

STRATEGIC PLAN 2007-2009
DEPARTMENT OF ENGLISH
California State University, Stanislaus

This Strategic Plan represents an updating and revision of our Strategic Plan of 2005-2007. The department commits itself to using the Strategic Planning process and to considering the plan itself as a living document, an on-going refinement of our goals and objectives. The goals that have been met, altered, or added since the last Plan are detailed in each section below.

The Strategic Plan has evolved into a regular biennial project, is used for programmatic and curricular decisions, and forms the basis for short and long term planning within the department. It will be the benchmark and guideline for seven-year Academic Program Reviews.

The following pages identify specific departmental objectives and ongoing strategic initiatives that are being pursued to realize CSU Stanislaus institutional and departmental goals. Within seven broad objectives, several specific strategies are presented. These numbers do not represent a ranking of department priorities. We conclude this plan with an Action Strategy for 2007-2009 that prioritizes specific objectives and assigns specific responsibilities.

Mission of the University

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for life-long learning.

To facilitate this mission, we promote academic excellence in teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

CSU Stanislaus Institutional Goals

The key factor in the fulfillment of this multi-faceted University Mission is the dedication of the faculty to the teaching/learning process. As stated in our campus Strategic Plan *Pathways to the Future* (1999), our university's "learning-centered" mission must be accomplished through *the delivery of high quality academic programs taught by a faculty dedicated to student learning.*

CSU Stanislaus has won a reputation for providing a positive learning environment for a highly diverse student body. Student surveys cited in the 1998 Self-Study for WASC and the campus Strategic Plan point out that Stanislaus faculty and staff have been rated by students as "significantly more supportive than at comparable campuses across the nation," and students consistently praise our campus commitment to "the quality of personal interaction among the faculty and students" (*Pathways to the Future*, 1999, page 6). The faculty of the English Department recognizes these learning-centered qualities as fundamental to the achievement of our goals. Among the institutional goals expressed in *Pathways*, the goal that is central to the vision of the English Department is the first — *achieving excellence in teaching and learning, and creating within the department an environment that is conducive to that goal.* The other nine goals are, to a great extent, consequences of that primary goal. This dedication to the continuous improvement of teaching and learning is reflected in recent campus discussions on the continuing vision and strategic objectives of the University. In the 2007 institutional Strategic Plan, *Framing the Future*, "California State University reaffirms and recommits itself to its core academic mission: the joy of teaching and learning."

The English Department recognizes its central mission as ensuring that Stanislaus graduates 1) demonstrate appropriate levels of proficiency in both oral and written expression, and 2) demonstrate a broad range of interpretive abilities and literary awareness. These core skills are essential for the academic success and life-long learning of all students, but particularly for English majors. Ensuring that all Stanislaus students learn how to write well is especially central to our mission when considering that, over the last decade, more than half of the department courses provide direct support to academic programs across the University. Thus, promoting the development and assessment of students' academic writing skills has evolved into one of our major institutional responsibilities.

The following plan places emphasis on developing the personnel and other resources required to deliver high quality literature, language, and writing courses, and to assess, thoroughly and accurately, student learning outcomes--especially those that address writing skills--in those courses.

Department Mission Statement

The Department of English supports the university's mission by providing opportunities for our students to develop literacy, critical thinking, and communication skills, as well as the knowledge of literature and aesthetic appreciation expected of culturally literate citizens and future teachers in our public schools.

The work of the English department is multi-faceted, offering instruction in literature and language courses for English majors, single-subject (secondary education) students, general education, liberal studies, honors, and humanities. The department also provides university-wide composition and writing programs, academic support (remedial) programs, concentrations for pre-credential students, a certification for Teaching of English as a Second Language (TESOL), courses in service to international students, and graduate concentrations in Rhetoric and the Teaching of Writing, TESOL, and Literature that produce master teachers for our secondary schools and colleges.

PROGRAM GOALS:

- Provide all Stanislaus students the opportunity to achieve appropriate levels of proficiency in written communication.
- Share with our students a rich variety of American, British, and World texts.
- Guide our students to develop a broad range of interpretive abilities and analytical skills.
- Present the historical, cultural, and technical information necessary for students to become competent readers and scholars.
- Assist our students in the continual process of improving formal writing skills.
- Provide opportunities for students to practice their oral communication skills.
- Support our students as they prepare for and enter into professional life.
- Engage prospective teachers in the philosophy and practice of teaching language arts in secondary schools.

STUDENT LEARNING GOALS / OBJECTIVES:

Successful English majors will:

- Master various analytical and critical reading skills, demonstrating the ability to read closely and to comprehend and interpret a variety of culturally diverse literary, non-literary, and visual texts.
- Gain broad knowledge of literature, achieving
 - Familiarity with the development and significant periods and movements of American, British, and World literatures.
 - Knowledge of literary, critical, and theoretical terminology.
 - Understanding of background and contextual knowledge necessary for the well-informed consideration of various texts.
- Demonstrate formal writing skills by composing essays and other documents that
 - Make clear, organized, and well-reasoned arguments.
 - Analyze, develop, and synthesize concepts.
 - Reveal the ability to evaluate, incorporate, and document information.
 - Exhibit a sense of audience and occasion.
 - Display a mastery of grammar and language.
- Develop competent oral communication skills through class discussions and formal presentations.
- Gain understanding of intellectual and professional issues of the academy, including diversity, academic ethics, and canonicity.

Successful MA students with a concentration in Literature will:

- Master the techniques and practices of literary analysis.
- Become familiar with the history and current theories of literary interpretation.
- Acquire the abilities necessary to become professionals in the field of literature, whether as teachers or as other professionals.

Successful MA students with a concentration in Rhetoric & Teaching Writing will:

- Understand the historical development and major theories of rhetoric and composition.
- Master and apply the techniques and practices of rhetorical analysis.
- Acquire the abilities necessary to become professionals in the field of composition and rhetoric, whether as teachers or as other professionals.

Successful MA students with a concentration in TESOL will:

- Gain knowledge and understanding of relevant concepts from the areas of linguistics, applied linguistics, sociolinguistics, psycholinguistics, and language teaching methodology.
- Acquire in-depth knowledge and understanding of the interaction between second language acquisition theory and second language teaching and learning.
- Demonstrate expertise in curriculum design, assessment, teaching methods, and classroom management in various TESOL settings.

In Fall 2004, programs offered or supported by the English Department served hundreds of CSU Stanislaus students. The programs and services currently provided on campus by the English Department are listed below with the number of students served by each in Fall 2002, Fall 2003, and Fall 2004, 2007 [\[these numbers will be updated\]](#).

Number Of Students Served in:				
Program:	F07	F04	F03	F02
Majors in English		233	232	207
Minors in English		23	28	23
Single Subject Preparation Program (Data not available through IR)		92	325	
TESOL Undergraduate Concentration		36	28	26
TESOL certificates: Data not available through IR				
Liberal Studies (F02 non-segregated)				
LIBS majors, Concentration in ENGL		74	56	61
LIBS majors, Concentration in TESOL		15	12	6
LIBS majors, Concentration in HUM		0	0	0
MA Students (Literature, RTW, and TESOL)		36	27	28
Post baccalaureate Students		9	16	18
Credential Students		2	2	0
General Education (1001, 1002, 1010, 3550, 3920, 3940)		673	622	667
First-Year Composition		373	368	366
Intensive Learning Experience (ILE)		160	170	146
Writers Workshop		167	130	130
ESL Courses		69	23	23
Writing Center (ILE: 164; WW: 165; ESL: 29; all else: 32)		355		550
WP Classes		194	210	192
Humanities		102	118	178
Honors Courses		20	16	27

Extended Education Enrollments (per Ex Ed)	9	22
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Some numbers above reflect institutional changes; some, however, are due to improved research methods and accounting procedures. We do not, for example, have a reliably hard number for participants in the Single Subject Matter Preparation Program (SSMP), which prepares English teachers for our middle and secondary schools. The SSMP Program is an integral part of the English Department, and efforts to make that integration more transparent are underway.

Department Faculty by the numbers (Spring 2005/2007):

Full-time tenured or tenure track faculty: 11/17
 Pending searches for FT/TT faculty: 2/0
 Full-time lecturers: 8/7 (6 on multi-year contracts)
 Currently FERPing: 3/1
 2003-04 Retired: 3
 2003-04 FERP: 1
 2005-06 Retired: 1
 2006-07 Retired: 3
 Part-time teaching faculty (2004-05): 16/18 carrying 151/?? WTU

Released Time:
 2003-04: 86 WTU (50 external, 36 department)
 2004-05: 63 WTU (42 external, 21 department)
 2005-06
 2006-07:

Travel Support:
 2003-04: 8 requests granted; ALS funded 3. ALS funds: \$2085; Dept: \$3526.
 2004-05: 3 requests granted; ALS funded 1. ALS funds: \$1600; Dept: \$1565.
 2005-06
 2006-07:

Awards:
 2003-04: RSCA and IRA Grants totaling \$7369.25
 2004-05: RSCA, IRA, and SL Grants totaling: \$10,400
 2005-06
 2006-07

Department Objectives

- Objective 1:** Ensure the continuation of a dynamic, diverse, and caring teaching faculty.
- Objective 2:** Offer classes and programs that align department priorities with student and university needs.
- Objective 3:** Maintain advising strategies to ensure that they are responsive to student needs and that they closely track student progress.
- Objective 4:** Enhance enrollment in the English major, minor, and graduate programs, with particular attention to enhancing diversity and quality through recruitment and retention efforts.
- Objective 5:** Provide leadership and support for the development and assessment of writing programs across the university.
- Objective 6:** Increase the number of contacts and partnerships between the department and area community colleges and school districts.
- Objective 7:** Create and codify assessment strategies that identify programmatic and curricular priorities and track student learning outcomes.

History and Strategies for Objectives

Objective 1: Ensure the continuation of a dynamic, diverse, and caring teaching faculty.

2002-2005: In 2002-03, the department hired three full-time tenure track faculty (in American and Multicultural Literature and English Education), and in 2004-05, hired an additional two (in Medieval and Renaissance Literature and Rhetoric and Composition). In the same period, we also lost two full-time VL positions (one to retirement, one was converted to a TT line). One tenured member is retiring in 2005; two others are in the midst of FERPs; one will complete a FERP; others are considering either retirement or FERP this year. In Fall 2005, there will be 13 full-time tenured or tenure track faculty. While the new junior faculty members—in Rhetoric and Composition (2), American Literature (2), British Literature (1), and English Education (1)—form a strong and mutually complementary cohort, the department should continue its full-time tenure-track build-out, based on the strengths of its members and the opportunities of the future.

Strategies:

1.1 Continue the build-out of junior faculty by recovering FTEF losses resulting from retirement, and by exploring new directions.

2002-2007: The department will apply to conduct searches for three additional FT/TT faculty in the next three years, from the following areas: Colonial and Early Republican American Literature, 20th Century and Contemporary British Literature, Global and Post-Colonial Literature in English, Poetry, Drama, Creative Writing, Assessment, Linguistics and Second Language Acquisition. There is continuing interest in expanding our Graduate Program to include either an MFA or a Writing emphasis, as well as interest in developing a publishing/editing emphasis at the undergraduate level. Furthermore, the department will prioritize the recruitment of a more diverse faculty.

2007-2009: As called for in *Framing the Future* the department will contribute to the distinct identity of the college through development of new programs in professional writing and creative writing as well as through development of an undergraduate component for rhetoric and teaching writing. The department has applied for a position to develop the professional and creative writing programs. The department continues to prioritize the recruitment of a diverse faculty through better, earlier planning in the search process and through the development of courses such as TESOL/English Education and TESOL/Chicano literature as well as lower-division courses in areas such as pop culture; African-American, Chicano, Native American, and Asian literatures; and creative writing.

Results: The department has managed to keep pace with retirements and FERPs through successful recruitment and retention of FT/TT faculty in English education (1), composition (2), and literature (4). The department has struggled to increase diversity, especially “visible diversity” that would help the department reflect the student body.

1.2 Revise department RPT elaborations to provide incentives and rewards for professional development, especially in the area of the scholarship and practice of teaching and learning.

2002-2007: The department RPT committee is currently revising RPT elaborations (Spring 05) to ensure that retention, promotion, and tenure cases are evaluated fairly, and that the process balances the interests of individual faculty members, the department, and the university. The revised RPT elaborations should give consideration to the scholarship of teaching and learning, including curricular development and ongoing assessment, as suggested by WASC Standard 2 (2005).

2007-2009: The Department has asked the Academic Senate to make a statement on the role and importance of departmental elaborations, will put forward a revised set of elaborations which strike the last sections of each elaboration beginning with the words “any other activity,” and will advise the RPT committee to provide more emphasis in the service section of RPT letters when justifiable.

Results: The revised elaborations proposed in 2005 were approved by the URPTC.

1.3 Ensure that the faculty workplace environment is fair, appropriate, and collegial.

2002-2009: The department will adhere to the MOU with respect to faculty workloads. Any changes to this agreement requiring changes in faculty workload will be negotiated within the department through open discussion and decision-making. All faculty will be provided adequate computing and other technical support, in accordance with the campus Academic Technology Plan (2003). Website development will continue to expand by providing technical support and through department investment in site-licensed software.

Results: The department has adhered to the MOU with respect to faculty workload. The department has purchased 4 faculty computers, 2 staff computers, a department laptop and projector, and licenses for web software. Tenure-track faculty are now on a 3-year replacement cycle managed at the university level.

1.4 Support and validate non-tenure-track faculty contributions made to the department by integrating members more fully into the department.

2002-2009: The department will increase efforts to support full-time lecturing faculty by additional attention to mentoring and professional development, and by ensuring appropriate representation in department decision-making. The department will consider the possibility of WTU release for committee membership and university service, and increase efforts to diversify the part-time instructional faculty by expanding recruitment outreach to scholars trained outside the immediate community.

Results: The bylaws adopted by the department designate all FT and TT faculty as voting members and all part-time and teaching associate faculty associate who are eligible to participate in department meetings.

The department developed and broadly distributed two position descriptions for PT faculty recruitment to teach literature and composition. Responses to the advertisement came from across the country, but no applicants have been in a position to move in order to teach one or two classes. The department continues to advertise.

The department did consider release time for non-TT faculty but did not discover a way to provide it.

1.5 Develop a request for space that will allow the department to be housed in one area.

2007-2009: The department will investigate possible spaces with common areas, facilities, and services where all members of the department can be housed together and will develop a proposal requesting that space.

Objective 2: Offer classes and programs that align department priorities with student and university needs.

2002-2005: The modification of the English BA (2004) was completed with this objective in mind. The department has not expanded course offerings on Saturdays, nor in Stockton. Curricular development has stalled, in part due to the changing nature of the department, in part due to pressures from the budget crisis. In 2004-2005 the number of sections of 4800 (Second Language Acquisition, which has become a Liberal Studies requirement) was expanded to three per semester, soliciting help from Kathlin Davis of Liberal Studies, who taught a 4800 course in spring 2005. The hiring of an English Education specialist has facilitated the increase in offered sections of impacted courses in the SSMP Program; for example, offerings for both 4620 (Children's Lit) and 4630 (Adolescent Lit) have greatly expanded. The TESOL and RTW masters programs were revised to improve the viability of the degree, to facilitate entry, and to help ensure timely student completion of the programs. Starting in 2002-2003, graduate students have been encouraged to complete a dual concentration to make themselves more marketable to the community colleges. More than half of the TESOL and RTW graduate students have taken this option. Furthermore, the thesis/project has been made optional in both concentrations. The result has been the increase in the number of graduate students enrolled and completing their degrees in the English MA since 2002-2003.

2007-2009: The department is committed to the development of new programs in professional and creative writing as well as an undergraduate component of rhetoric and teaching writing. The opportunity for new, non-replacement positions will provide the necessary faculty to develop these programs. In addition the

department will reconsider the major and its connection to the college in order to reconstruct the upper division component of the major. The department will also review new days and times for course offerings (e.g., Saturdays).

Strategies:

2.1 Maintain student-faculty ratios at desirable levels.

2002-2009: Maintain enrollment in classes at numbers that facilitate a “process approach” to writing, small group discussion, effective feedback, and assessment. To provide these four learning-centered components in English courses, ESL, and ILE-type courses are capped at 12-15 students and WP writing-intensive courses are capped at 25.

Results: The department has maintained appropriate course enrollment maximums to facilitate a process approach in these courses.

2.2 Offer courses at times that are most convenient to students.

2002-2009: In order to ensure timely completion of programs, develop more opportunities to offer more night, weekend, and distance learning courses. The department should consider offering certain courses on Saturday, offering more courses during Winter Term and Summer Sessions, and increase the number of offerings at the Stockton Center. Part of this work will be to determine the optimum times to offer courses.

Results: The department has continued to refine its scheduling of courses and offers courses at nearly all days and times within the approved scheduling modules. The department has and continues to experiment with offering additional courses in the summer (e.g. ENGL1010, ENGL3920, ENGL3940, ENGL4800).

2.3 Develop courses that will attract non-majors.

2002-2007: Literature for non-majors, fiction-to-film courses, an upper division-writing course, and a course in Film Appreciation are currently being considered. There has been a manifested demand by Liberal Studies students for an upper-division course for a creative non-fiction. This course would combine literary study of creative non-fiction, such as the literary or reflective essay, meditation, or memoir, with the practice of such forms of writing to develop student appreciation for and facility with a genre with an outstanding pedigree and renewed commercial appeal.

2007-2009: The department will develop lower-division and interdisciplinary courses in pop culture; African-American, Chicano, Native American, and Asian literatures; and creative writing. The development of creative and professional writing programs will result in new courses that will attract non-majors.

Results: The department has developed and proposed a lower-division creative writing course that will fulfill a general education requirement, upper-division intermediate composition course and advanced composition courses, and a graduate advanced composition course.

2.4 Respond to the new requirements in Liberal Studies.

2002-2007: Six 4800 (Second Language Acquisition) courses per year are still insufficient for the growing demand. In 2006-2007 the number of 4800 classes should be expanded to 4 per semester. Hiring in 2005-2006 should consider this need as part of the criteria of new tenure-track hires.

Results: The department has trained and assigned new instructors and has been able to meet the demand for these courses.

2.5 Respond to new demands of the CCTC regarding the SSMP Program.

2002-2007: CCTC feedback suggests that the area most crucial to develop is recent prominent global literature—like our current 3920 (Masterpieces), but more non-European and more contemporary (e.g., Naipaul, Garcia Marquez)—as well as developing a curriculum more inclusive of ethnic and minority discourses and voices.

Results: The department modified ENGL3920 to incorporate contemporary non-European literature and to rename the course as Survey of World Literature.

Objective 3: Maintain our advising strategies to ensure that they are responsive to student needs and that they closely track student progress.

2002-2007: Of the seven objectives of the original Plan (2002), this objective was most thoroughly addressed. The position of Director of Advising (DOA) with released time to compensate was created in 2004-05, and filled immediately (Anna Bolling). Advising workload was adjusted and redistributed such that all tenure-track faculty (with exceptions for the first year of new hires) are equally included in the distribution of advisees. Students are now notified that advising is mandatory. A series of “road maps” were produced that guide both advisor and advisee through the process, and were posted on the Department website.

2007-2009: Incorporate into SSMP advising fuller explanations of the various paths to teaching. Implement mandatory, yearly advising of graduate students employing registration holds to enforce advisement.

Strategies:

3.1 Establish a once-a year required advising meeting for every major, minor, and concentration student.

Enforce the “mandatory” part of “mandatory advising,” by placing a hold on registration until advisees are checked through the process. This will require the continued attention of the administrative assistants in the department and cooperation with Enrollment Services.

Results: In fall 2006 the department implemented mandatory advising enforced by registration holds for all undergraduate majors.

3.2 Set up a process by which faculty advisors will be mentored.

Divide advising duties systematically among tenure-track faculty. A training/monitoring process will require the continuing attention of the Director of Advising. The faculty advising booklet should include all pertinent policies, “road maps,” and directions, and be distributed to new (and continuing) faculty. Faculty orientation meetings on advising should be held bi-annually, including career advising for students.

Results: Advising duties were divided equally among TT faculty with the exception that all SSMP students are advised by the two TT faculty with greater expertise in that area. The DOA reports regularly at monthly departmental meetings and orientation is scheduled on the department meeting agenda as is necessary.

Objective 4: Enhance enrollment in the English major, minor, and graduate programs, with particular attention to enhancing diversity through recruitment and retention efforts.

2002-2005: Due to CSU systemwide response to the budget crises, enrollment increases at CSU Stanislaus have been halted. We therefore neglected this Objective in formulating and prioritizing Department action during 2003-05. This halt will be lifted shortly. The department should pay additional attention to, and prioritize, the second part of the objective: enhancing diversity. Of the strategies below, #2 was actively addressed through the hiring of an additional faculty member in English Education, Dr. William Foreman, who has taken a leadership role in revising the SSMP program and in advising; and #3 was addressed through the redevelopment and revision of the BA in English program: prerequisites were streamlined, core requirements revised, and an enhanced emphasis in World Literature was built in.

Strategies:

4.1 Enhance and diversify enrollments in the major and in the SSMP program.

Strategies that should be pursued in order to increase the number of male, black, Asian, and Hispanic students in the major and SSMP include: 1) prepare a flyer to be distributed to the University Outreach Program on the benefits of the major and program for these students, 2) participate in student orientations more actively, and 3) ask English faculty members (in their roles as teachers and advisors) to spot and recruit potential candidates for the SS program and advise them to consider high school teaching as a career. The department also will extend its outreach to local community colleges, both to update Program requirements and to recruit.

Results: The department collaboratively developed with Outreach the flyer stressing the benefits our programs. The DOA and other department faculty participate in all new and transfer student orientations, and the chair ask faculty each term to recruit students from their classes into the major and the SSMP.

The department participated in the lower-division transfer preparation pattern work to ensure that students at any California Community College who wished to transfer to CSU Stanislaus as an English major could know that all units were transferable and that the student could reach the highest transfer category.

4.2 Ensure that Liberal Studies advisors emphasize our programs.

2002-2009: Program coordinators in English should maintain close contacts with the directors of the Liberal Studies program, as many of our students are recruited from their ranks. The SSMP and the TESOL concentration coordinators will participate actively in Liberal Studies Orientations.

Results: The TESOL and SSMP coordinators have maintained close contact and estimate that, for example, in 2005-06, twenty English majors were recruited by Liberal Studies advisors.

4.3 Offer students courses that they want and need.

2002-2009: Program advisors will continue to look carefully at state requirements, student feedback, and enrollment figures to determine what these needs are. In addition, new department assessment procedures will help the department identify potential action in this area. In the MA program, the graduate committee will reevaluate the entry-level course required of most of our graduate students (ENGL 5000), perhaps splitting it in two to accommodate both the history of criticism requirements (especially for the Literature track) and the research and writing requirements.

There have been continuing requests from TESOL graduate students that the department add at least two 5000-level classes that are relevant to TESOL. Beginning in fall 2005, the department will re-instate ENGL 5850, Linguistics for Teachers, and offer that course alternatively with ENGL 5020, Assessment in English. Another consideration (if potential enrollments justify) is to create a new course in the History of the English Language.

Results: The department reinstated and has continued to offer ENGL5850 in semester alternate to ENGL5020. In 2007, the department proposed and added ENGL5150, History of the English Language. Program advisors have continued to monitor requirements, feedback, and enrollments.

4.4 Increase scholarships and awards.

The department currently offers two scholarships. The department goal is to double the number of scholarships for our English graduate students, in part by conducting outreach through University Development to explore extramural funding opportunities. The department also will develop an undergraduate essay contest that parallels the current contests at the graduate level.

Results:

Objective 5: Provide dynamic leadership and support for the development and assessment of writing programs across the university.

2002-2005: The department received approval to fund a tenure position in Rhetoric and the Teaching of Writing in 2004; a search was conducted and the position filled in spring 2005. The department requires an additional tenure-track position in Rhetoric and the Teaching of Writing for a candidate in '05-'06, who will bring expertise in writing assessment, basic/developmental writing, and expertise working in second language acquisition and the special needs of English Language Learners. This new hire should play an active role in the campus writing committee and the administration of the WPST.

Three department members play a leadership role in the University Writing Committee that meets bi-weekly (Dr. Stephanie Paterson, Director of Composition, Dr. William Foreman, Coordinator of the Single-Subject Program, and Mary Ann Simoneau, Coordinator of the WPST). Paterson, Foreman, and Simoneau have collaborated from 2003-2005 to offer Writing Proficiency Workshops for faculty six times in the academic year. In 2003-2004 full-time lecturer, Mary Ann Simoneau took over as the Coordinator of the Writing Proficiency Screening Test. In Fall 2004 the Department Composition Committee created a survey for instructors to receive information about perceptions and attitudes about the writing program. This is the first step in the process of preparing for a team of (WPA) or Writing Program Administrators' site visit and external program review, anticipated to occur in 2006-2007.

Strategies:

5.1 Create tenure-track position in Rhetoric and the Teaching of Writing.

The department hopes to create one more tenure-track position in Rhetoric and the Teaching of Writing in 2005-2006. This person should bring expertise in writing assessment and second language learning, taking a leadership role in assessment and be qualified to teach sections of English 4800, Second Language Acquisition, recently made a required course of all Liberal Studies students.

Results: The department now has four TT position in Rhetoric and Teaching of Writing with the new positions bringing added expertise in assessment and developmental writing; however, the needs for expertise with second-language acquisition and English-language learners have not been met with new TT hires.

5.2 Support the continuing growth of the Campus Writing Center.

2002-2009: The department would like to see the WC director receive the assigned time necessary to meet the diverse needs of writers across the university who seek tutoring in the Writing Center. Since AY 04/05 the WC director position has been cut 40%. Advisors should encourage graduate students and pre-service teachers to enroll in English 4600: Tutorial Projects. The department seeks undergraduate and graduate students with ESL pedagogical backgrounds to tutor and assist with the work of the Writing Center through incentives such as individual study units, and internships. The Writing Center is in the process of shaping a "Mission Statement" and seeks assistance in developing a web presence.

Results: The department has maintained close connection with the Writing Center and believes that the Director now has been allocated appropriate assigned time and graduate assistants. The department continues to assist with the recruitment of potential tutors.

5.3 The Writing for Success Book Group

There is a university-wide interest in and need for learning strategies for teaching second language learners in content areas. In an effort to facilitate conversation about practical ways to ensure our ESL learners become full members of the academic community, the department co-sponsors the Spring 2005 dialogue about the book *Generation 1.5* (Harklau et. al.). A broad invitation was extended to faculty, instructors, TA's, staff, and administrators to attend book discussions on *Generation 1.5 Meets College Composition*. Participants received a copy of the book through mini-grant funding.

5.4 Provide the resources to carry out the existing plan for assessment of the competencies in the First Year Composition program.

Spring 2005, the DOC and the Department Composition Committee will collaborate to create a "Request for Assessment Funding" to assess how well we are achieving our General Education Program Goals, our First-Year Composition Competencies, and Standard 2 in the WASC Handbook of Accreditation.

Results:

5.5 Take leadership in supporting and monitoring the upper-division-writing programs.

2002-2007: Many students delay taking the WPST (and WP class) until very late in their academic programs; thus, they may not be prepared for upper-division work. To address this problem, the following policy will be in place by Fall 2006: 3150 (Approaches to Literary Study, WP) will function as the gateway course to the major. All students in the major will be required to pass the WPST prior to enrollment. Students who are not able to do so will be advised to enroll in the following courses in order to develop the required skills: 1) ESL 1000/ESL 1005, 2) an upper-division writing course (to be developed), and 3) WPST Revised Portfolio Option conducted through the Writing Center.

Results: Students are required to pass the WPST before being allowed to take a WP course. The ESL-course and portfolio options are available to students, and an upper-division course, ENGL3000, Intermediate Composition became available in Summer session 2007.

5.6 Provide better training and support for Teaching Associates

2007-2009: Provide a late summer orientation to teaching writing courses for incoming graduate students. A one-to-two week intensive workshop will combine readings, observation, discussion, and writing to enable students concurrently enrolled in appropriate coursework to begin teaching in their first term in the graduate program, providing a further incentive for potential graduate students.

Objective 6: Increase the number and quality of contacts and partnerships between the department and the community.

2002-2005: One of the ways the English Department supports the work of area teachers is through its partnership with the Great Valley Writing Project. Stephanie Paterson has joined Carol Minner as Co-Director of the Great Valley Writing Project. Paterson assists with recruiting exemplary teachers to participate in the GVWP Summer Institute that occurs over four weeks in July. After the institute these local teacher leaders provide professional development programs, teaching their colleagues at all levels K-16 using research-based strategies to promote students' writing development.

Since our last Strategic plan, funding for the CAPI and PAD programs was eliminated. CSU, in collaboration with the Department of Education, the State Board of Education, and the State Superintendent of Public Instruction, announced in Nov. 2004 an early assessment program that will assess high school juniors' readiness for college English and mathematics.

Paula Barrington-Schmidt, Writing Center Director, is a member on the Early Assessment Program (EAP) Advisory Committee. In her role, she meets with English teachers from high schools in the CSUS service area. The meetings provide information about of the EAP, the Academic Preparation Program (AAP), and the English Department's Composition Program. In addition, Barrington-Schmidt and adjunct Heather Lanser, in partnership with San Joaquin and Stanislaus County Offices of Education, have conducted workshops for area high school teachers for the 12th Grade Expository Reading and Writing Course that the EAP Task Force developed to help students become prepared for college reading and writing. Some districts have already adopted the course or will use the current modules throughout senior college preparation English to ready their students for the EPT. This was a pilot year for the 12th Grade Expository Reading and Writing Course.

The Great Valley Writing Project at CSU, Stanislaus provides the Reading Institute for Academic Preparation (RIAP) for area high school teachers. This 80-hour institute is funded by the CSU Chancellor's Office to increase the passing rate of EPT Writing Assessment. CSU faculty Stephanie Paterson and Joan Wink collaborate with Writing Project teacher consultants, who facilitate this Institute. The GVWP's proposal has been funded by the Chancellor's Office for the past three years.

Strategies:

6.1 Support Early Assessment Program (EAP)

Results: Our department serves a leadership role in the implementation of the 11th Grade Early Assessment Program that includes an augmented California Standards Test (CST) in English. Since fall 2004 Paula Barrington-Schmidt and Part-Time Instructor, Heather Leather have provided training and support to participating area teachers. Results of this pilot program were released in spring, 2005: <http://www.calstate.edu/pa/news/2004/proficiency.shtml>). The Department continues to provide local leadership in this program

6.2 Support Reading Institute for Academic Preparation.

The department will continue to offer support, expertise and collaboration with area teachers to help to improve high school students' skills in critical reading and academic writing.

Results:

6.3 Create service-learning opportunities for English students.

Department faculty are encouraged to continue to think of ways to implement service-learning pedagogy in their course designs.

Results:

6.4 EL Mini-Grant Funding.

With a \$4,000 grant from the English Language Learners Network of the National Writing Project, Stephanie Paterson, co-director of GVWP, and Chris Condon from the San Joaquin County Office of Education will collaborate to develop an EL program in Spring 2005. The focus will be to explore and assess how a genre-based pedagogy can improve English Learners' academic literacy.

Results:

6.5 Pursue cooperative activities initiated with MJC regarding possible internships, tutoring support, and graduate projects.

2007-2009: The department wishes to modify this strategy to simply say "extend outreach" which will open the strategy to reach P-12 and all higher education institutions.

6.6 Normalize outreach to feeder CC departments.

2005-2007: Enhance communication to update departments on changing prerequisites and to provide more consistent and efficient advising and recruitment.

Results: The department participated in the lower-division transfer preparation pattern work to ensure that students at any California Community College who wished to transfer to CSU Stanislaus as an English major could know that all units were transferable and that the student could reach the highest transfer category.

6.7 Strengthen contact with emeritus faculty and alumnae/i

2007-2009: The department will request a database of alumnae/i and send an annual communication focusing inviting emeritus faculty and alumnae/i to the spring Student Appreciation Picnic where we will celebrate our graduating seniors. The department will also incorporate an update section into the department home page.

Objective 7: Create and codify assessment strategies that identify programmatic and curricular priorities and track student learning outcomes.

2002-2007 History: A department evaluation form was created, piloted in Spring 03, and is currently being assessed and revised (Spring 05). This revised instrument (see Appendix E) will be returned directly to the instructor. Data from this instrument may be included in the WPAF at the instructors' discretion upon consultation with the department RPTC Chair. The Exit survey was developed in 2003-04, and piloted that spring; data were disseminated and discussed in Fall 04 (see Appendix F). The assessment of student learning process has been slow and tedious, as well as (we hope) deliberate and informed. In revising the BA program, we deliberately factored into the new program opportunities for assessment of program objectives and for student learning in the program. We are currently (Spring 2005) piloting new versions of the gateway course, ENGL3150: Approaches to Literary Study, and ENGL 4990: Senior Seminar. Faculty working with both courses will meet to discuss specific approaches and to recommend to the department any alteration to current practice; these recommendations will be incorporated in item 4 below.

Strategies:

7.1 Continue to develop a culture of assessment in the department.

The Department recognizes that establishing and maintaining a culture of assessment of student learning requires committed faculty who work closely with the Faculty Center for Excellence in Teaching and Learning, whose work is guided by the University Principles of Assessment of Student Learning, approved by the Academic Senate and the President in 2004 (6/AS/04/UEPC). These principles have been attached as Appendix A, and will also be posted on the Department website, distributed to all current faculty, and be included in all orientation packets to new faculty members.

Results: The principles document is continuously available to faculty via posting on the department website.

7.2 Create a new Department position, Coordinator of Assessment.

2002-2007: Contingent on continuing funding from the Office of the Vice-Provost, the Department will create a Coordinator of Assessment, to partially offset the labor of coordinating and organizing Department assessment efforts, particularly at the outset. The Coordinator will be appointed by the Chair to a one-year term (for a maximum of three continuous years), and will be charged with the following tasks:

- initiate formal assessment as outlined below;
- Enlist the Curriculum Committee in carrying out the tasks of assessment outlined in item 2 below;
- keep abreast of developments in the field of assessment of teaching and learning, by participation in workshops, conferences, and other activities;
- maintain faculty awareness of useful and pertinent changes in the scholarship and practice of assessment by distributing articles, books, and/or references;
- submit to the Chair by the start of the Fall semester a summary of activities conducted the previous year, and
- recommend to the Department Strategic Planning Committee any changes to this section of the Strategic Plan.

Results: A department position, Coordinator of Assessment, was created. The Coordinator is a member of the university assessment council and is actively engaged in promoting assessment in the department, including coordinating revision of the department mission statement and goals.

7.3 Assess learning goals in the major.

English majors are required—in addition to the prerequisite Surveys of British and American Literature (9 units total) — to take 3150: Approaches to Literary Study, 4300 (Shakespeare), 4990 (Senior Seminar), 3 units each of British, American, and World Literature, and a minimum of 13 units of upper-division English electives. In these courses, students are required to demonstrate proficiency in a broad variety of learning

goals that include close reading skills, breadth of reference, literary history, critical and technical vocabulary, background and context, intellectual and professional issues, essay composition, research and bibliography, grammar and language, and oral communication skills.

Appendix B shows the Department Program Objectives, drawn from the 2001 APR. The distribution chart in Appendix C, compiled with input from the English faculty, summarizes which classes address these skills in particular.

2005-2007: Implementation of assessment:

1. The Chair will appoint an ad hoc committee charged:
 - a. first to review the distribution chart of learning goals and recommend to the department any changes
 - b. upon agreement on the distribution chart, to recommend to the department a draft single rubric for common assessment of writing traits central to the goals selected for ENGL3150 and ENGL4990 in the distribution chart
 - c. to make explicit the relationship between the distribution chart and the rubric
2. In preparation for fall 2005, faculty teaching ENGL3150 or ENGL4990 familiarize themselves with the learning goals for those classes and with the rubric.
3. Each instructor incorporates a major writing assignment for the course which can be assessed according to the rubric
4. At the end of the fall term, each instructor selects a set of papers exemplifying each level of performance on the rubric (or as many levels as are represented in the class) and will make available a copy of the assignment and the selected papers to other instructors for their perusal.
5. Instructors will meet to:
 - a. discuss how selected essays reflect the differing levels of performance (a calibration discussion).
 - b. based on the calibration discussion, discuss the overall performance of students in ENGL3150 and ENGL4990 in relation to the rubric
 - c. draft a brief report to the department on findings, including teaching and learning concerns, any suggestions for refinement of the process or the rubric, and any suggestions for additional areas of assessment.

2007-2009: The department will concentrate on argument in assignments in upper-division courses, building development of argument into discussion, lectures, and assignments at different stages of the course. The department will hold an "Argument Camp," a series of 1-hour discussions where all department faculty are invited to discuss how to teach arguments, what we are currently doing in classes, what works, how we know it's working etc.

The department will focus on two new areas of assessment: oral communication and content knowledge. For both areas, the department will follow the pattern of discussion, setting standards, and creation of rubrics. For the foreseeable future, assessment in the major will then focus on a recurring cycle of writing skills, oral communication, and content knowledge with a new focus in a given area each time it becomes the focus of assessment.

Results: The ad hoc committee reviewed the learning goals chart without recommending changes and developed a rubric for evaluation of papers submitted in the capstone course, ENGL4990. The department approved the rubric. Each instructor of the course provided a sample of papers to be evaluated using the rubric. The evaluation indicated that students in 4990 perform satisfactorily in all areas denoted on the rubric but need additional instruction in the development of argument. Faculty were asked to submit ideas and examples for teaching argument, and the submissions were collected into a booklet distributed to members of the department to support instruction in all courses.

7.4 Develop an exit evaluation tool for the SSMPP.

2002-2007: CCTC guidelines imply that content-oriented programs such as our SSMP Program should require some evaluation of student learning beyond grades in coursework. An end-of-program evaluation is

common in training programs, not only in California but also across the nation. The CA will forward data from 4990 assessment activities to the SSMP Program Director for this use. The SSMP Program Director will also develop an exit interview targeted specifically at SSMPP participants, to be given at exiting the program, and again in a follow-up version after five years.

Results: The exit interview has been developed and is administered to students exiting the program.

English Department: Action Strategy and Budgetary Priorities: 2007-2009

1. Reconsider the major and its connection to the college in order to reconstruct the upper division component of the major.
2. Develop programs in professional and creative writing and an undergraduate component in rhetoric and teaching writing.
3. Hire a new TT faculty to foster development of professional and creative writing programs, preferably with some expertise in TESOL.
4. Discuss and develop methods of assessment for oral communication and content knowledge.
5. Develop a request for an appropriate space where all members of the department can be together.
6. Develop courses to attract non-majors and new majors.
7. Revise the departmental elaborations on the RPT criteria.
8. Strengthen contact with emeritus faculty and alumnae/i.

Appendices

Appendix A: Principles of Assessment (per 6/AS/04/UEPC)

Appendix B: Department Learning Objectives (Dean's response to APR 2001)

Appendix C: Distribution of learning goals in the major

Appendix D: New advising "roadmaps" for students

Appendix E: Revised departmental course evaluation form

Appendix F: Exit survey and report from S04 survey results.

Appendix G: Assessment materials

Appendix H: SSMPP exit interview