented.
2. Specific changes related to the assessment process. See Section II G
3. Provide documentation of continuing program(s) need including reference to the statewide & regional needs assessment

II. Description of degree programs and curricula

A. Degree Programs in Department (Table 2)

Note 1: Our undergraduate programs were revised between 2004 and 2006, so students graduated under new program names. Our TESL/TEFL (Teaching English as a Second Language/Teaching English as a Foreign Language) program was replaced by the TESOL program (Teaching English to Speakers of Other Languages). The TESOL program was on hiatus during the 2007/2008 academic year. Our English Minor was replaced by the English Language and Literature Minor. Our English Teaching Minor was phased out because it no longer leads to an endorsement.

Note 2: Data on the number of students enrolled in the majors had not yet been posted by Institutional Research at the time this Self Study was completed. The data for average headcounts in the undergraduate and graduate programs is included.

Table 2: Department Majors and Minors											
Degree Program	Delivery Location(s)	# Students in Major					# Degrees Awarded				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
English (replaced by Eng Lang & Lit)	Ellensburg						16	24	17	9	1
English Language and Literature (new)	Ellensburg						0	0	2	5	13
Total Language and Literature							16	24	19	14	14
English: Writing Specialization	Ellensburg						0	2	5	1	3
Writing Specialization (new)	Ellensburg						0	0	3	9	11
Total Writing Specialization							0	2	8	10	14
English Teaching (replaced)	Ellensburg						13	7	8	5	5
Language Arts (phased out)							1	2	0	0	0
English/Language Arts Teaching	Ellensburg						0	0	4	6	7
Total Teaching Majors							14	9	12	11	12
Total Undergraduate		112	121.6	123	127.3	134.3	30	35	39	35	40
Graduate Degree Programs	Delivery Location(s)	# Students in Major					# Degrees Awarded				
M.A. Literature	Ellensburg						13	16	10	9	8
M.A. TESL/TEFL (replaced by TESOL)	Ellensburg						1	0	0	1	0
M.A. TESOL (new)	Ellensburg						0	2	7	1	2
Total Graduate		31	36.3	29.7	24.7	29.7	14	18	17	11	10
Minor Programs	Delivery Location(s)	# Students in Minor					#Minors Completed				
	Ellensburg	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Creative Writing Minor	Ellensburg						10	13	13	8	8
English Language and Literature Minor (new)	Ellensburg						0	0	3	5	4
English Minor (replaced)	Ellensburg						8	5	7	0	0
English Teaching Minor (phased out)	Ellensburg						3	0	1	0	0

Total Minors							21	18	25	13	12
Certificate Programs	Delivery Location(s)	# Students in Program					# Cert. Completed				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Professional Writing Certificate (effective 2009/10)	Online, Ellensburg										

B. General Education and Service contributions.

The English Department provides composition, literature, and technical writing courses to a large part of the student body. English 310 is a required course or approved elective for several majors. In addition, English courses are electives or required courses in Film and Video Studies, Africana and Black Studies, American Indian Studies, Latino and Latin American Studies, and Women Studies. The English Department contributes roughly one fourth of the total FTES for the College of Arts and Humanities, and most of that comes from General Education and Service courses.

**Table 3A (Section II, B.)
Courses, Contributions, Locations**

Contributing area	Delivery Location	# Students				
General Education Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
English 101, Comp. I	Ellensburg	1475	1467	1447	1421	1451
English 102, Comp. II	Ellensburg	1470	1591	1648	1562	1578
English 105, Literary Imagination	Ellensburg	685	837	871	910	969
English 110, Black Perf. Culture	Ellensburg					115
English 247, Multicultural Lit.	Ellensburg	99	49	134	110	159
English 347, Global Perspectives on Literature	Ellensburg, Online		23	44	49	77
Service Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
English 310, Technical Writing	Ellensburg, Lynnwood, Des Moines, Online	317	356	310	341	315
Developmental Course						
English 100T, Transitional Eng.	Ellensburg	337	329	356	339	333

C. Required measures of efficiency for the last five years

Table 3b (Section II, C.)
Number of Institutional Staff in Department
Note: Numbers reflect head counts

	# Staff each year				
Degree Program Instructional Staff	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Faculty FTE Tenure Track	16	16	17	18	18

Faculty FTE Non-Tenure Track	20	21	26	25	23
Grad Assist. FTE	15	13	15	10	12

D. Currency of curricula in discipline.

English department faculty maintain currency by participating in a variety of disciplinary conversations through the publication and presentation of scholarship and research; creative productivity and public performance of creative works; participation in institutes, grant-funded projects, workshops and in-service opportunities; membership and leadership in professional associations; service as consultants to and judges of scholarly and creative events and contests; and subscribing to, editing, or reviewing professional publications. Department members regularly attend and contribute to sessions on pedagogy, literature, and language at national conferences including the Modern Language Association, the Associated Departments of English, the Conference on Teaching English to Speakers of Other Languages, and the Conference on College Composition and Communication. New ideas are contributed, through the department’s program committee system, to ongoing monitoring and revision of our program curricula. These forms of professional involvement enrich and inform our students’ classroom success and our own regular discussions of curricular effectiveness and innovation.

It is the responsibility of English department program coordinators and their committees to monitor and manage program quality, currency, and success. All of our programs go through regular updating based on our attentiveness to and participation in discussions of relevant research on the multifocal discipline of English studies.

Our current departmental curricular conversation also addresses currency based on trends in English Studies research and in other programs. Parts of our program may be dated, but the core and strand structure we have been using for more than ten years is only now being adopted by some departments. Changes to required competencies for English Education will require and permit some changes to the curriculum. See Section VIII for a detailed discussion of proposed curricular changes.

E. Effectiveness of instruction

1. Departmental teaching effectiveness

Table 4a: Departmental Teaching Effectiveness									
<i>Department means for teaching effectiveness as reported on SEOIs</i>									
	Fall			Winter			Spring		
	Dept	CAH	Univ	Dept	CAH	Univ	Dept	CAH	Univ
2004-2005	4.35	4.36	4.30	4.44	4.45	4.33	4.39	4.45	4.35
2005-2006	4.36	4.38	4.31	4.27	4.35	4.31	4.38	4.35	4.35
2006-2007	4.27	4.25	4.30	4.32	4.31	4.33	4.33	4.29	4.33
2007-2008	4.23	4.27	4.30	4.29	4.31	4.33	4.53	4.38	4.56
2008-2009	4.68	4.30	4.53	4.30	4.35	4.31	4.44	4.35	4.54

2. *Evidence used to evaluate instruction*

We regularly conduct peer observations or peer evaluations of colleagues' classes. Peer observations provide an opportunity to evaluate classroom instruction, and peer evaluations, which involve an extended conversation with students in a course, allow for context and follow-up questions as a supplement to SEOIs. For personnel reviews, we require sample graded papers showing a range of grades. Since writing instruction is a part of all of our courses, these papers are evaluated for the quality of feedback given to students and for the clear application of grading criteria. Course syllabi and sample teaching materials are evaluated for pedagogical value and for focusing on department and course outcomes. (See Appendix for Department Performance Criteria.)

3. *Instructional Methods*

Faculty in the English department regularly use the following instructional methods:

- Inquiry-based and guided discussions
- Lecture/presentation
- Collaborative learning, research, and presentations
- Peer review
- Writing workshops
- Film and video presentations, including film labs
- Service learning
- Field and practicum experiences
- K12 Collaboration

Most of our classes involve a combination of lecture and class or group discussions and exercises. Many supplement classroom instruction with Blackboard, which may be used for online discussions, peer review, quizzes, and other exercises. Currently, field and practicum experiences are used primarily in English/Language Arts Teaching, the Writing Specialization, and TESOL. Service learning is used in some Writing Specialization and general education courses. Our English Teaching major draws on the expertise of practicing K12 instructors in training and evaluating students.

Graduate: Teaching assistants in our M.A. programs enroll in a two-credit course on Practical Applications in Composition each quarter that they teach. In this course they work on all of the practical aspects of teaching a course, including lesson plans, developing assignments, evaluation, discipline in the classroom, and writing exercises. Second-year TAs make presentations on their teaching experiences. Students in our TESOL program tutor non-native speakers as part of their practicum experience.

Writing Specialization: Creative writing courses make extensive use of workshops and peer review. Students edit the *Manastash Student Literary Journal* and then prepare it for printing, including design and layout. In our Contemporary Writers Colloquium, students work closely with three visiting writers. Visiting writers and editors also make presentations to classes in the Writing Specialization and Language and Literature program.

English/Language Arts Teaching Students have a unique opportunity to work closely with practicing teachers from the Central Washington Writing Project. At the end of their

capstone course, students make presentations that are evaluated by visiting teachers from the Central Washington Writing Project. In the past two years, the practicum experience for students in the program has involved coaching students in sections of our developmental writing classes. Each English Teaching student is assigned a group of ENG 100T students that they meet with at least once a week for individual conferences on assignments.

F. Degree to which distance education technology is used for instruction.

1. ITV has largely been replaced by online instruction. During the five-year period it was used primarily for a service course (English 310, Technical Writing) to extend the class to multiple centers. It has also been used for classes in our M.A. TESOL (Teaching English to Speakers of Other Languages) program, and would be the most effective way of extending that program to Westside centers because the curriculum requires extensive verbal and visual interaction between instructors and students. However, the workload structure for ITV has made this impractical. Recently, ITV has been used only for a summer section of English 310 offered in Des Moines and Lynnwood.

2. Online instruction is now used extensively to reach students at the centers and for summer classes. We have used it primarily our service course, English 310, but have also used it for general education literature and majors courses. Currently, seven of our fourteen yearly sections of English 310 are offered online. We offer at least one online section each year of English 347, an upper-division general education course designed for BAS programs. Because online instruction requires students to be self-directed, it has proven most effective for students in upper-division courses. It has been used successfully for creative writing as well as technical writing courses, and our eventual goal is to offer online sections of all of our Writing Specialization courses.

In addition to Blackboard technology, faculty in the department also use video and audio podcasts, Skype, and online meeting software to provide more interaction with students. Last year, one literature course was offered as a hybrid classroom/online section. Students in the classroom section interacted with students in the online section

In conjunction with the Communications Department, we have created a Professional Writing Certificate that will be offered online. It consists of two English courses and two Communications courses. Online courses for the certificate program will be offered through Continuing Education beginning Winter quarter 2010.

G. Assessment of programs and student learning

1. *See Table IV*

Table 4: Department Assessment Plan: Student Learning Outcomes

Student Learning Outcomes	Related Program / Departmental Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Standard of Mastery / Criterion of Achievement
1. Students will understand and be able to articulate orally and in writing how literature is contextualized historically.	8. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society. 9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field. 3. Facilitate disciplinary and interdisciplinary integrative learning for creative inquiry. 4. Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers from Historical Survey Strand	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in a historical context. 90% of sample papers from Historical Strand will score at least "Meets Expectations" in contextualizing literature historically.
2. Students will be able to identify the characteristic themes, techniques, and conventions of a series of texts focused by theme, author, theoretical approach, or social and historical context.	8. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society. 9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 4. Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers from Major Authors Strand	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to discuss and write essays on focused literary topics. 90% of sample papers from Focused Studies Strand will score at least "Meets Expectations" in studying literature in a focused context.

Student Learning Outcomes	Related Program / Departmental Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Standard of Mastery / Criterion of Achievement
3. Students will demonstrate knowledge of the range of literary perspectives, conventions, and forms.	8. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society. 9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 4. Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers from Genre courses	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to recognize and analyze a variety of literary genres, perspectives, and conventions. 90% of sample papers from Genre strand will score at least "Meets Expectations" in formal and stylistic analysis.
4. Students will understand and be able to articulate orally and in writing how literature is contextualized culturally.	8. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society. 9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 2. Improve students' knowledge of human cultures and diversity for success in a global society. 4. Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers from Comparative/ Cultural Studies Strand	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in cultural contexts. 90% of sample papers from Comparative/ Cultural Studies Strand will score at least "Meets Expectations" in contextualizing literature culturally.

Student Learning Outcomes	Related Program / Departmental Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Standard of Mastery / Criterion of Achievement
5. Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles.	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	4. Develop students' intellectual and practical skills for lifelong learning. 5. Enhance students' civic knowledge and engagement locally and globally for responsible citizenship.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to compose works in a variety of genres. 90% of sample portfolios will score at least "Meets Expectations" for specific writing competencies including development of ideas, style, and mastery of conventions.
6. Students will demonstrate knowledge of literary critical theories.	8. We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society. 9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 2. Improve students' knowledge of human cultures 4. Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to compose works in a variety of genres. 90% of sample portfolios will score at least "Meets Expectations" for formulating analytical questions and incorporating theoretical assumptions.
7. Students will demonstrate proficiency in research methodologies	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 4. Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample research papers from portfolios	End of Program Winter, Spring	Senior survey indicates that all students have had the opportunity to demonstrate proficiency in the use of literary research techniques. 90% of sample portfolios will score at least "Meets Expectations" for the use of literary research techniques.

Student Learning Outcomes	Related Program / Departmental Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Standard of Mastery / Criterion of Achievement
8. Students will demonstrate a functional knowledge of grammar and linguistics	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 4. Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Editing test Senior Survey Meeting with chair Assessment of sample portfolios	Senior Colloquium Sample portfolio papers from the Language Strand Sample portfolios	EOP	80% of graduating students obtain a score of 80% or higher on editing test Senior survey indicates that all students have had the opportunity to recognize and apply linguistic terms and concepts and to use their knowledge of grammar to revise and edit their own writing and the writing of others. 90% of sample papers from the Language Strand will score at least "Meets Expectations" for the use of linguistic terms and concepts. All sample portfolios will score at least "Meets Expectations" for effective editing and mastery of conventions.
9. Students will develop a personal and professional appreciation for literary culture.	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	3. Facilitate disciplinary and interdisciplinary integrative learning for creative inquiry. 4. Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus	Senior Survey Exit interview with chair			80% of students will attend at least one department-sponsored activity.
Writing Specialization							

Student Learning Outcomes	Related Program / Departmental Goals	Related College Goals	Related University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Standard of Mastery / Criterion of Achievement
10. Students will apply knowledge of writing in a professional setting	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	1. Ensure that students develop disciplinary-specific competencies for success in their field 4. Develop students' intellectual and practical skills for lifelong learning. 5. Enhance students' civic knowledge and engagement locally and globally for responsible citizenship.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Course grade for Practicum	Students in Practicum	Practicum	90% of Writing Specialization students will successfully complete a practicum

English/Language Arts Teaching Major							
11. Students will demonstrate their understanding of the relationship between English studies and educational principals and practices by designing and presenting age-appropriate and pedagogically sound applications of language and literature.	Our teaching programs will provide training and practice in research-supported pedagogies and insure that all English Teaching majors meet the expectations for the preparation and endorsement of English/Language Arts teachers established by NCTE/NCATE and the competencies identified in the Washington State Administrative Codes.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Assessment and Standards Matrix for Endorsement PRAXIS II Live Text Portfolio	Students in ENG 488 Senior Colloquium	Fall, Winter, Spring	Assessment matrix indicates that all graduating students have successfully completed coursework meeting CTL and State certification requirements All graduating students will pass English Content Knowledge section of PRAXIS II 90% of sample assignments from the Pedagogy Strand will score at least "Meets Expectations" for appropriate and pedagogically sound applications of language and literature.
Graduate Program: Literature							
12. Students will read and interpret American, British, and World literatures in English.	10. Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Course Grades Exams Thesis	Students in Courses Students completing Exam option	Quarterly in courses Fall, Winter, Spring	All graduating students will maintain a minimum 3.0 GPA for graduate coursework. All graduating students score at least a "Pass" on exams for scope of reading and interpretive skills. All graduating students score at least a "Pass" on Thesis for scope of reading and interpretive skills.

<p>13. Students will describe and apply various literary critical theories and strategies.</p>	<p>10. Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.</p>	<p>Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures</p>	<p>Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>Course grades Exams Thesis</p>	<p>Graduate coursework Students completing Exam option Students completing Thesis option</p>	<p>Quarterly in courses Fall, Winter, Spring</p>	<p>All graduating students will maintain a minimum 3.0 GPA for graduate coursework All graduating students score at least a "Pass" on exams for knowledge and application of literary theory. All graduating students score at least a "Pass" on Thesis for knowledge and application of literary theory .</p>
<p>14. Students will demonstrate their knowledge of scholarly research practices appropriate to the discipline of English literary studies.</p>	<p>10. Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.</p>	<p>Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures</p>	<p>Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>Course grade Thesis</p>	<p>ENG 512 Students completing program</p>	<p>Fall Fall, Winter, Spring</p>	<p>All graduating students will complete a methods course. All graduating students score at least a "Pass" on Thesis for the use of literary research techniques.</p>
<p>15. Students will demonstrate their commitment to professional development.</p>	<p>10. Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.</p>	<p>Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning.</p>	<p>Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>Number of professional development activities</p>	<p>Conference papers, publications, awards</p>	<p>Fall Winter Spring</p>	<p>15% of active students will present, publish, or receive awards</p>

Graduate Program: TESOL							
1. Students will demonstrate their knowledge of subsentential, sentential, and suprasentential levels of language	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Develop students' intellectual and practical skills.	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Academic Papers Thesis	Students in Courses Students completing program	All Courses End of Program	Maintain a minimum B average Thesis/Exam committees determine objective is met, report to Grad. Committee
2. Students will demonstrate their knowledge of pedagogical strategies and methods appropriate for second-language speakers	9. Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Ensure that students develop disciplinary-specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning. Improve students' knowledge of human cultures	Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Evaluation Rubric	Practicum	End of Program	Students meet practicum outcomes

2. *Assessment Reports for 2008, 2009*

Academic Year of Report: 2008-2009

College: Arts and Humanities

Department: English

Program: Language and Literature Major

1. What student learning outcomes were addressed?

Outcome 5. Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles. This outcome is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus.” It is related to two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 8, which is to offer “programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society” and Department Goal 9, which is to “provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.”

This goal was chosen because student interest in writing is increasing.

Outcome 8. *Students will demonstrate a functional knowledge of grammar and linguistics.* This outcome is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus.” It is related to two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 8, which is to offer “programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society” and Department Goal 9, which is to “provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.”

This goal was included because previous assessments have indicated that students have not mastered editing skills at the level we would expect and because our criterion for achievement was not met in last year's assessment.

Outcome 9. *Students will develop a personal and professional appreciation for literary culture.* This outcome is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus”; it is related more specifically to the subsidiary goal to “increase opportunities for and encourage greater student participation in extracurricular and co-curricular activities.” It is related to the CAH Goal 4, which is to “develop students' intellectual and practical skills for lifelong learning.”

This is a new attitudinal outcome. Since development of the Lion Rock Visiting Writers Series has been a priority, we are interested in measuring student participation in Lion Rock and other extracurricular activities related to writing and literature such as author

appearances and plays. For our Writing Specialization students in particular, it is not simply a personal attitude, but a professional disposition in that readings, addresses, and performances bring them into the community of readers and writers.

2. How were they assessed?

Outcome 5. The outcome that “students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles” was assessed using our Senior Portfolio. The Senior Portfolio consist of three course papers or creative works chosen by students that are revised extensively during the senior colloquium. Student portfolios were assessed using a rubric that evaluates eight criteria on a scale of 1 to 6. Our criterion of achievement is that 90% of portfolios will score at least "Meets Expectations" for specific writing competencies including development of ideas, style, and mastery of conventions. In addition, our Senior Survey asks students to rate on a scale of 1 to 5 whether they had sufficient opportunity to meet this outcome during the program. Our criterion for achievement was a minimum of 4.0.

Outcome 8. The outcome that “students will demonstrate a functional knowledge of grammar and linguistics” was evaluated using two indirect assessments and one direct assessment. First, a Senior Survey was distributed to students in our capstone course, ENG 489 (Fall, Winter, and Spring). They were asked to evaluate three course outcomes relating to grammar and linguistics on a scale of 1 to 5, 1 indicating no opportunity to meet the outcome and 5 indicating sufficient opportunity. Our criterion of achievement was to have an average of at least 4.0 on this five-point scale. Second, each student took an editing test in the Senior Colloquium. Our criterion of achievement was that 80% of students would score at least 80% on an editing diagnostic. Since some changes were made in the diagnostic, only the numbers for Spring Quarter were used for assessment (Spring enrollments were also substantially higher than for Fall and Winter Quarters). Finally, the Department Chair conducted an interview with each of the ENG 489 sections (Fall, Winter, Spring) in order to obtain qualitative information about student satisfaction with the program.

Outcome 9. The outcome that “students will develop a *personal and professional appreciation for literary culture*” was measured indirectly using two instruments. Both asked about student involvement in extracurricular events sponsored by the department. The Senior Survey asks how frequently students attend these events, and a question was added to the chair’s Exit Interview asking how many students had attended at least one Lion Rock reading or department-sponsored activity. The criterion of achievement was that 80% of students would attend at least one department-sponsored event.

3. What was learned?

Outcome 5. *Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles.*

Portfolio: Out of 33 portfolios, 29 fully met the criteria (88%). It should be noted, however, that in all four portfolios that did not score 3 and above for all criteria, students did not complete final edits and thus did not meet the criterion for use of conventions. All other criteria, including were met.

Senior Survey: The average score for this outcome was 4.64, continuing an upward trend since 2004.

Conclusion: Criterion substantially met. Although the percentage was slightly below our criterion of achievement (90%), all portfolios received at least a 3 on all criteria except for mastery of conventions. These include focus, organization, development of ideas, and expression.

Outcome 8. Students will demonstrate a functional knowledge of grammar and linguistics.

Senior Survey

Editing Diagnostic: Out of 22 students, only 11 scored 80% or above.

Exit interview

Students were very positive about the grammar instruction that they received in ENG 320 (English Grammar) and in the grammar review in the senior colloquium, but would like to see more grammar instruction. Currently, students are required to take four credits of ENG 320. Some would like to see the material covered in more depth over two quarters, or to have the opportunity to repeat 320 for credit. They were less positive about the linguistics course (ENG 304) as they felt that it tried to cover too much territory.

Conclusion: Criterion not met.

9. Students will develop a personal and professional appreciation for literary culture.

Exit interview

Out of 20 students responding, 74% indicated that they had attended at least one Lion Rock reading. 81% attended at least one department-sponsored event. Some students said that they only attended for course credit. Others would like to see more participatory events.

Senior Survey

Senior Survey results for Spring Quarter were not available for this report, but the Fall Quarter and Winter Quarter surveys indicated that the results were substantially similar to past surveys. The sample size (11 students responding) was too small to indicate any significant differences.

	Frequently Attend	Occasionally Attend	Rarely Attend
2008-2009	9%	36%	55%
2004-2007	15%	35%	50%

Conclusion: Criterion met.

4. What will the department or program do as a result of that information (feedback/program improvement)?

This assessment report will be distributed to department faculty and discussed at the first department meeting for Fall 2009. If an action plan is needed, it will be assigned to the appropriate committee. Department actions taken this year or planned for next year are described below. For outcome 9 in particular, we will have continued committee-level and department-level discussions as we implement changes and begin to assess results.

Outcome 5. *Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles.*

Since the only significant shortcoming was in the use of conventions, that is the only area that needs to be addressed at this time. Conventions include grammar, formatting, and use of MLA style, and they can be addressed by the measures described below for Outcome 8.

Outcome 8. *Students will demonstrate a functional knowledge of grammar and linguistics.*

Based on assessment data from previous years that is confirmed by this year's data, we created an ad hoc committee to discuss possible program-level changes. It is clear that one course in grammar is not sufficient and that a program-wide focus on sentence-level writing skills may be necessary. The committee recommended the following, which will be in place for Fall 2009:

- We will administer a diagnostic test to students entering the program. This will give us a baseline against which to compare the editing test administered at the end of the program. Students will be informed of the level of proficiency that will be required by the end of the program.
- On the basis of this diagnostic test, students will create self-study error logs.
- We will provide links on our department website, in the Undergraduate Major Handbook, and on syllabi to credible online grammar and usage sites.
- We will align the syllabi for ENG 320 to use consistent grammar terminology and to focus on grammar in the writing process.

The committee also recommended additional measures for individual instructors:

- Institute "minimal marking" in upper division classes to call students' attention to patterns of error.
- As a way to encourage an awareness of grammar and usage as tools, before a student's essay grade is officially recorded, have them revise key marked sentences for clarity, cohesion, and correctness.
- In response to Senior Survey and Exit Interview suggestions from students, we have created layered sections at the 400-level of graduate-level grammar and linguistics courses. We will also be offering History of the English Language as an alternative to English Linguistics.

Outcome 9. We will follow student suggestions to publicize events earlier. In our review of the assessment report, we will also discuss student suggestions for other events at the committee level and at the department level.

5. How did the department or program make use of the feedback from last year's assessment?

We addressed two areas of concern based on last year's assessment data and added a new attitudinal outcome. The first, which involves the department's Learning Outcome #3, is discussed below. The second, involving Learning Outcome #8, and specifically students' editing skills, is an ongoing concern discussed in the previous section. We did implement one change for 2007-2008, which is discussed below.

Outcome 3. Students will be able to discuss in depth the stylistic, biographical, and critical aspects of a single author's collective work revised to Students will be able to identify the characteristic themes, techniques, and conventions of a series of texts focused by theme, author, theoretical approach, or social and historical context.

Based on data from last year's assessment and from previous years, we made revisions to major requirements and to three courses. After the assessment report was presented to faculty at the beginning of Fall quarter, an ad hoc committee was formed to propose changes to the curriculum. Since any changes would also affect our graduate program, representatives from both the graduate and undergraduate committees were included.

An explanation of our major requirements may be helpful. In addition to a core curriculum, English Language and Literature students are required to select courses from six different strands, each of which relates to a program-level outcome. Three courses were included in the Major Literary Figures strand: Studies in Major English Authors, Studies in Major American Authors, and Studies in Major World Writers. These 400-level courses have typically been offered as layered courses or parallel courses with graduate courses. Since the M.A. Literature outcomes call for a broad knowledge of the English, American, and World traditions, major authors courses were not as effective as thematically- or historically- focused syllabi.

Following the recommendations of the ad hoc committee, we changed the titles and outcomes of courses in the strand. They are now Focused Studies in English Literature, Focused Studies in American Literature, and Focused Studies in World Literature. We also added course outcomes related to research and the application of literary theory since these courses involve research projects. During the 2009-2010 academic year, we will evaluate sample papers from this strand using a rubric for program-level outcomes.

Outcome 8. Since it was not clear whether the results of the editing test adequately reflected student skills, we made revisions to the test. The test asks students to identify errors in sentences taken from student papers and to edit them for correctness. Students have considerable difficulty in identifying errors or distinguishing them from stylistic faults, so we chose new sample sentences and allowed students to consult a handbook. The results were not significantly different.

Academic Year of Report: 2008-2009

College: Arts and Humanities

Department: English

Program: English/Language Arts Teaching Major

Note: As most of the courses in this major are shared with the English Language and Literature Major, there are also shared outcomes addressed in the English Language and Literature report. This report assesses the program outcome specific to the teaching major.

I. What student learning outcomes were addressed?

1. Students will demonstrate their understanding of the relationship between English studies and educational principals and practices by designing and presenting age-appropriate and pedagogically sound applications of language and literature. This goal is related to CWU Goal 1, which is to "maintain and strengthen an outstanding academic and student life on the Ellensburg campus." It is related to the CAH goal to "[e]nsure that students develop disciplinary specific competencies for success in their field" and to the department goal that "[o]ur teaching programs will provide training and practice in

research-supported pedagogies and insure that all English Teaching majors meet the expectations for the preparation and endorsement of English/Language Arts teachers established by NCTE/NCATE and the competencies identified in the Washington State Administrative Codes.

II. How were they assessed?

Assessment of student performance in the English/Language Arts Teaching Program is substantively course-based. Selected course assignment rubrics are aligned with state competencies. Students are responsible for posting these assignments to the LiveText environment for assessment by program faculty. A comprehensive unit plan is constructed in the capstone course, ENG 488, and is also posted to LiveText. Finally, students present lesson plan demonstrations to a panel of professional secondary educators and are evaluated for content, delivery, and professionalism. Data from the assessment of these key assignments and experiences are collected to assess patterns of strength and weakness related to course instruction as well as to review assumptions about prior learning.

Student perceptions are gathered through Student Evaluations of Instruction and analyzed for patterns of student satisfaction and dissatisfaction with course delivery. In addition, the department chair conducts quarterly interviews in the context of the senior seminar and composes a summary of program strengths and weaknesses for consideration by the faculty. The department chair is also responsible for maintaining records of formal complaints and for facilitating resolutions.

As a part of annual review, the program faculty discuss all data related to performance and perception and make a program improvement plan. Changes may be suggested related to course requirements, course structures, assignments, practica, assessment, and advising. Recommendations for improvement may also relate to the intersection of Professional Sequence courses and content-area methods courses. All changes must be approved by the English/Language Arts Program Committee, the English Department, and the Center for Teaching and Learning.

Note: For the purpose of this Assessment Report, data from Live Text, the rate for passing the WEST E, and the Exit interview were considered.

III. What was learned?

Live Text portfolio:

Pedagogical Content Knowledge and Skills: Acceptable levels of performance in all skills other than constructing content knowledge outcomes, integrating language conventions into instruction, scaffolding writing instruction and providing writing rubrics prior to writing. Curricular changes to strengthen student writing process knowledge and knowledge of language conventions including functional grammar are in process.

Professional and Pedagogical Knowledge and Skills: Acceptable levels of performance except in attentiveness to constructing content area objectives and relevant assessments. Curricular changes to introduce the concepts of the assessment loop and planning for assessment earlier in the Professional Sequence so that these will be in place for application in the methods courses.

Student learning: A newly implemented practicum opportunity for teacher candidates to work with developing writers has resulted in improvements both in the candidates' facility with and knowledge of language conventions and the developmental writers' performance.

WEST E:

We are gratified to see that our WEST-E pass rate increased by 11% between 2005-06 and 2006-07; pass rates stayed stable at 94% in 2007-08. We welcome the 2009 revision of the professional exit exam from the Praxis II to a criterion-referenced test based on state standards and hope to see a pass rate of 95% or higher with the revised test.

Exit Interview:

Students were on the whole very satisfied with the English Education courses and felt that the courses prepared them well for teaching. One concern was that they would like to see more courses related specifically to teaching English, including courses earlier in the program. They would also like to see content-area courses in the Professional Education sequence replaced by courses in the English Department because they felt that the existing Education courses do not prepare them well for secondary teaching. Some were unaware that a special section of ENG 247, Multicultural Literature, had been created for teaching majors. Another concern was that some students would like to see more advising opportunities.

IV. What will the department or program do as a result of that information?

The English Education committee, which comprises faculty teaching pedagogical courses in the English/Language Arts Teaching program, is developing curricular changes that address specific concerns raised by the Live Text portfolio. These include strengthening student knowledge of the writing process, strengthening mastery of writing conventions, and an earlier introduction of the assessment loop concept. Department-wide plans for strengthening mastery of writing conventions are described in the English Language and Literature Assessment Report.

Pending department and curriculum committee approval, the section of ENG 247 (Multicultural Literature) created for teaching majors will receive its own course number.

V. How did the department or program make use of the feedback from last year's assessment?

Ongoing efforts have been made to align our curriculum with the NCATE standard and Washington state competencies. As the introduction of new courses is difficult in the current budget climate, we have focused curricular changes on existing courses.

Academic Year of Report: 2008-2009

College: Arts and Humanities

Department: English

Program: M.A. English Literature

I. What student learning outcomes were addressed?

Outcome 12. *Students will read and interpret American, British, and World literatures in English.* This goal is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus.” It is related to two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 10: Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.

We chose this outcome because it is central to our program. We are looking specifically at the exam option because it is relatively new in its present form.

Outcome 15. *Students will demonstrate their commitment to professional development.* This goal is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus.” It is related to two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 10: Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.

II. How were they assessed?

Outcome 12. *Students will read and interpret American, British, and World literatures in English.* This outcome is addressed at the course level in that all students are required to pass a minimum of one course each in American, British, and World literatures. This year, we looked at one specific form of assessment, the exam option. Committees used a rubric to evaluate exams for understanding of texts and contexts, ability to synthesize readings, and clarity and focus of writing. The first two are specifically relevant to Outcome 12.

Outcome 15. *Students will demonstrate their commitment to professional development.* We assessed this outcome by measuring student participation in professional development activities such as SOURCE, academic conferences, publications, and awards. Active graduate students for 2008/2009 were assessed in Fall, Winter, and Spring. Our criterion for achievement is that a minimum of 15% of active students will present, publish, or receive awards.

III. What was learned?

Outcome 12. Students will read and interpret American, British, and World literatures in English.

Fewer students chose the exam option than we expected. Students have an opportunity to rewrite questions that they did not pass on the first attempt. Out of four students taking exams this year, none passed all questions on the first try. As they have not completed their rewrites at the time of this writing, specific data from the rubric evaluations is not yet available.

Conclusion: Inconclusive. However, the fact that none of the students have passed all questions on the first try is troubling.

Outcome 15. Students will demonstrate their commitment to professional development.

39% of graduate Literature students participated in professional development activities, well above our criterion of 15%. The breakdown is as follows:

SOURCE: Seven students presented a total of nine papers or creative works.

Conference Papers: Three students presented at extra-local conferences.

Awards: One student received a College of Arts and Humanities Graduate Student Artistic Achievement Award for 2009.

IV. What will the department or program do as a result of that information?

This assessment report will be presented to the department at the first department meeting of 2009-10. The department graduate committee will be tasked with addressing any concerns, and their recommendations will be presented to the department for a vote.

Outcome 12. *Students will read and interpret American, British, and World literatures in English.* Although the data is incomplete, the fact that none of the students passed all questions on the first try strongly suggests a need for changes. The full data will be available before the first department meeting. At a minimum, changes to the way that students prepare for the exams seem warranted. Next year, we will be evaluating theses and projects as well, and will have an opportunity to compare the performances of students taking each of the three options.

Outcome 15. *Students will demonstrate their commitment to professional development.* Since student activities have exceeded the criterion for achievement both years we have measured this outcome, and exceeded it substantially this year, we may need to raise the bar.

V. How did the department or program make use of the feedback from last year's assessment?

Last year's assessment of Outcome 15 did not indicate a need for change. However, previous assessments have indicated that the focus on major authors in our layered 400/500 level seminars did not give students enough breadth in the fields of American, British, and World literature. These courses have been changed to allow a broader thematic or historical focus.

Academic Year of Report: 2008-2009

College: Arts and Humanities

Department: English

Program: M.A. TESOL

I. What student learning outcomes were addressed?

2. *Students will demonstrate their knowledge of pedagogical strategies and methods appropriate for second-language speakers.* This goal is related to CWU Goal 1, which is to "maintain and strengthen an outstanding academic and student life on the Ellensburg campus." It is related to two CAH goals: "Ensure that students develop disciplinary specific competencies for success in their field." It is related to Department Goal 10: Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.

We chose this outcome because it provides an overall assessment of student mastery of theory and practice.

II. How were they assessed?

During the practicum, students observe, coach, and teach ESL classes in the UESL program, at Yakima Valley Community College, or in other appropriate placements. Students are evaluated in their placements using a rubric that assesses 14 measures of teaching effectiveness, application of pedagogical theory, and dispositions. The criterion for achievement is that all students will receive a minimum average of 3 on a 5-point scale.

III. What was learned?

Five students were assessed in this year's practicum. All exceeded 3 on a 5-point scale and averaged well above 4.

Conclusion: Criterion met.

IV. What will the department or program do as a result of that information?

This assessment report will be distributed to department faculty and discussed at the first department meeting for Fall 2009.

As this practicum was very successful and compares favorably with previous practica, TESOL faculty will discuss how to apply what was learned to future practica.

V. How did the department or program make use of the feedback from last year's assessment?

As the M.A. TESOL program was on hiatus last year, no assessment was conducted. However, changes have been made to the program this year to ensure that it can be delivered efficiently and that students can complete the program in a timely manner. Since few of our TESOL graduates go on to Ph.D. programs, we will be offering an exam option and requiring a minimum GPA of 3.75 for the thesis option. For most students, the exam is a more appropriate form of assessment, and it will facilitate timely completion of the degree. The exam will figure prominently in our assessment.

III. Faculty

A. Faculty Profile (See also Table 5)

Professors:

Laila Abdalla, English Medieval and Renaissance Literature
Liahna Armstrong, American Literature, Film
Patsy Callaghan, Rhetoric, World Literature, English Education
Toni Culjak, American, World, and Multicultural Literature, Film
Bobby Cummings, Rhetoric, English Education
Loretta Gray, Linguistics, TESOL, Composition
Charles Xingzhong Li, Linguistics, TESOL
Terry Martin, English Education, Women's Literature
Steven Olson, American Literature, Film
Paulus Pimomo, British Literature, Multicultural Literature, Postcolonial Studies
Joseph Powell, Creative Writing, Modern Poetry
Sura Rath, American Literature, World Literature, Literary Theory
Christine Sutphin, Victorian Literature, British Novel, Women's Literature

Associate Professors:

George Drake, British Literature, British Novel, Literary Theory
Christopher Schedler, American Literature, Multicultural Literature, Film
Katharine Whitcomb, Creative Writing, Poetry

Assistant Professors:

Karen Gookin (Full-time, non-tenure track), General Education, Cornerstone
Virginia Mack (Full-time, non-tenure track), General Education, British Literature
Lisa Norris, Creative Writing, Technical Writing

Active Emeritus:

Philip Garrison, Creative Non-fiction, World Literature
Gerald Stacy, British Literature, Humanities

1. *Copies of all faculty vitae. (See Appendix)*
2. *Faculty awards for distinction: instruction, scholarship, and service, 2004-2009*

Awards for Instruction

Karen Gookin	CAH Outstanding Non-tenure Track Teaching Award, 2008
Gerald Stacy	CWU Distinguished Teaching Award, 2007
Christopher Schedler	CWU Alumni Excellence in Teaching Award, 2005 Sphere of Distinction Course Development Grant, 2006 CAH Summer Teaching Grant Award, 2008 CAH Outstanding Faculty Teaching Award, 2009
Ruthi Erdman	CAH Outstanding Non-tenure Track Teaching Award, 2009

Awards for Scholarship

Loretta Gray	New England Book Show Award: College Division, 2008 Faculty Research Appointment, CWU, 2009
Terry Martin	Hedgebrook Writing Residency, 2006 1st Place, Allied Arts Poetry Contest, 2009
Lisa Norris	CAH Summer Scholarship/Creativity Grant Award, 2008
Joseph Powell	Artist Trust GAP Grant Award, 2005 Victor J. Emmett, Jr., Memorial Award for essay in <i>The Midwest Quarterly</i> , 2007 Finalist, 2008 Washington State Book Awards Faculty Research Appointment, CWU, 2009 CWU Artistic Accomplishment Award, 2009 NEA Poetry Fellowship, 2009
Katharine Whitcomb	Floating Bridge Press Chapbook Prize, 2009

Awards for Service

George Drake	CAH Distinguished Chair Award, 2009
Christine Sutphin	Theatre Arts Service Award, 2005

B. Include in appendices performance standards by department, college and university.

See Appendix

Table 5 (Section III): Tenured and Tenure-track Faculty Profile

Note: This table lists the number of faculty completing each activity, not the total number of activities

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		5-yr total	Annual avg	% of faculty
	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty			
* Scholarship Measures: (Use categories applicable to your departmental & college criteria)													
Scholarly Book, Creative Book, or Textbook	2	13%			3	18%	2	11%	5	28%			
Peer-reviewed articles and book chapters	2	13%			4	24%	3	17%	1	6%			
Creative Works	3	20%	3	20%	3	18%	3	17%	8	44%			
Conference Presentations	4	17%	4	17%	9	53%	7	38%	2	11%			
Readings of Creative Works	3	20%	2	13%	2	12%	3	17%	2	11%			
Other Publications	3	20%	1	7%	3	18%	1	6%					
* Grants: (Use categories applicable to your departmental & college criteria)													
External - Funded	2	13%	2	13%	2	12%	2	11%	3	17%			
Unfunded							1	6%	1	6%			
Internal			2	13%	2	12%	2	11%	4	22%			
Funded / Unfunded			1	7%	1	6%	2	11%	1	6%			
* Service measures: (Use categories applicable to your departmental & college criteria)													
CWU Committees	12	80%	13	87%	15	88%	17	94%	17	94%			
Chair/Program Director/Dept. Coordinator	5	33%	6	40%	8	47%	9	50%	9	50%			
State Committees	4	27%	3	20%	3	18%	3	17%	4	22%			
Leadership & Service - Professional Organizations	4	27%	2	13%	2	12%	3	17%	4	22%			
Community Service	5	33%	3	20%	6	35%	5	28%	6	33%			
Editorial Work	6	40%	5	33%	5	29%	4	22%	5	28%			
* Faculty Mentored Research: (Use categories applicable to your departmental & college criteria)													
Undergrad projects / SOURCE	5	33%	3	20%	3	18%	4	22%	6	33%			
Graduate Committees – Supervising thesis/projects	5	31%	8	50%	7	41%	8	44%	5	28%			
Graduate Committees – Participation thesis/projects	5	31%	6	38%	5	29%	22	61%	9	50%			
Club Advisor	1	7%	2	13%	1	6%	1	6%	1	6%			
Graduate Conference Papers/SOURCE													

IV. Students – For five years

A. Student Accomplishments

	2004-5	2005-6	2006-7	2007-8	2008-9
SOURCE Presentations	7	7	15	12	13
Conference Presentations (Regional and National)	4	5		1	3
Creative Publications				1	
Scholarly Publications	1	1			
Travel Grants	2	2			
Research Grants				1	

Recent Student Awards

College of Arts and Humanities Awards

2009	Rachel Pybon	Betty E. Evans Award for Achievement in Creative Writing, Poetry.
	Jeremy Vetter	Graduate Student Artistic Achievement Award.
	Pearl Griffin	Raymond A. Smith Award for Achievement in Scholarship.
	Courtney Allocca	CAH Award for Achievement in Non-Fiction Writing, Creative Non-Fiction.
2008	Sonya Dunning	Summer Graduate Scholarship Grant Award
	Chris Mayer	Graduate Student Scholarship Achievement Award

Dale and Mary Jo Comstock Distinguished Thesis Award

2008	Sara-June Treadwell	Director: Laila Abdalla. Finalist for Western Association of Graduate Schools award.
2007	Ann Bahde	Co-directors: Steve Olson and Christine Sutphin
2006	Jessica Durgan	Director: George Drake

SOURCE Awards

2009	Dustin Sander	Mentor: Kathy Whitcomb
2008	Dustin Sander	Mentor: Laila Abdalla
	Yoko Allen	Mentor: Loretta Gray
	Amanda Ross	Mentor: Patsy Callaghan
2007	Dustin Sander	Mentor: Laila Abdalla
	Shannon Wilson	Mentor: Christopher Schedler
2006	Lindsay Gay	Mentor: Sura Rath
	Shannon Wilson	Mentor: Christopher Schedler
2005	Gary Rees	Mentor: Steve Olson
	Melissa Johnson	Mentor: Liahna Armstrong

Other Awards

2008	Brennan Grass	2 nd Place, Avar Press Literary Essay Scholarship Competition
2009	Jeremy Vetter	Short story nominated for Pushcart Prize

Selected Student placements Since we rely largely on self reports for news about our alumni, our information on placements is incomplete.

Graduate Programs

Jeremy Vetter, M.A. 2009	University of Idaho MFA program
Jeff Lane, M.A. 2008	Art Institute of Chicago MFA program
Shannon Wilson, M.A.	Texas A & M Ph.D. program
Erik Chandler, M.A.	University of Wisconsin, Milwaukee Ph.D. program
Sean Armstrong, M.A.	Indiana University, Ph.D. program
Mark Holbrook, M. A.	Indiana University, Ph.D. program
Jessica Durgan, M.A. 2006	Texas A & M Ph.D. program
Corey Dosch, M. A. 2005	Syracuse Ph.D. program
Gary Rees, M.A. 2005	University of Houston Ph.D. program
Brennan Grass, B.A. 2009	University of North Texas Library Science M.A program

Teaching

Scott Klepach, M.A. 2006	Teaching at YVCC and CWU
Jeanine Bator, M.A. 2007	Teaching at YVCC and CWU
Eric Benson, M.A. 2007	Teaching high school
Kiffen Dosch, M.A. 2005	Teaching in Syracuse writing program
Robert Cutler, M.A.	Teaching in Taiwan
John Enrico, M.A.	Teaching in China
Melissa Johnson, M.A.	Teaching at CWU
Jason Nickels	Teaching in Berlin
Chris Rose	Teaching at Portland Community College; Office Manager for TRIO at Portland State University
Lucas Peters	Teaching at Al Akhawayn University in Ifrane, Morocco
Sylvia Shriner, B.A.	Teaching in AUAP program at CWU
Lissa Richardson, M.A. 2009	Teaching at Heritage College
David Stellman	Teaching at a community college in Austin, Texas
Matt Huett	Teaching high school in Oregon

Other

Melissa Green, M.A. 2005	Director of Upward Bound at YVCC
Ann Bahde, M.A. 2007	Head of Special Collections, San Diego State University
Nate Schornak, M.A.	Serving in U.S. Army
Miriam Bochetti, M. A. 2006	Director of CAMP Program, CWU
Sandra Rourke, M.A. 2006	Director of the Student Success Center at New Mexico State University
Jennifer Settle, M.A. 2007	works for World Vision
Amber Vargas, M.A. 2007	Yakima Public Library

B. Provide one masters project (if applicable); two will be randomly selected during site visit.

See appendix

C. Student Advising

Students are advised by program coordinators for the English Language and Literature major, the Writing Specialization, the English/Language Arts Teaching major, and the Graduate program. This ensures that students are advised by experts in their field. Students are required to meet with advisors before applying to the major. All faculty also advise informally. Group advising sessions are held at least twice yearly for graduate students.

We have recently implemented two-year course planners that show students when courses will be offered. Although the schedule is a moving target under current budget constraints, students and advisors have found the handouts very helpful for meeting program requirements. Since many of our majors are transfers who wish to complete the program in two years, careful planning is necessary. We also use the department web site to provide information about each program and careers for English majors.

In the past, we have given students taking one of our gateway courses a student handbook that shows them course requirements, department outcomes, a department rubric, and sample papers. We are currently revising and simplifying the handbook.

D. Services to Students

- *Manastash* Student Literary Magazine – Students edit, design, and publish a literary magazine annually.
- English Graduate Student Association - Organizes activities, study sessions, and discussions on issues of concern to graduate students. Annual presentations on applying to graduate programs.
- Manastash Showcase – Students read from their creative work at SOURCE each year.
- Lion Rock Visiting Writers Series – Department and College-sponsored readings by visiting or local faculty and professional writers.
- Central Washington Writing Project (CWWP). CWWP is one of two National Writing Project programs in the state. The CWWP Summer Institute is an intensive workshop dedicated to improving writing instruction across the state. Dr. Bobby Cummings leads the program along with experienced K12 instructors, including Susan Johnson, the 2009 Washington State Teacher of the Year. CWWP also develops in-service contracts with school districts. In addition to benefitting K12 teachers, CWWP directly benefits students in our English Teaching program. Participants in the program regularly visit our English Teaching classes and assist in evaluating final student projects.
- Peer coaching for ENG 100T students.

V. Facilities & Equipment by location

A. Department Facilities

Because the Language and Literature Building is growing increasingly cramped and because of the growth of our general education program, English classes are held in several different buildings. We also have faculty offices in Michaelson, Black, and Hertz in addition to L & L. The widespread locations make it difficult for some faculty to access the copier and mailboxes or to interact with the department. Classroom spaces vary widely. Since we make extensive use of small group work, peer reviews, and discussion, flexible seating is highly desirable but not always available. We do not have a suitable seminar room in L & L and make do either with classrooms or with a small conference room.

English office facilities are adequate, though storage spaces are spread throughout the building. Department meetings are held in the department viewing room, which is conveniently adjacent to the English office but not ideal as a meeting space.

B. Equipment

Department office equipment includes a copier and network printer, both of which receive extensive use. Both were acquired within the last two years. We have a video room adjacent to the department office that receives extensive use. It is used for English courses in the Film and Video Studies major as well as for showing films and videos for a wide range of classes each quarter. The video screen and audio equipment are dated, but are still superior to classroom projection equipment. As enrollments are growing in the English film courses, we anticipate the need to update equipment within the next three years. The department has a collection of DVDs and videotapes, but there is an ongoing need to add new titles and to replace aging videotapes (there are still a few laser discs in the collection).

C. Technology available to department and anticipated needs in the next three to five years.

The department has a two portable data projectors which were used extensively until projectors were installed in most L & L classrooms. A department laptop used with these projectors is several years old and needs to be replaced. This laptop is also used for graduate exams.

Recent changes to Blackboard and limited help resources have been very frustrating to faculty using Blackboard in their courses and especially to those teaching entirely online. The timing of the most recent upgrade made Summer 2009 instruction particularly difficult for faculty and for students. Better online help resources are needed since online instruction does not always occur during regular working hours, and more training opportunities are needed for students new to Blackboard.

The ongoing delays in disseminating evaluations for online instruction have simply been unacceptable. Even when we do get SEOIs for online courses, the response rates may be very poor. Since some of our online instructors are quarterly non-tenure track faculty who may only teach online, it can make personnel decisions very difficult.

For our growing use of online instruction, a small studio for recording podcasts would be desirable within three years. Faculty teaching online also have a greater need for fast computer equipment.

For our Senior Colloquium capstone course, we would like to have students assemble an online portfolio, and we would need software for that purpose. It could be similar to LiveText, but need not be as complex. One reason for having the portfolio is practical: students tend not to keep papers from their classes, so by the time they take the capstone course, they do not have a good range of papers to choose from for the portfolio. The portfolio might also be used to track their progress in mastering grammar.

VI. Library and Technological Resources by location

A. Requirements for library resources

The library is essential to the work of literature and language disciplines. It is to the humanities what the lab is to the sciences. Library resources must be kept current and materials must be accessible for our work to be of significance to the larger world.

General Education: Library resources are used for both of our composition courses, English 101 and English 102. These courses are used to promote information literacy as well as writing and critical thinking skills. Library orientation sessions are typically scheduled for each section of English 102, which requires a research paper, and often for English 101. Instructors may also demonstrate the use of library databases in their classrooms. English 102 typically incorporates a

research project that requires facility with databases and with obtaining both digital and print resources. Students are taught documentation procedures in both courses. Library staff have been very helpful in facilitating orientations and helping students locate sources.

Undergraduate Majors: Many upper-division and some lower-division courses require research papers. Students typically use the online MLA Bibliography to locate sources. Students increasingly use online access for journal articles. The electronic collections are good, but there are occasionally surprising omissions. For example, *PMLA*, the premier journal in English studies, is not currently available online. An online version of the unabridged Oxford English Dictionary would be useful for students, but the cost may be prohibitive. Faculty also use DVDs and videotapes from Media Services for instruction.

Graduate Program: Since theses in our program are substantial products requiring extensive research, interlibrary loan has been very helpful. Access to databases of period literature would be desirable but likely prohibitively expensive.

Faculty: Faculty use a variety of databases and inter-library loan services. The ease with which books and journal articles not available in our library can now be obtained has been a tremendous benefit for faculty research.

Our department library representative, Dr. Steve Olson, collects and forwards faculty endorsements of publications to the library acquisitions department and works with library staff to evaluate appropriate journals for the discipline.

B. Information technologies faculty regularly and actively utilize in the classroom and anticipated needs for the next five year period.

Depending on the class, faculty regularly assign papers requiring the use of library databases for locating and obtaining sources. At present, students are often able to find sources and information with ease. The current challenges are less technological than pedagogical. Students at all levels increasingly have difficulty in evaluating, integrating, and responding to source materials. At the general education level, they sometimes have difficulty evaluating or selecting sources. The library has been particularly helpful in addressing the later problem, and it is a focus of our composition courses.

VII. Analysis of the Review Period

A. What has gone well in the department and each degree program(s)?

1. Selected accomplishments of the past five years

1. Implementation of the Writing Specialization. This program was being created at the time of the last program review and has since become our largest program.
2. Implementation of the M.A. TESOL program. This program was also created at the time of the last review. Because of a one-year hiatus due to a faculty member's sabbatical, enrollments have been uneven, but they returned to the previous level last year, and the program has strong potential for continued growth.
3. Our contribution to the Film and Video Studies major. We would like to see more Critical Studies majors in that program in addition to the Production majors, but faculty have made strong contributions.
4. Increased professionalism among our graduate students, many of whom have gone on to Ph.D. programs. Students regularly present conference papers, and some have published.

5. Reinvigorating our assessment program. The department has been assessing programs since the early 1990s, but the data had not been consistently reviewed in recent years. For the past two years, we have been collecting more assessment data and reporting on it more thoroughly. Assessment results have been used for curriculum changes and for our current revisions to programs. In 2008, the department won a CAH award for the annual assessment report.
6. Continued hiring of promising, accomplished, and productive faculty members. Although we have had only one new tenure-track hire since the last review, it was a very successful hire.
7. Made important contributions to several interdisciplinary programs, including Africana and Black Studies, American Indian Studies, Film and Video Studies, Latino & Latin American Studies, and Women's Studies.
8. Creation of the Lion Rock Visiting Writers Series and supporting other literary, artistic, and cultural events.
9. Development of the department website, which provides information about programs, careers, and upcoming events. It also shares news about students, faculty, and alumni.
10. Participated positively in Washington state education reform efforts.
11. Created Individual Development Accounts for faculty that can be used for travel, research materials, or equipment needs.

2. How have accomplishments been supported through external and internal resources?

Summer revenues and revenues from the Cornerstone program have helped us to create the Lion Rock series and the Individual Development Accounts. In addition, we have received strong support and funding from the dean for the Lion Rock series.

B. What challenges exist for the department and for each degree program?

1. Explain major challenges of the past five years.

- Staffing general education and service courses and developing non-tenure-track faculty.
- Increasing efficiencies in response to budget cuts.
- Scheduling issues.

2. List likely causes of each challenge as supported by documented evidence.

- *Staffing general education and service courses and developing non-tenure-track faculty.* Increasing numbers of native freshmen and the desire to give students the opportunity to complete their composition requirement quickly have created difficulties in staffing. More sections are needed Fall quarter than Spring quarter, with the result that some non-tenure-track faculty are left unemployed or underemployed in the spring. Uncertainties about employment make the long-term development of non-tenure-track faculty difficult, and our General Education Coordinator would need additional reassigned time to train new NTT faculty. We have made some progress by asking tenured faculty with reassigned time or leave to take it Winter or Spring quarters, but that is not always possible. We have also changed the scheduling of our service course, English 310, so that fewer sections are offered in the fall and more in the spring. We have also assigned mentoring duties to one FTNTT faculty member.

- *Increasing efficiencies due to budget cuts.* In making the programs more efficient, we are balancing efficiency with effective pedagogy and allowing students to complete their programs in a timely manner. Some efficiencies have pedagogical costs. For example, we have combined graduate seminars in layered sections with 400-level major courses. That makes it possible to have 25 students in a class, but it is no longer a seminar. We have also begun to make scheduling decisions based on enrollment trends rather than a strict rotation of courses, which means that some courses are offered infrequently or not at all. We are able to provide the courses students need to complete their degrees, but we are offering less variety.
- *Scheduling Issues.* In addition to teaching in our major programs and general education, English faculty now teach courses in Film and Video Studies, the Douglas Honors College, American Indian Studies, and Africana and Black Studies. Our Writing Specialization courses, Film courses, and English Education courses frequently require meeting patterns that differ from our Literature or General Education courses. These programs clearly benefit students and give faculty the opportunity to develop in new field, but the differences create difficulties in scheduling. Avoiding schedule conflicts for students is an ongoing challenge, and it has become increasingly difficult to find a time when all members of the department can meet.

C. What past recommendations from the previous program review have been implemented?

Some of the recommendations from the last review have not been fully implemented due to cost and structural issues. We are still struggling with some. The recommendations were made for university-wide and departmental issues. All have been addressed, but with varying degrees of success.

Completely reform the treatment of adjuncts, not only in the department, but in the college and the university (university-wide). The implementation of the Collective Bargaining Agreement has made some improvements for non-tenure-track faculty, including the possibility of annual and multi-year contracts and the creation of Senior Lecturer status. We have also created a department travel fund for NTT faculty, and we have offered an orientation session for recently-hired NTT faculty. The college also provides travel grants and summer teaching grants for NTT faculty, and NTT teaching awards are now given at the college and university levels. In addition, one of our full-time non-tenure-track faculty has been assigned service credits for mentoring NTT faculty. As noted above, however, general education scheduling issues continue to create problems for NTT faculty, and budget concerns leave their prospects even more uncertain. In addition, the CBA does not recognize disciplinary differences in teaching loads. For composition courses in particular, 45 credit hours is substantially in excess of teaching loads recommended by the Associated Departments of English and the National Council of Teachers of English.

Put teachers' and students' needs first in room scheduling (university-wide). Scheduling has improved from what it was five years ago and teaching needs are given greater consideration. Competition for classroom space still makes scheduling difficult on occasion, and because of the number of sections we offer, our classes are scheduled all over campus, so that faculty often have to teach in two or even three buildings during a typical term.

Develop adequate office space and staff for the department and its programs (university-wide). We have obtained additional office space in Black and Hertz, though this is not ideal because of the distance from the department office. At the same time, the number of NTT faculty has increased because of increased enrollments, and office space continues to be at a premium.

Revise policies and procedures supporting faculty development, research, and professional travel so that they are more transparent and the resources are easier to identify and access (university-wide). The CBA has substantially improved travel procedures. At the department level, we have developed Individual Development Accounts using summer revenues.

Build “big picture” issues into the advising routine (departmental). Considerable work still needs to be done, but we are making progress. Career choices are discussed more regularly, and we do more to show the purposes of the programs’ components. In addition, we have implemented some new courses such as English 323, Writing and Editing for Publication, and English 468, Contemporary Writers Colloquium, which focus on career skills. We have also taken part in alumni events and career events, and professional writers are regularly invited to campus. The College of Arts and Humanities Alumni Day gives students an opportunity to meet with graduates, and we have also participated in an Arts Career Favor. We have also developed an internship program for students in the Writing Specialization, and Literature majors will be able to use internships toward their degree in our revised curriculum. At the graduate level, there is an increased focus on professional development. Students planning on further graduate work attend and present at conferences, and we have an annual session on applying to graduate programs. For those interested in teaching at the community college level, there is an increased opportunity to work closely with professors teaching general education courses, and the college has implemented a summer program on teaching in community colleges. Exit interviews and alumni surveys indicate that we still have work to do in career advising. One structural problem is simply that there is no common career track for majors except for those going into teaching. Our teaching majors do receive good career advising. Literature majors and writing majors, however, may go into many fields, as has been supported by the alumni surveys. In part, we need to continue to educate ourselves about career possibilities. We have also begun showing students how the skills they develop in our classes, which include writing skills, communication skills, analytical skills, and synthesizing skills, are applicable to careers. As part of our current curriculum discussions, we are considering focusing more on career choices in our gateway courses. We are also planning group advising sessions for each of the majors.

Schedule classes with an eye toward maximizing students’ options and accommodating faculty research agendas. Although scheduling has been complicated by varying teaching schedules and the need to accommodate interdisciplinary programs, every effort is made to avoid scheduling conflicts. As we are unable to offer as many sections of major courses as in the past, planning and advising have become increasingly important.

Develop means of exploiting the major portfolios as an assessment tool for improving faculty practice, undergraduate curriculum, and departmental planning (departmental). In particular, Dr. Condon recommended wider dissemination of assessment results, which we have implemented in the last two years, and those results have been a key part of our current curriculum discussion. Assessment results are now disseminated at the department, college, and university levels.

Take advantage of de facto learning communities among majors. With the exception of the graduate program, we have been less successful in implementing this recommendation. For the graduate program, the makeup of the alumni responses is in itself telling: half of the respondents were from our graduate program. That suggests that our graduate students had a stronger sense of community in the program. We do have an active graduate group, the English Graduate Student Association, which does act as a learning community. There was a short-lived undergraduate writing club, and students in the writing program have more contact with each other because of readings and other events. Exit surveys with our English

Teaching majors indicate that students in that program do not have a strong sense of community, in part because most of their English Education courses are taken at the end of the major, and while they may take some common literature classes, they are not always aware which students are teaching majors. We are addressing that in part by creating a required 200-level course for English Teaching majors that will give them a stronger sense of community throughout their program and help them to focus on pedagogical issues while completing their literature courses. Efforts have been made to revive an undergraduate English club, but it has been difficult to sustain. This may be in part because many of our students work as well as study, and because most of the students are transfers trying to complete the major in a two-year period. Nonetheless, we need to make a continued effort to revive the club. Group advising sessions may also help.

Develop the composition program so that it is sustainable and so that it presents a reasonable workload for its director. We have been more successful at implementing the first part of this recommendation than the second part. Our general education coordinator, Dr. Loretta Gray, along with our General Education Committee, has continued to refine the outcomes for our composition courses and to oversee their implementation. In addition, she has taken on increased responsibility for the developmental writing course, English 100T. The General Education Committee conducts an annual review of syllabi to ensure that the outcomes are addressed and that assignments are consistent with department expectations. In addition, the chair and the Personnel Committee have expanded the formative aspect of the annual review for NTT faculty, who teach most of our general education classes. Review letters offer detailed suggestions for improving teaching. Dr. Gray has not, however, been given additional reassigned time as recommended by the external reviewer. This has made his recommendation to assign to her additional responsibilities for training NTT faculty difficult to implement. The external reviewer also suggested that we allow teaching assistants to focus on studying composition theory and training for teaching during their first quarter rather than teaching immediately. It was suggested that second-year students could teach a second section Fall quarter in order to make up for not teaching their first quarter. There are two practical concerns that we have not yet been able to answer. First, Fall quarter is when we offer the largest number of composition courses, and staffing those courses is already a challenge. Second, teaching a second section one quarter may be impossible because of employment requirements for graduate assistants.

Develop long-term hiring strategies to address problems that might occur when the department's very senior faculty begins to retire. The balance of the faculty continues to be weighted toward senior faculty. We currently have one tenure-line assistant professor, three associate professors, and thirteen full professors. In the next two years, that will likely change to three associate professors and fourteen full professors. In the current budget climate, specific hiring strategies may be difficult to implement. Our most recent retirements, which include one tenured faculty member and one full-time non-tenure track faculty member, have not been replaced. Additional retirements are possible in the next five years, but not certain.

D. Make a comparison between the last program review and where the department is now.

As indicated by the previous section, some of the same challenges remain. Our last curriculum review produced some changes, but not a move toward the Ways of Reading model envisioned in the last program review. Some changes proposed for the English/Language Arts Teaching major have been implemented, included better alignment with state competencies and the use of a LiveText e-portfolio. Alignment with the state competencies is an ongoing challenge because the competencies have changed. Our last review also identified the need to collect better end-of-

program data for evaluating our graduate program, which has been implemented in part with exit surveys, rubrics for graduate exams, the collection of data on conference presentations and other professional activities, and the collection of data from the TESOL practicum. We have also improved advising information for graduate students through the use of the website, handouts, and advising sessions. Among the future directions in our last review, we discussed increasing participation in SOURCE, which has been achieved, and increased recognition of student activities, which has been achieved through the CAH Student Awards and the creation of an English Department Honors program. In response to previous student interviews, the last review identified a need to diversify writing assignments. That has been addressed in part simply by the dissemination of that information. More recent interviews and senior surveys have not indicated the same concerns about writing assignments. The last review also indicated a need to review criteria for writing assignments across the curricula. A department rubric developed during the 1990s has fallen into disuse, partly because it was seen as inflexible and lacking in nuance. Since tenured and tenure-line faculty have spent their careers analyzing and evaluating writing, a rubric is often seen as a limiting instrument. However, in order to better communicate our expectations to students and to part-time faculty, a new rubric may be desirable. A rubric for portfolio assessment was developed for program review and could be adapted.

We are grateful for the support we have received from our Dean, which has included funding for the Lion Rock Visiting Writers Series and the increased recognition of student and faculty achievements through the CAH awards and the funding of research and teaching grants. The availability of reassigned time for scholarly projects has been greatly appreciated. Our efforts to recruit new majors have received support and encouragement. As general education enrollments have continued to increase, we have also received increased funding from the Provost and the Associate Vice President for Undergraduate Studies for non-tenure track faculty teaching added sections. Our Dean has been an enthusiastic advocate of our programs and for our faculty. We have also appreciated the ability to develop our new programs when enrollments have been less than optimal.

VIII. Future directions

A. Describe the department's aspirations for the next three to five years.

1. Develop the Writing Specialization into a major.
2. Revision of the English Language and Literature Major to reflect disciplinary trends and to increase program cohesiveness.
3. Revision of the English/Language Arts Teaching Major to reflect changing certification requirements.
4. Development of the TESOL program.
5. Increased number of majors in all programs.

B. In this context, describe ways the department or unit plans to increase quality, quantity, productivity, and efficiency as a whole and for each program. Provide evidence that supports the promise for outstanding performance.

Develop the Writing Specialization into a major. Our Writing Specialization is unique in the region in that it combines creative writing courses with professional writing courses. At most other universities, the programs are separate. Since the most common career prospects for our students involve technical or professional writing, our aim is to give them marketable skills at the same time that they are developing their own personal interest in creative writing. At present, department course offerings are primarily in creative writing, and there is strong student interest

in additional technical and professional writing offerings. The Writing Specialization is interdisciplinary and we currently depend on courses in Communications to meet some of the demand for professional writing courses. However, since that program is also growing, Writing Specialization students are competing with Communications students for a limited number of seats, and there is a need to accommodate growth in both programs.

Nationally, writing programs in English departments are showing strong growth in relation to other English programs, and we want to develop the program because it provides our best opportunity for growth. There is increasing student demand for our Writing Specialization, and some students would like to double-major in English Literature and in Writing. As a major, the program would continue to draw on core courses shared among the undergraduate major programs and on literature courses shared with other programs, making efficient use of existing resources.

Revision of the English Language and Literature Major. Courses in the Language and Literature major are common to all of our undergraduate programs, and some 400-level courses are used in our graduate program as well. Most of us also teach courses in this major. Consequently, much of our current curricular conversation centers on the Literature program. Currently, our Language and Literature major comprises five required courses and courses from six strands. The required courses are Poetry and Poetics, Principles of English Studies, English Linguistics, English Grammar, and the Senior Colloquium. In addition, students are required to take courses in each of the following strands: Genre and Theory, Historical Surveys, Shakespeare, Focused Studies, Comparative/Cultural, and Writing. The required number of courses varies by strand.

During our Fall Department Retreat and in two shorter follow-up meetings, we have agreed on the outlines of a new program. Our conversation centers on four objectives: improving the coherence and cohesion of the program, improving currency, making the program more attractive to new majors, and continuing to make efficient use of resources.

Coherence and cohesiveness. This will involve some changes in the way that the courses and outcomes are presented, so that the focus on outcomes is stronger and more readily apparent to students. Senior Surveys and exit interviews indicate that many students complete the program without a clear sense of how the different elements of the program work together. At the same time, they appreciate the wide variety of reading that is ensured by the strands. We have agreed to maintain a structure of core courses and required strands, but will make the outcomes of those courses and strands more transparent through course and strand titles, advising materials, and catalog descriptions. Currently, presentations of the program are inconsistent because of catalog restrictions, and the logic of some strands is not apparent to students. For example, our genre and theory strand includes one theory course, six courses on the novel, one short story course, one poetry course, and one drama. We have agreed to remove the theory course from the strand, making it a required course. There are too many novel courses to offer in a two-year cycle, and we have agreed to offer a single umbrella course on fiction. Instructors would be free to focus on specific periods or traditions and could continue to use existing syllabi, and the course content would be indicated by subtitles. Similarly, we will offer umbrella titles for studies in other genres such as drama, poetry, and nonfiction. We have agreed to make the theory course a required course partly for the sake of coherence. Currently, our Principles of English Studies course (ENG 303) has a dual focus: students learn to write English papers and receive an introduction to theory. If we move some of the theory component to a separate required course, the 303 curriculum could be more closely aligned with the ways of reading that define our course strands. It would also make more room for introducing the outcomes and for introducing the students to career opportunities.

Currency. A central focus of this discussion has been the historical period surveys, which have long been a mainstay of English Studies. Currently, we offer three period surveys in English Literature and two in American Literature. Literature majors are required to take four of the five. English Education students have also been required to take a survey of World Literature. Our conversation has centered on the balance of flexibility and coverage we want to maintain. We have agreed to offer umbrella courses defined loosely by period, but no longer by national tradition. Courses will still have a broad focus on historical movements and will include a mix of genres including poetry, drama, and fiction, but the courses will no longer be expected to cover all major writers in a period. In this model, existing syllabi on the American and English traditions could still be offered, but faculty could also develop courses crossing national boundaries. A similar model is currently used at Western Washington University and other universities, but the practice there raises some concerns because some of the courses have a very narrow focus. We intend to maintain breadth of focus so that the courses can be aligned with common outcomes. One concern about our current historical surveys has been that they are not historical enough; that is, the need to cover significant authors even in a single tradition leaves little room for the kinds of analytical questions and interpretive methods used in current historical criticism. This concern has been expressed by students in exit surveys as well as faculty. In the new model, understanding historical trends and developments will be a key outcome.

Changes in the historical survey strand will also allow us to focus our Comparative/Cultural Strand. Currently, this strand includes two world literature courses, five courses in American ethnic traditions, and a course in Women's Literature. Since world authors can now be included in the historical surveys, we will drop the two World Literature courses and create a course on Global Literatures with a cultural focus. Consequently, outcomes for the strand can focus more clearly on issues of race, minority cultures, and gender.

Another way in which we plan to make the curriculum more current is to change requirements to the Writing Strand and to make internships count toward the Language and Literature major. Currently, courses in the Writing Strand include only creative writing courses, and since one of those courses is a prerequisite to all of the others, it means in effect that most Literature majors fulfill the requirement with the same introductory course. Internships do not count toward the major at present. We have agreed to make professional writing courses an option for this strand, and internships will count as electives. Both give students practical options, and the changes to the Writing strand will make more efficient use of existing courses.

Changes in the Genre strand will also make the program more current by allowing a broader range of genres, including nonfiction and works in new media.

The changes we have agreed on have good potential for making the program more attractive to majors. Currently, as many as half or more of the students taking our gateway courses do not continue on to the major. Precise numbers are difficult to track, but a comparison of enrollments for the gateway courses with graduating majors provides a rough estimate: Last year, more than 100 students took ENG 302 and 303, and 40 majors graduated. A few became minors. However, a survey of ENG 303 students indicates that some who planned on an English minor did not enroll. There will always be some students who are not suited for the programs, but we would like to retain more of them. It should be noted that in exit surveys, graduating seniors express appreciation for the foundations they receive in the gateway courses. As noted above, we plan to move some of the 303 theory component into a separate course, and we are discussing ways of building on the students' love of reading and writing to introduce them to more sophisticated ways of reading and writing. We have broadly agreed to create new 200-level courses that would count toward general education but that would focus on more popular texts than our English 105 courses, which broadly introduce poetry, fiction, and drama. Possible 200-level syllabi might

include a course on the Graphic Novel or on the Bible as Literature. Sections of these courses would be offered in lieu of some of our current 105 sections.

Efficiency. We have already implemented several measures for increasing efficiency, and since we are currently filling or over-enrolling all but a small number of our undergraduate major courses, there are limits to increasing efficiency. Efficiency measures included reducing the number of 400-level courses offered. We agreed unanimously at the retreat that increasing course caps would damage our programs. All of our courses are writing-intensive, and the outcomes that matter most to our students require the kind of feedback and interaction that is only possible in smaller classes. Further, our graduating seniors frequently single out class size as a major attraction to the program. That said, there are still some ways we can become more efficient. Currently, the few undergraduate courses that are under-enrolled are typically end-of-major courses. If we must make further cuts, we may need to offer these courses less often, and that will increase the need for advising and planning so that students are not forced to wait an additional year for necessary courses. Most of our upper-division courses have been designed with multiple audiences in mind, which also include interdisciplinary programs like Film and Video Studies, Africana and Black Studies, and American Indian Studies. Some of the courses also are used in our M.A. Literature Program. If we are able to add additional sections or new courses, the changes we are contemplating will make it easier to fill them.

Revision of the English/Language Arts Teaching Major. Changes to the Teaching major will originate in the English Education committee, but since our undergraduate programs interact, changes to any of the programs can impact the others. Changes in the state competencies will both enable and require changes to the curriculum since students will be able to meet outcomes in a number of ways. We have already created new courses for this major that we are unable to offer because of budget constraints, but there is nonetheless a strong demand for them among students. In order to fill them, we will need to ensure that students plan ahead.

At present, we are recruiting an increasing number of students from the four-year population rather than primarily from transfer students as in the past. We have created a 200-level course on Teaching Multicultural Literature that will allow freshmen to begin the program rather than waiting to apply, and it will give new majors a shared experience. The new course is already being offered as a special section of English 247, Multicultural Literature. As a 247 section, this course was offered as an elective in the same strand as our Comparative/Cultural courses, but enrollments have been small because students were either unaware of it or had already taken ENG 247. By making it a required course, we will be able to give students additional training in pedagogy and also create a *de facto* learning community among students in the major. Further, a course in teaching multicultural literature better addresses the current state competencies than a general education course or course in a single ethnic tradition. As a side effect, it will also reduce enrollment pressure on our Comparative/Cultural courses, which now have waiting lists in part because they also serve interdisciplinary programs.

Development of the TESOL Program. Because of a global need for TESOL instructors, this program has considerable potential for growth and for attracting international students. It is possible for students to complete the program in four quarters, which increases its appeal for international students. We have recently made changes to the curriculum that will make the program more efficient, and we are also looking at additional ways to make more use of existing resources. Changes to the curriculum are currently awaiting approval. These changes include going from a fixed curriculum of five-credit courses to a more flexible curriculum using 4-credit courses and approved electives from English or from other departments with linguistics offerings. This structure gives students the ability to specialize at the same time that it adds enrollment to courses with open seats in other departments. Since most TESOL students do not go on to Ph.D. programs, we are also adding an exam option and setting a minimum GPA for the thesis option.

As we have only two faculty currently in the program, this will relieve a bottleneck created by the need to direct theses and free the faculty to teach courses in our other programs.

We do not anticipate an expansion of faculty or of courses in the near term. Rather, we are looking at ways to increase course enrollments by using existing sections for multiple purposes. We have already begun this with the creation of a Linguistics Minor that uses only existing courses in English, Foreign Languages, Anthropology, Communications, and Education. The Linguistics Minor courses will include layered sections of appropriate TESOL courses such as Phonetics and Phonology and Pedagogical Grammar. The minor was created at the urging of students, and we already have students enrolling in courses with the aim of completing the program even though it does not go into effect until next year.

Currently, we have students from China and from the Middle East in the program, and additional development plans include ways of recruiting more international students. One possibility would be the creation of a certificate program. One of our TESOL faculty, Dr. Charles Li, has extensive contacts with universities in China, and has discovered a specific need. The Chinese government strongly supports English instruction, and has made funds available for study in the U.S. Since many English instructors in China already have MA degrees, the need is not for a full degree program, but for additional instruction in teaching English. A shorter program would meet this need and would expand enrollments in TESOL courses. We are also discussing the possibility of using graduate literature courses for this program, but further discussion is needed.

Finally, we have discussed offer the program at centers through the use of ITV. This has been done once before, but is currently impractical because of workload issues. Because of the need to use phonetic symbols and the focus on verbal communication, the use of online instruction is not yet possible.

C. What specific resources would the department need to pursue these future directions?

Writing Specialization. We need additional staffing and course sections. Currently, we are unable to fully meet the demand for writing courses. Introductory creative writing courses and 300-level technical writing and creative writing courses are particularly in demand. We could meet some of this demand by assigning existing faculty to more sections of writing courses and by hiring part-time faculty with technical writing experience to teach sections of technical writing. Currently, our primary technical writing offering is ENG 310, a service course for multiple majors that is less than ideal for English majors who already have strong writing skills. The best job prospects for our majors are likely to be in technical writing or other forms of professional writing. However, in order to develop new curricula in technical and professional writing, we need a new tenure-track hire with expertise in that area who can develop new courses and recruit students.

English Language and Literature Major. Currently, our upper-division literature and language courses are filling or exceeding course caps. If our undergraduate majors continue to grow, we will need additional sections of literature and language courses. Some of our required courses have waiting lists every quarter. For example, English 320, English Grammar, had a waiting list of 16 students weeks before the beginning of the term. We were able to fund a section of ENG 320 and also added a section of ENG 303 without additional cost. If we had not added these courses, we would have had students (including transfers) without classes. At present, we have the faculty expertise needed to staff additional sections, but would need to hire additional NTT faculty to cover general education courses. If we continue to attract new majors and if there are retirements in the next five years, new hires would be needed to maintain the program. We do not anticipate the need for new faculty in order to implement the curricular changes discussed above. One small, but important, resource would be a loosening of limits on the catalog narrative. In the

past, we have been unable to explain our strand structure in the catalog because of concerns about length. If we are to present our program coherently, we need to be able to present the same message in all contexts.

English/Language Arts Teaching Major. Because of uncertain enrollments and the current budget situation, we have been unable to offer two courses that currently exist but would primarily serve Teaching majors. These are English 321, Grammar in the Classroom, and English 424, Teaching Reading and Viewing in High School. English 424 has been approved as a substitute for a class in the Professional Education sequence, EDCS 424. If we are able to attract enough new Teaching majors, these courses will give them more specific and valuable preparation than their current courses. In exit interviews with the chair, Teaching majors often suggest courses like these, not knowing they are already on the books. We would need to offer one section of each yearly for Teaching majors. English 424 is also an elective in the Film and Video Studies program. If we can coordinate schedules for the teaching majors, a section of ENG 321 will fill, and it would take pressure off of ENG 320 because the teaching majors would take 321 instead of 320. We can staff the courses with existing faculty, but would need additional non-tenure-track faculty budget so that we could reassign faculty from two general education courses each year.

M.A. TESOL. Current plans for the program do not require additional faculty as we are finding ways to make more efficient use of existing resources. However, we face one problem in recruiting, which is that competitive programs are able to offer partial tuition waivers to international students. That does not appear to be a possibility at CWU, but we are looking at other ways of making the program affordable for students. Currently, student housing is expensive for international students, and new alternatives could make all programs more attractive for international students. In addition, the closure of student housing during the holiday break creates hardships for some international students. A TESOL graduate assistantship would also help us to provide a practicum experience. In the past, we have been able to assign one TA from the TESOL program to the UESL program, and in return, UESL provided practicum experiences for our students. Since all of our TAs are now assigned to teaching assignments, we have not been able to continue this exchange, which has made it more difficult to find suitable practica for TESOL students.

Increasing enrollments in all programs. Specific needs for accommodating increased enrollments have been discussed for individual programs above. One general remark would be that in the present budget climate, there is a concern that we may not be able to accommodate new majors because resources will not be available. We have the faculty needed to teach additional sections, but would need funding for additional NTT sections of general education courses. A plan for matching resources to growth would address this concern.

Resources needed to complete recommended changes from the last review. First, as recommended in by our previous outside reviewer, additional reassigned time for our General Education Coordinator would enable additional training for non-tenure-track faculty. Currently, the General Education Coordinator trains and supervises teaching assistants, who teach composition courses. Since most of the English courses taught by non-tenure-track faculty are compositions courses, similar training would further develop the skills of our NTT faculty. Secondly, the need to enable freshmen to complete basic skills courses as quickly as possible should be balanced with the need to develop and retain qualified non-tenure-track faculty. In the current economic situation, uncertainty about employment from quarter to quarter has already led some NTT faculty to leave teaching. If the need for efficiency ultimately means fewer NTT positions, as is already the case for our department, more of those that remain should have annual contracts in order to maintain a stable group of capable faculty.

IX. Suggestions for the program review process or contents of the self-study?

It would be helpful to have the database of information collected through Activities Reports available to departments. As it is, the Activities Reports have not simplified the procedure, but rather have multiplied the number of documents that must be consulted in order to compile information about faculty. There also appears to be some duplication among the questions.