

HSU Academic Program Criteria

Academic Program in English

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

English Department Mission and Vision Statement

The English Department feels it addresses all of the HSU Vision in that we teach students how to write with clarity, read perceptively, and think critically about literature, language, and culture. Our faculty brings a wide range of expertise to this mission. We are linguists, rhetoricians, and writers; we are professors of literature, critical theory, women's studies, ethnic studies, cultural studies, composition, English education, and English as a Second Language. Our methods are as diverse as our disciplinary specialties. However, each of us practices an engaged pedagogy in which communication is a social act. One of our broader goals is to equip students with the academic proficiency and habits of mind conducive to being active and informed citizens in a democracy. However, for the purpose of this report, we have chosen three of the HSU Vision statements to emphasize:

We will be the premier center for the interdisciplinary study of the environment and its natural resources.

Our courses English 311-Nature Writing, English 314-Creative Writing—Non-fiction, and English 422-Advanced Research Writing are directly related to this HSU Vision. We not only open these courses to students throughout the campus, but the faculty work directly with other departments to encourage students in the natural resources to enroll in these classes. Two of our faculty teaching these classes are widely published in the areas of environmental issues and the natural world.

Two additional English faculty members have recently developed a pair of thematically linked English general education courses with a professor in the department of Geography as part of a new interdisciplinary general education initiative called "Humboldt Connections." GNED 109R (formerly ENGL/GEOG 109R), *Off the Beaten Path: Humboldt through Literature and*

Landscape, combines physical and cultural geography with cultural studies and literary analysis to provide students with a complex interdisciplinary introduction to the Humboldt County region and the skills required for academic success. This course and its linked cohort ENGL 109R, First Year Reading and Composition, familiarize incoming HSU students with the local area and develop their skills in writing, critical thinking, archival research, and empirical observation, while in the process fulfill two general education requirements.

We will commit to increasing our diversity of people and perspectives.

Courses both in our major and also as general education have as their focus examining the lives of other cultures and perspectives. In fact, most literature classes concentrate on examining a variety of ‘human conditions.’ Furthermore, English 305-Post Colonial Perspectives, English 336-American Ethnic Literature, English 308-Women and Literature, ENGL 465, Multicultural Issues in Literature/Languages, and special topics courses (ENGL 360) such as “Black Britain” and “Queer Theories” compare, contrast, and work to understand a variety of perspectives, life experiences of diverse populations in the abstract and as a way to encourage those persons to feel motivated to attend and to be comfortable as part of the HSU community. Moreover, our linguistics courses, especially those emphasizing English as a Second Language and those researching sociolinguistics investigate the role language plays in the lives of the individual and in cultural contexts.

We will be exemplary partners with our communities, including tribal nations.

Our courses constituting the English/ language arts pathway that satisfy the California Credentialing Commission as a waiver major have as one of their goals to prepare students to be models and mentors to K-12 students from all the cultures that represent California; our work in Hoopa with Native American children and teachers through not only course work but also the Redwood Writing Project, English 485-the Fall English Studies Conference (FESCUE), and English 480-our sponsorship of the Book of the Year Program show that we are successful partners with a variety of local communities including College of the Redwoods..

Four among several goals of the English department for students who successfully complete the English major reflect directly the HSU Vision:

- Read and explicate written English precisely;

- Demonstrate an awareness of structures of power in language, literature, and culture;
- Demonstrate knowledge of literary movements and writers from a range of historical periods and cultural frameworks;
- Understand and perform rhetorical strategies to inform, persuade, and argue.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary Majors_overview_ENGL report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ENGL	English	151	160	172	178	167	161	172	162
ENLS	English (Literary Studies)	0	0	0	0	0	0	0	4
ENSS	English (Education)	75	64	58	48	54	62	52	53
ENWP	English (Writing Practices)	0	0	0	0	0	0	0	9
Total		226	224	230	226	220	222	224	227

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_ENGL report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ENGL	English	7	7	5	4	5	4	7	9
ENSS	English (Education)	1	3	1	1	2	0	0	0
Total		8	10	6	5	7	4	7	9

Minors enrolled AY Average in English minors_enrolled_ENGL report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	2	0	1	2	2	0	2	0
Soph	2	5	0	1	2	3	2	2
Jr	8	5	7	5	5	6	5	6
Sr	16	19	18	22	19	18	27	15
Grad	0	0	0	0	1	0	0	0
	27	29	26	29	27	27	35	23

Minors enrolled AY Average in Ethnic American Literature minors_enrolled_EAL report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Jr	1	1	1	1	1	0	0	0
Sr	0	1	1	4	5	3	2	1
	1	2	2	5	6	3	2	1

Minors enrolled AY Average in Linguistics minors_enrolled_LING report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	0	0	1	0	1	0
Soph	1	0	0	0	0	0	0	0
Jr	1	1	1	1	2	2	2	0
Sr	2	2	3	3	2	5	5	3
	3	2	3	3	4	7	7	3

The chart for the TESL minor is included below; it's also available on the Analytical Studies website. These students are all juniors and seniors. The numbers per year should be read according to the years listed above. The reason the numbers have dropped so dramatically is because of the changes in the LSEE program and the credential program; previously students picked up the TESL minor as they worked on their CLAD which is no longer recognized by the CTC.

Teaching Engl as a Second Lang	36	45	22	17	10	9	12	4
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Majors by Sex and Ethnicity Majors_overview_ENGL report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	2	3	2	6	2	3	4	2
	Black	3	2	3	3	1	2	6	5
	Hispanic	14	12	14	7	12	15	15	16
	Native Amer	1	2	4	2	2	3	0	1
	Pacific Is	0	0	0	0	0	0	2	2
	White	91	91	82	83	76	72	78	66
	Other	3	6	6	5	5	6	4	14
	Unknown	24	20	23	29	40	32	25	18

sum		136	136	132	133	136	132	133	123
Male	Asian	2	2	1	0	1	3	4	3
	Black	2	4	5	4	2	3	1	4
	Hispanic	6	5	6	8	6	6	8	14
	Native Amer	0	2	1	0	2	2	2	4
	Pacific Is	0	0	0	1	0	0	0	0
	White	63	58	59	58	50	49	53	58
	Other	2	2	4	4	4	4	9	8
	Unknown	16	17	23	20	21	24	16	15
sum		91	88	98	93	85	91	92	104

English (with options) Degrees Awarded (incl. primary and second majors)									
degrees_awarded_B_ENGL report generated: 25-JUN-08									
MAJOR	AY	AY	AY	AY	AY	AY	AY	AY	AY
	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	
English	23	36	42	21	28	37	47	40	
English (Education)	22	18	28	21	21	16	16	17	
Sum	45	54	70	42	49	53	63	57	

English Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)									
degrees_awarded_B_ENGL report generated: 25-JUN-08									
SEX	Ethnicity	AY	AY	AY	AY	AY	AY	AY	AY
		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Female	Asian	0	0	1	0	1	0	0	0
	Black	0	1	0	0	0	1	1	0
	Hispanic	2	2	4	4	2	1	4	4
	Native Amer	2	0	0	1	1	0	3	0
	White	19	19	24	8	18	18	16	18
	Other	1	0	3	2	2	1	3	0
	Unknown	1	10	11	5	5	10	13	12
sum		25	32	43	20	29	31	40	34
Male	Asian	0	0	1	0	0	0	1	2
	Black	0	0	0	1	1	0	1	1
	Hispanic	3	0	2	0	0	3	1	2
	Native Amer	0	0	0	1	0	0	0	0
	White	14	16	20	14	12	11	12	10
	Other	1	1	0	1	0	2	2	0
	Unknown	2	5	4	5	7	6	6	8
sum		20	22	27	22	20	22	23	23

Minors Awarded by Year in English minors_awarded_ENGL report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
English	15	12	11	19	19	12	19	25

Minors Awarded by Year in Ethnic American Literature minors_awarded_EAL report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Ethnic American Literature	0	0	0	1	1	6	2	1

Minors Awarded by Year in Linguistics minors_awarded_LING report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Linguistics	1	1	2	0	2	3	3	3

2. FTES by Course Code

FTES taken in English classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_ENGL report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ENGL	Remedial	Undeclared	2.6	1.1	1.3	1.7	2.1	2.5
		Business Administration	1.1	1.1	.7	1.0	.9	1.9
		Biology	.9	.6	.8	.2	1.0	1.0
		Psychology	.8	.7	1.0	.7	1.6	.9
		Nursing Pre-Major	.5	.4	.4	.6	1.1	.6
	Sub-total		9.8	9.8	8.2	9.0	10.5	12.3

ENGL	Lower-div	English	26.5	28.4	32.9	45.7	42.9	46.7
		Undeclared	37.8	40.2	27.4	23.6	25.0	31.8
		Biology	13.1	13.2	11.3	13.2	13.4	17.4
		Psychology	8.8	10.5	10.6	9.3	10.8	12.5
		Business Administration	8.2	7.7	7.9	6.8	9.4	12.0
		Art	11.8	11.6	8.8	9.5	6.8	10.4
		Nursing Pre-Major	2.4	3.5	7.2	5.8	9.2	6.3
	Sub-total		191.6	191.3	178.6	183.0	199.9	228.6

ENGL	Upper-div	English	74.9	75.2	67.3	57.7	58.1	63.0
		Liberal Studies-Elementary Ed	40.3	31.2	30.0	21.7	16.9	16.3
		English-Grad	9.0	6.8	4.1	5.5	4.8	3.7
		Liberal Studies	2.7	2.5	1.4	2.3	1.4	3.6
		Undeclared	4.9	4.0	2.8	1.6	1.9	2.4
	Sub-total		157.8	148.9	135.4	117.3	106.9	109.8

FTES taken in English classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_ENGL report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ENGL	All Levels	English	102.3	103.7	100.7	103.4	101.1	109.9
		Undeclared	45.6	45.6	31.7	27.6	29.1	36.7
		English-Grad	47.0	34.0	25.3	25.0	28.7	23.1
		Liberal Studies-Elementary Ed	46.3	36.6	33.5	25.4	21.0	20.3
		Biology	15.6	15.3	13.1	14.8	15.4	19.8
		Psychology	10.7	13.3	15.3	12.3	14.6	14.1
		Business Administration	9.4	10.1	9.2	8.0	10.6	14.0
		Art	15.3	15.7	12.2	12.4	7.7	12.3
		Kinesiology	4.9	6.7	5.4	6.5	5.0	7.0
Total			398.1	377.7	343.8	329.8	341.6	371.1

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
LSEE	Engl 323, 3 units; 424, 3; 326, 4;	
GE	Engl 100, 3	Engl 101, 3; 105, 3; 305, 3; 306, 3; 308, 3;
Linguistics	Engl 326, 4; 495, 3	Engl 101, 3; 105, 3; 305, 3; 306, 3; 308, 3;
DCG	Engl 305, 3; 336, 4; 308, 3.	Engl 101, 3; 105, 3; 305, 3; 306, 3; 308, 3;

Service to other HSU program/options

Course Dept	Course #	Course Name	Units	Requiring Major/Minor
English	100	Reading and Composition	3	All majors
	305	Postcolonial Perspectives	3	Dance Studies - Interdisciplinary
	323	Children's Literature	3	LSEE
	326	Language Study for Teachers	4	Linguistics – Minor and LSEE
	328	Structure of American English	4	Linguistics - Minor
	330	American Literature	4	Ethnic American Literatures - Minor
	336	American Ethnic Literature	4	Ethnic American Literatures - Minor Pacific Basin Studies - Minor Women's Studies
	417	Second Language Acquisition	3	American Sign Language & Special Populations Linguistics - Minor
	465	Multicultural Issues in Literature	4	Ethnic American Literatures - Minor Ethnic Studies [Interdisciplinary]

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

English

Unfortunately, the data available above is relatively useless for any analysis. As we mentioned above, until students are placed in the proper option by code, they all look like ‘English majors.’ In fact, when they come for HOP and or HOOP they are asked to declare a major not realizing that they should be declaring an option. Not until they arrive for major advising are they asked to declare a pathway, but then the code needs to be changed through a change of major form. The English Department is working to rectify this so we can keep track of each option and its popularity for scheduling and other purposes.

Nonetheless, with this explanation in mind, advisor anecdotal data suggests that currently the three options are divided almost equally-- one third each--with Option B, Writing Practices growing steadily, particularly among students with a double major or a minor; these data provided are also useless in that they list all second

majors as ENGL. What follows is information on each pathway that we have collected and found useful for planning purposes.

Pathway A *English (Literary Studies)*

We added new courses to our Literary Studies offerings, in order to meet student demand and developments in the profession. English 370/570-- “Literary Field Studies” meets student demand for greater connectivity between course material and the off-campus community and contemporary events. It focuses on regional works of environmental literature and incorporates field-study components and service-learning options into the curriculum responding to current trends in the field of environmental education and the expressed desires of students, from a variety of majors. Special topics course (ENGL 360) “Introduction to Cultural Studies” provides an advanced elective course in cultural studies theory that builds on the core curriculum we recently instituted to reflect our changing profession. Another special topics course (ENGL 360) “Queer Theories” we developed specifically to meet student demand articulated in Multicultural Queer Studies Minor Program advisory committee meetings and during student clubs events (Queer Student Union and the Eric Rofes Center).

Pathway B *English (Writing Practices)*

As mentioned above, this option seems to be growing the fastest. Not only do we have many students within the English major taking these classes, but also we have a fair number of students from across the campus who choose to minor in option B to complement their professional aspirations in a variety of fields. The fact that most of our writing courses are closed early during registration is testimony to the popularity of this option.

We’ve created several new courses in order to meet student demand and to reflect developments in the profession and market. English 314-- Creative Nonfiction Writing Workshop was added to our Poetry and Fiction workshops, to reflect the addition of this 4th genre to the discipline, and to respond to student interest in writing creatively about current, political and personal events and issues. Widely recognized

as the fastest growing genre of writing in the world, and the most politically significant, creative nonfiction is now represented in most literary journals and has a larger number that are dedicated solely to this genre. English 422-- Advanced Research Writing was created to serve the advanced writing needs of majors from other departments, as well as those of English majors. English 310-- Technical and Professional writing is in the planning stages to meet the needs of non-English majors and the career-oriented concerns of students.

English 370/570-- Literary Field Studies crosses Pathways as well as undergraduate and graduate lines in that in addition to its value as a literature course, it puts us on the leading edge of our discipline as we are one of a handful of universities to actually have a class dedicated to this newly emerging Ecocritical Theory. This course focuses specifically on the interconnecting influences between works of environmental literature and their extra-textual environments (whether they are natural, regional, global, cultural or political). English 100/100A along with Communication 100 have been designed together as a FIG: "Writing and Speaking for the Environment." While meeting institutional and departmental standards, this FIG focuses on the issues, strategies and practices of environmental advocates and activists and actively trains students to use these socio-political strategies in effective, and real-world situations.

Pathway C English (Education)

Ten years ago, this option constituted approximately 50% of our majors. Teaching was considered a respected and secure profession by many of the students choosing Humboldt State. However, over the past decade, this impression of the profession has been eroded by factors throughout the state and the country. Curricular mandates (No Child Left Behind), high stakes testing, a lack of teaching jobs in desirable locations, and financial difficulties of school districts have created a high dropout rate of new teachers and fewer choosing the profession in the first place. Therefore, our numbers have fallen in this option. The data on page 2 of this report is misleading in that most new English majors, with the exception of those choosing teaching since they come here with that goal, do not list an option until the end of

their first or second semester; therefore, it looks as though we have 4 in literary studies, 53 in English Education, and 9 in Writing Practices. In reality, the 162 students with the ENGL major code should all be divided among the three options and when they are, most will be divided between ENLS and ENWP. Looking at the data for ENSS across years, you can that although our numbers of majors remains fairly stable, the number of ENSS students has dropped from a high of 75 to a current enrollment of approximately 53. Our course enrollments for the classes required of ENSS students has dropped as well over the last several years. The graduation numbers for 06/07 are the best evidence of this shift; 40 English majors graduated and 17 English Education majors graduated.

English Minors in Literary Studies and Writing

As mentioned above, most, but not all, of the English minors are in the Writing Pathway. Our records show 7 in literature and 27 in writing, although some of them may have already graduated. Professor Lewis, advisor for the Writing Minor met with 17 new writing minors in 2007-2008.

Ethnic American Literature Minor

Tracking minors in any department is problematic since students are only counted once they graduate with a completed minor, and since many students work on minors that they delay declaring until graduation, we do not have an accurate count. More students have been advised as Ethnic American Literature minors than appear in the data as graduates probably because they haven't completed the necessary paperwork prior to graduation and/or have not yet graduated.

TESL and Linguistics minor

The Teaching English as a Second Language (TESL) minor is housed in the English department since the majority of the courses required are in English. Technically the Linguistics minor is an interdisciplinary minor that does not solely

fall under the purview of the English department; however, the advising and coordination of this minor have been handled by English faculty members for the past few years. We will include comments about both minors in this report.

These two minors are relatively small in the number of degrees granted per year but we believe that they are important and necessary programs in an increasingly global context. Non-native speakers of English in the U.S. will grow tremendously by 2020, so the training of ESL teachers (the focus of the TESL minor) is a significant part of teacher education. Additionally, a deeper awareness and understanding of other languages and cultures (addressed by both minors) is important for prospective teachers and other broadly educated individuals who choose these minors. The linguistics minor in particular draws students from a variety of majors (languages, anthropology, psychology, English, etc.) and we have seen an increase of interest as the English major program introduces more students to the basics of linguistic study in our core course, English 225--Introduction to Language Analysis. As our campus develops a larger international student presence and continues its efforts to internationalize the curriculum, the information and methods of analysis taught in linguistics courses will become more and more central to HSU's mission.

B. External demand for “graduates” from the program

Imagine you are answering a parent's question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

English Pathways A and B

The 2008-2009 edition of the U.S. Bureau of Labor Statistics cites a fast growing demand for business, professional and organizational writers and editors (see

“Writer,” <http://www.bls.gov/k12/reading01.htm>). As the Bureau points out in this its latest edition, writers “must have a college education.”

We believe we have a good start in the English Department at Humboldt State University by providing exactly the training needed by this future generation of professional writers. The Bureau states that “communications, journalism and English” are the best majors for these careers, and we think our English program is well placed to provide a synthesis of skills and concepts that will work well in the various new communication fields. We emphasize an overall view of the profession by offering a core of “must have” knowledge for majors in our new writing emphasis, and also by providing extra-departmental encouragement and guidance—so to speak for students seeking relevant experience from cross-disciplinary work: We send students to journalism (for desk top publishing); communication and theater studies (for grant writing), and even the Art department (for graphic design).

We are also improving our abilities to help students find internships with local businesses and non-profit organizations. As the BLS points out, these kinds of internships are for the most part non-paying positions, but they lead to the kinds of work that are paying increasingly well in several different career fields, especially where technical communication is involved. Though at present we do not offer coursework in technical communication, we do our best to guide students toward internships that emphasize work in documentation, and we can provide the kind of general B.A. level of knowledge about writing that students can bring to organizations such as the Society for Technical Communication (STC, <http://www.stc.org/>), as well as to newer graduate-level programs in professional writing such as the MA programs in Professional Writing and Technical Writing at Carnegie Mellon University (see <http://english.cmu.edu/>). Both the Bureau of Labor Statistics and the Society for Technical Communication confidently predict that the demand for technical writers will grow in the immediate future, and we are doing what we can to provoke interest and then provide direction for our students.

Finally, overall writing competency is at the top of skills California employers have stressed repeatedly as being necessary, yet lacking, for California’s future workforce. Literate high school graduates—defined simply as students demonstrating

the ability to write persuasively in English—are in short supply, most recently evidenced by the low scores for writing at “competency” levels (above “basic”) reported in April 2008 by the U.S. Department of Education in its Nation’s Report Card. California currently scores 38th out of 47 states.

Specific to undergraduate students at HSU, the most recent analysis of GWPE scores (fall 2007) finds that only 24% of undergraduates are “strong” writers by the time they take the exam in their junior or senior year (see “HSU Writing Assessment & Action Planning Sessions: Brief Overview of HSU Writing Assessment Fall 2007” at http://www.humboldt.edu/%7Eugst/wac/hsu_write_f07.html). As mentioned below in section III.A, Program Quality, of this report, English majors score higher on the GWPE and thus are better able to meet this demand for writing competency in the California workforce.

TESL and Linguistics Minors

This is an area about which we receive queries each month. Potential students—both domestic and international—are interested in earning a certificate in TESL in order to be more employable both here and outside the country. We have investigated the potential for offering a certificate at HSU; we have the human resources and expertise, but we lack the time and financial resources to develop and teach the classes that students would need to earn this certificate.

Ethnic American Literature Minor

The proliferation of professional societies dedicated to the study of ethnic American literature: MELUS, NACCS, and divisions of the ALA, and MLA over the last 20 years list increasing numbers of jobs that require specializations in ethnic American literature. In addition, in the K-14 level, the ability to teach literatures by diverse peoples in the U.S. is increasingly in demand. This minor is designed, in large part, in response to the need to prepare future teachers for the demands of 21st-century society. Courses in this minor prepare students to work successfully in a diverse society. Students who go on to professional programs with a minor like EAL have a foundation to integrate the diversity of curricula of their professional programs.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

English (with options) Mean GWPE Scores (incl. primary and second majors) degrees awarded_B_ENGL report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
English	17.5	18.4	17.7	17.2	18.3	17.4	18.1	17.6
English (Education)	17.2	17.7	17.9	17.2	16.8	17.5	17.3	17.4
Overall	17.4	18.1	17.8	17.2	17.7	17.4	17.9	17.5

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

According to analytic studies, the averages for HSU graduates as a whole beginning in 00/01 range from a low of 16.5 to a high of 17.0 in 04/05 to 16.8 in 06/07. Although the numbers may not be statistically significant, English majors who take the test score higher on the GWPE than graduates in general; we acknowledge that English majors' scores are part of the overall average and could be responsible for bringing up the GWPE scores as a whole. We are gratified that students who major in writing, reading, and critical thinking (English) display higher levels of competency on this writing test than do students in general.

We haven't tracked the honors, publications, or percentages of our graduates in English. However, we do know that 95% of our Pathway C students who choose to pursue a secondary teaching credential are accepted into either our program or one in another California credentialing program. The purpose of the English major is to provide students with competencies and processes of critical thinking to use in a variety of professional and personal arenas and we have not had a mechanism to keep track of their application of these skills after leaving HSU.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

Both the full-time tenure-track faculty and the cadre of lecturers and teaching associates in the English Department are intimately involved in campus-wide programs, events, learning outcomes, campus themes, professional development, and diversity. For example, we sponsor the Book of the Year class and activities, and work with College of the Redwoods to make this program a County-wide series of events. The Composition Program faculty work with EOP to support the learning of undergraduate students from underrepresented populations. We sponsor a fall conference for both faculty and students to present original work on the continued theme of social justice. The Redwood Writing Project, a site of the California and National Writing Projects, engages in professional development for teachers in K through university classrooms in developing and modeling best practices in teaching of writing and literacy. English department faculty are on the boards of the National Writing Project, the NWP Rural Sites Network, and the NWP Technology Initiatives Network. We offer seminars during International Education Week, and our faculty are central in the planning of Campus Dialogue on Race Week. One of our faculty recently was named Outstanding Professor of the Year at HSU, and another was awarded the California Association of Teachers of English Award for Classroom Excellence.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter $9/10 = 90\%$.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	13/20 = 65%	12/17 = 71%	11/16 = 68%
At least one funded grant or contract related to scholarship	7/20 = 35%	9/17 = 53%	7/16 = 44%
Invited participant or leader of workshops, expert panels, or task forces	15/20 = 75%	13/17 = 76%	13/16 = 81%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	14/20 = 70%	10/17 = 59%	10/16 = 63%
Professional service activities at a regional or national level	12/20 = 60%	12/17 = 71%	12/16 = 75%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	8/20 = 40%	8/17 = 47%	7/16 = 44%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

As is to be expected, some faculty concentrate more on departmental, college, and/or university governance, some on publications and presentations, others on service to the profession, and still others on grants, task forces, and workshops. For example, those of us who teach in Pathway C often are asked to do workshops and to write grants for professional development. Those in Pathway A tend to publish articles, books, and papers in peer reviewed venues, and those in Pathway B most commonly publish creative activities. On the other hand, some of us do a bit of all three, and most members of the English Department participate in either faculty governance or national service. If we can assume one third of faculty time is devoted to teaching, then the percentages in the table above indicate how the faculty spend the other two-thirds of their time. Given that no single category has less than 33%, we can conclude that members of the Department are contributing their fair share.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

The English Department takes its advising and mentoring duties seriously. As a result, we are in the fourth year of an experiment that seems to be working and that

we are going to examine closely during this year. To avoid situations that used to occur when students changed pathways, or faculty went on leave, or retired, and advising loads were reallocated sometimes as often as each year, we now have a volunteer from the faculty to serve as a “mondo”-advisor each year. This person advises all new and transfer students arriving that academic year and follows those students until they graduate regardless of the pathway they choose. Students are gratified that they are not shuttled back and forth among advisors, and they are able to develop a mentoring relationship with the advisor they are assigned. Even though each mondo-advisor has between 80 and 125 students the first year, as students graduate or leave the department for other reasons, the number decreases. Advisors are in the position of getting to know their students and can help them design the best program of work available within the constraints of requirements. Since instituting this arrangement, we have many fewer students requesting an advisor change, which saves time for the department staff and leads to fewer advising errors.

In addition, we have an English Students club advised by a faculty member, and the TOYON Literary Magazine, which allows students to work with a published faculty member to produce a student publication.

At least 8 of Corey Lewis’ students published pieces written in his classes, and he gave one presentation at a professional meeting with students, and mentored another group of students to give a second presentation at another professional academic conference. Nikola Hobbel organized a group of five graduate students to present their work at a professional conference in San Francisco.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

Students are mentored through the 481/681/682 courses in which they are prepared to assist faculty members in the classroom. This is a time-intensive, one-on-one investment through which students are trained to work successfully in the classroom.

Professor Accomando won the 2007 Outstanding Professor Award acknowledging her excellence in teaching.

The English department has numerous faculty members doing teaching and scholarship on the literatures of underrepresented groups including; Chicano/a, African-American, Native American, Asian American, Queer, Postcolonial and transnational literatures. In addition, we have faculty teaching courses in the writing pathway who are respected published authors themselves.

English faculty members participate actively in campus diversity events including: Dialogue on Race; Annual Diversity Conference; the Fall English Studies Conference (FESCUE), the Festival of Teaching and Learning, the Social Justice Summit, and Multicultural Convocation.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Below are four of the learning outcomes the English Department assesses through a senior level portfolio submitted by each English major, regardless of pathway, before we recommend them for graduation.

Outcome 1--Uses literary, linguistic, theoretical terminology meaningfully

Outcome 2--Writes effectively according to the conventions of Standard American English

Outcome 3--Displays organization, cohesion and coherence in written work.

Outcome 4--Understands and performs rhetorical strategies to inform, persuade, reflect, and argue.

All full-time, ladder-track English Department faculty meet for four hours each semester to assess student progress in the major. Each portfolio submitted by graduating students enrolled in English 490 in the undergraduate English program is read by two faculty. Before each reading, we norm our responses by using portfolios from previous semesters. In addition, we have revised and improved the rubric after each semester. Every portfolio is scored by each reader on a scale from 1 being poor to 6, superior. Portfolios receiving a combined score of 8 are considered a pass. Portfolios earning a 7 are read by a third reader and then given a fail or pass. When the scores from the two readers are more than one point apart, they are also re-read by a third reader. Students who fail the portfolio assessment are required to conference

with an English Department faculty member to discuss remediation requirements and are given the opportunity to resubmit the portfolio at their convenience.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

MEMORANDUM

Date: September 24, 2008

To: Susan Bennett, Chair
English Department

From: Judy Little, Faculty Associate for Assessment
Harry Wells, Associate Dean, CAHSS

Re: Feedback on Area C Assessment, 2007-2008

We have read your General Education Area C Assessment report carefully, and want to give you feedback regarding your process this past year and areas for improvement, many of which you have already identified. We were encouraged by your suggested improvements for next year, as it indicated your faculty were clear as to what did not work well and were reflecting on ways to adjust your process.

Each of us reviewed your Area C report independently. We then met and discussed our notes. Harry agreed to write these Area C feedback reports in order to assist in timely response, given Judy has to cover the entire campus. Judy read each draft, and thus this memo represents our combined feedback.

Comments and Suggestions:

- 1) It is clear that your department has had experience in assessment. Your calibration of expectations concerning elements of evidence in the embedded assignment, and the method of scoring by two people with a third reader when a score differed by more than one category was excellent.
- 2) Your sampling of 33% for English 308 resulted in only 10 essays reviewed. More essays should have been included in the review. Clearer guidelines on sampling is being prepared by Judy Little and will be available very shortly. This should guide your sampling this year and will bring consistency to the campus on assessment sampling.

3) You analyzed your results and have a plan to improve on the process by making sure the embedded assignment is clearly worded to reflect the learning outcome. This is very important. It will enable more accurate assessment of the outcome.

4) Another part of your plan is to discuss assignments in all your courses beforehand in your assessment retreat. This is an excellent practice. Other departments who did this, along with making sure the wording of the embedded assignment clearly reflected the outcome had dependable data on which to reflect and plan changes.

5) We are glad you have found a workable solution in having a Committee for Evaluation and Assessment in your department while maintaining a commitment of the whole department to the need and responsibility of assessment. Your description of how this committee will ensure an effective process sounds very good. We would especially highlight the importance that this committee “help instructors design appropriate assignments to assess particular objectives.” This will ensure the necessary feedback loop of assessment to the entire faculty in the department.

If you make the above changes, we think your process will yield better analysis for you to study and make any appropriate changes toward increasing student learning.

If you have any questions, please contact Judy Little as Faculty Associate for Assessment.

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

a) Many students noted that the Core Courses (120, 220, 225, 320) contributed greatly to their understanding of complex concepts, their abilities to read critically, their command of academic written and spoken English, and their appreciation of literature and the English language.

b) We recognize we need to continue to teach analytical skills in all of our classes regardless of topic. Although we focused on whether or not students passed the portfolio with a combined score of eight, we did not look carefully enough at the particular outcomes they were having difficulty with or which ones they were universally meeting. We now need to look carefully at each outcome and how it contributes to a passing, or to a superior score. We also need to see where the failing portfolios are showing the greatest weaknesses so that we can teach those skills more successfully.

3. Accreditation (if applicable)
If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

Although the English/language arts waiver major is currently under review by the California Commission on Teacher Credentialing (CCTC) of the California Department of Education, along with the English/language arts waiver majors at all other CSU campuses, we are confident we will again be certified as an accredited waiver program. Accreditation is important as it provides English Education pathway majors with the requisite skills and knowledge to teach English at the secondary level. As to accreditation's impact on the quality and composition of the program, it must be noted that the requirements of the CCTC are stringent: Pathway C/English Education majors must take approximately 20 more semester units in order to complete their program.

4. Relevance and innovation
Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

The redesign of the English major, and especially of the core courses, incorporates key trends in the discipline. In particular, the new major equips students to function in diverse contexts, e.g., the creation of English 220 required of all pathways, includes innovative critical theories on identity and cultural production. The Ethnic American Literatures minor offers an interdisciplinary program and is dedicated to highlighting the literacies of under-represented groups in the US.

Newly created special topics courses (ENGL 360) complement the cultural studies emphasis of our revised core curriculum and reflect recent trends in literary studies. For example, "Queer Theories" exposes students to cutting edge theoretical paradigms within the relatively new interdisciplinary field of Queer Studies. Course readings draw from recently published anthologies as well as special issue scholarly journals published in 2007 and 2008. The material addresses myriad social issues facing our students and citizens of the world today: immigration policy in relation to

social class stratification and transgender identity; racism and homophobia in popular culture and mass media; disability rights, healthcare, and the nuclear family, to name just a few. “Introduction to Cultural Studies” gives students the tools to analyze popular culture critically and explores changing definitions and attitudes towards “culture” and what it means to be “educated.”

TESL and Linguistics Minors

The linguistics minor, in its broad interdisciplinary approach, offers students the opportunity to pursue interests that cross the usual academic boundaries. As noted above, this minor (as well as the TESL minor) helps students become better equipped to meet the demands of an increasingly multi-cultural and multi-lingual world. Besides course work in a variety of disciplines (English, languages, communication, anthropology, philosophy), these minors offer students opportunities to participate in internships and service work in the HSU and larger communities.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

We offer several cross-listed courses, where undergraduates and graduates interact in seminars. Full-time, tenure-track faculty teach in both the undergraduate and graduate programs. In addition, the graduate program has two pathways that generally reflect either Pathway A or Pathways B and C collapsed into one. Both graduates and undergraduates have the opportunity to attend English 450 which prepares them as peer tutors in the Writing Center. Finally, qualified graduate students are selected to teach sections of English 100 and to intern as teaching assistants for faculty in undergraduate courses for the English major.

Please see English Graduate Program Report for additional information.

6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

English (Pathways A, B, and C)

Among the 23 CSU campuses, our major is distinguished by its emphasis on cultural studies rather than chronology, genre, or author. Although other campuses may be heading in this direction, we have been at the forefront of this shift in the field. In addition, throughout our curriculum, we have put an emphasis on the environment, social justice, and diversity whether in particular classes or throughout most of our courses. Furthermore, we have the same four core courses for all pathways and the same senior capstone for all pathways; at many campuses, the secondary English waiver major is distinct from other English majors which we see as a disadvantage to students throughout the Department.

Below is a description by Professor Lewis who teaches in all three pathways and the graduate program describing his contributions to making our programs unique.

My own assessments here at HSU accord with my previous research on the impact field studies have on student recruitment and retention, some of which is compiled in *Reading the Trail*. My informal assessments of students in my classes that contain field study components show that 80-90% of the students respond that they would be more likely to come to HSU, or remain here, if more courses had similar field based components. While these field-based components tend to be logistically difficult to organize and implement, are expensive, and take much more time than a standard classroom-based approach, they have been proven not only to recruit and retain students, but also to be more effective in getting students to retain key course concepts and skills.

I have published and presented widely on my interdisciplinary approach to field studies, which combines the study of a place and its associated environmental issues with the study of its literature, art, ethics and cultural productions and responses. This process not only brings literature to life, but helps students understand the many ways in which literary works are affected by, and affect, the place and time in which they are written. For example, while reading *Totem Salmon*, and *The Edge of the Sea*, we visited the Telonicher Marine Lab to learn more about marine ecosystems and their flora and fauna, then spent the rest of the day exploring tidepools in College Cove, writing, reading and discussing our literary texts. While reading David Waggoner's poem "Salmon Boy" which is about a First Nation's father watching his son fish and swim while imagining him turning into the salmon they subsist on, students ate locally

caught Hupa smoked salmon, and listened to a lecture on the current status of our salmon populations and what is threatening them.

I have incorporated Field Studies Components into three of my courses: 1). English 100/100A Composition, which is taught as a FIG with Communication 100 Speech, and is titled “Writing and Speaking for the Environment.” 2). English 311 Nature Writing. 3). English 370/570 Literary Field Studies: Landscapes of California. Each field-studies trip is linked directly with course content, contains experientially based educational activities, and often incorporates service-learning projects. Field study sites include the Campus Center for Appropriate Technology, Redwood Roots and Arcata Educational CSA Farms, the Hansis Forest, the Community Forest, Arcata Marsh, Telonicher Marine Lab and College Cove, Redwood State Park, the Carter Cabin and historic logging site, and Patrick’s Point and its reconstructed Sumeg Village. Approximately 20 hours of time was spent cultivating a relationship with each partner, and planning and executing the service and educational experiences for the students, averaging between 40-60 hours per semester. In addition, I also secured a donation of \$2,000.00 in order to fund field studies activities in the English Department. These funds, which I will renew when needed, will now enable us to use HSU busses to travel to field study locations, and allow us both to go farther afield, and in the future to develop overnight or multi-day field study trips if needed, without draining University funds or increasing costs for students.

Ethnic American Literature Minor

The Ethnic American Literature minor is unique in the CSU in that it provides an interdisciplinary, integrated, and diverse curriculum that enhances the teaching of literature, and fulfills the University Learning Outcomes in the area of social justice (#7).

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

Approximately 20% of our students participate in some kind of scholarship/creative activities. For example, as mentioned above, we sponsor the TOYON, the student literary magazine; FESCUE, the fall conference which encourages panels, workshops and presentations by faculty as well as undergraduates

and graduates; the Writing Center which employs peer tutors, all of these which earn students credits which can be counted toward undergraduate major requirements or credit.

In addition, in 2006, Professors Accomando and Curiel presented a panel with an HSU English graduate student and an ethnic studies undergraduate student at the annual meeting of the National Association for Ethnic Studies. In 2004, they presented a panel with two English graduate students at the Multicultural Literatures of the United States National Meeting.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute.

Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

The Redwood Writing Project, housed in the English Department, is a professional development institute that is affiliated with the California Writing Project and the National Writing Project, each of which contributes substantial grant money to the HSU Foundation to support the RWP at Humboldt State. The purpose of the RWP/CWP/NWP is to bring teachers from all educational levels together to improve the teaching of writing and to develop teaching effectiveness workshops and materials to model best practices. As one of the 200 sites across the United States, members of our site, which include elementary, middle school, high school, community college, and university programs, serve on the NWP Rural Sites board of Directors, The Technology Board of Directors, the CWP ESL Advisory Board, and the NWP Proposal Evaluation Board. The CWP brings both money and recognition to the North Coast and HSU through the work of the leaders and teacher consultants prepared by our site who are leaders in language arts education throughout the state.

EOP: The English Department has had a close working relationship with EOP. In addition to offering courses for underprepared/near-prepared students, providing the Writing Lab to assist diverse students in making the transition, both academically and culturally, to the university, and providing ongoing assistance for critical writing and thinking skills through the Writing Center, we have collaborated with EOP to provide their students with a more integrated curriculum and support services. Each fall, together with faculty teaching Communications and Ethnic Studies, we have developed closely linked course content with two sections of our First-Year Composition course for the students EOP identifies as most “at-risk.” In addition to reinforcing course content and assignments in these linked courses, faculty and EOP staff meet to discuss student progress and to plan intervention when a student is having difficulty. We also keep in touch by phone and by e-mail. By coordinating our efforts, and considering the whole student, we are better able to get and keep students on a positive path to success both in their courses and in their broader university experience. English faculty, who work closely with their students in both lecture and lab, can provide important insights into issues that may be interfering with a student’s success. EOP staff can back up faculty and offer additional tutorial assistance or other support for “at-risk” students. The success of these collaborations has been supported by data from the Assessment Portfolio which shows that these students consistently score at or above the level of non-EOP students. They also achieve substantial success in the linked courses and report a high level of satisfaction with courses on student course evaluations.

In addition, the English Department has worked closely with EOP through the IELE Program which provided funding for “at-risk” students. The English Lab is an important element of this program as well. The Chancellor’s Office has conducted external evaluations of the IELE Program’s effectiveness. Annual reports are compiled on the number of sections and number of students in IELE English, and student enrollments are tracked. Numbers and percent of students passing English 40 are compiled. Retention of these students is tracked. By these measures, the IELE English program is successful in attracting, supporting, and retaining underrepresented students.

Department of Forestry/Extended Education: The English Department has been involved for the past three years in a program, administered by Extended Education, which supports training in technical writing of Forest Service employees who enroll in an on-line course, Forestry 480. In this collaboration, students (employees of the Forest Service), receive assignments from the Forestry faculty member, assignments that relate directly to his/her actual workplace assignments. The English Department trains and hires tutors (paid for through Extended Education fees) who give students feedback on drafts of their papers. The instructor of the Forestry course monitors the feedback and communicates with the department liaison who works with the tutors and supplies additional training as needed. This collaboration began with a single course section. We now offer support to two sections each spring. In addition to being wonderful outreach to the broader community, this collaboration has provided work and professional experience for HSU students who are gaining highly valued skills.

IELI: The English Department has had a close relationship with HSU's International English Language Institute (IELI) for many years. The IELI is an intensive-English program for students wanting to enter an American college or university and for other individuals who want to improve their English. The IELI and the English Department have particularly fostered connections via English 435/635, Issues in English as a Second Language (ESL)/English as a Foreign Language (EFL). For example, for the past seven years, every English 435/635 student has partnered with a student in the IELI. The IELI student and the English 435/635 student meet twice weekly for at least an hour per meeting. The goal of these meetings is to assist IELI students' development of English, as well as their knowledge of American culture. The English 435/635 students, who are being introduced to the field of language teaching, are provided with first-hand exposure to students undergoing the process of learning a language. This field experience brings to life what the English students are learning in class. English 435/635 students are typically future teachers, preparing to enter either the American school system or to teach abroad. The

graduate students include students in the Master's International Program, who will serve a year in the Peace Corps as part of their degree. The English students also observe ESL classes at the IELI, and then write a paper linking course content with the observed class. The connections created in these partnerships have proved invaluable for IELI and English Department students alike, enriching both, and fostering real experiences with cultural diversity,.

English Council is a consortium of English Departments from the California State University System. The English Council meets twice a year, San Diego in the fall semester and San Francisco in the spring semester. Each campus is encouraged to send four representatives: graduate coordinator; secondary education coordinator; composition director, and Chair. In addition, these four people are part of a list serve that shares concerns and provides suggestions for English Departments throughout the system. Because of financial pressures, usually we send only one or at most two representatives to the fall meeting, and when we can, we send four to the spring meeting by car. We always come away from these meetings better informed than when we arrived, and we have had at least one person from our campus participate as a panelist or speaker at one or both of the meetings for the past three years.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

Professors have extensive personal libraries of films and books that they use in the classroom and also share with students. This is especially significant given the lack of funds for new library materials. For example, Professor Lewis has the entire backfile of ISLE: Interdisciplinary Studies in Literature and Environment, donated to our library and currently pays the institutional subscription for this journal, the premier one in his field. We secured donations to fund our Field Studies and Graduate Travel Awards on our own.

WRITING LAB and WRITING CENTER

The Developmental Writing Program's most important function is to assist underprepared/near-prepared students to do the kind of critical reading and writing demanded by the academy. This requires not only the development of reading/writing skills (ability to understand a variety of texts and to produce texts which analyze and evaluate ideas in language appropriate to a variety of academic audiences) but also personal skills (self-confidence, willingness to take risks, ability to voice one's own views both in class discussions and written work, and discipline to acquire the needed reading/writing skills). The Writing Lab is an essential component of this program. It provides the one-to-one support and instruction that maximizes students' opportunity for success in English courses and in the broader university. In 2006-07, comparing outcomes in the First-Year Composition course of students entering HSU with proficient writing skills and those who were identified as underprepared/near-prepared, the passing rates on the Assessment Portfolio were 90% and 80% respectively. Attrition rates for students entering with proficient writing skills were higher 8.45% as compared to only 8.13% for underprepared/near-prepared students who had the benefit of the Writing Lab. Clearly, the Writing Lab contributes both to academic success and retention of students.

The Writing Lab primarily serves students from groups which have traditionally been excluded from the academy—poor, minority students with learning differences, or second language students, many of whom are the first members of their families to attend college. For these students, the transition to university life is complicated by cultural trauma, which is only amplified by their lack of reading/writing skills. An important task of the Writing Lab then is to make students comfortable, to help them believe that they can "make it" and that their unique perspectives are crucial to the health of the academy. In the Writing Lab, faculty and tutors address both the intellectual and personal development of the students.

The participation of underrepresented students in the academy is not merely a matter of equity for these groups. The University and the English Department have clearly articulated the need to prepare ALL students to function in a complex and culturally diverse world. This means that all HSU students need to be exposed to as

broad a cross-section of people and ideas as possible. Through well-chosen curricular materials and skillful teaching, students can be made aware of the common concerns shared by diverse people and learn to appreciate and be challenged by unique perspectives. Students supported by the Writing Lab are important voices in this learning experience for all students.

As a further goal, the University seeks to prepare its students to be "productive and responsible members of the local, state, national and world communities." Members of underrepresented groups have enormous contributions to make toward achieving solutions to societal problems/conflicts because they can provide perspectives which until recently have been wholly lacking. With education comes the opportunity to be heard. With exposure to diverse ideas/perspectives in the education of traditional students comes an increased sensitivity and ability to work together to solve problems/conflicts. Further, experience resolving problems/conflicts as they may arise in the small community of the University helps to prepare all students to address them in the larger community after graduation. The presence of diverse students on the campus is due, in part, to the initial support students receive in the Writing Lab.

The Writing Center also provides underrepresented students, as well as many other students, with an opportunity to continue to develop critical reading and writing skills, even after they have mastered "basic skills." A review of the courses for which students came to the Writing Center (Fall 2002-Spring 2007) reveals the breadth of service the Writing Center provides.

Courses for Which Students Frequently Sought Assistance in the University Writing Center Fall 2002-Spring 2007

Anthropology 104,302, 303, 306, 316, 341, 359
Art 104, 300, 301, 303, 318
Biology 104, 105, 304, 330, 340, 402, 410, 499, 699
Botany 104, 105, 106, 300, 330, 353
Business Administration 180, 210, 360, 370, 414, MBA 630 and 650
Chemistry 104, 109, 321
Child Development 109, 211, 255, 256, 354, 355, 366, 469, 482
Communication 100, 105, 300, 309, 312, 319, 324, 404, 495
Computer Information Systems 100,102, 110, 306, 309

Economics 104, 201, 305,306, 309, 323, 360, 423,470, 490
 Education 210, 310, 313, 583, 604, 640
 Engineering 115, 305, 530, 535
 English 40, 100, 101, 200, 220, 308, 311, 320, 340, 344, 360, 417, 435, 611
 Environmental Science 302, 400
 Ethnic Studies 105, 107, 108, 306, 309, 314, 336, 370, 480
 Fisheries 314, 580, 685, 690
 Forestry 100, 116, 302, 330, 331, 480
 Geography 104, 105,106, 107, 118, 300, 303, 304, 311, 316, 320
 Geology 105, 106, 300, 302, 320, 330
 Health Education 234, 400, 500
 History 104, 107, 109B, 111, 210, 311, 313, 325, 371, 374, 393, 490
 Industrial Technology 104, 115, 439
 Journalism/Mass Com 116, 120, 163, 302, 320, 324, 327, 328, 330,336
 Kinesiology 165, 276, 410, 430, 473, 482, 484, 585, 684
 Math 580
 Native American Studies 104, 105, 200, 303, 306, 310
 NRPI 104, 105, 110, 115, 210, 309, 325, 360, 400, 425, 500, 580
 Nursing 260, 261, 262, 264, 360, 362, 363, 364, 400, 462
 Oceanography 109, 302
 Philosophy 100, 104, 106, 302, 304, 306, 360, 420
 Political Science 104, 110, 210, 230, 240, 280, 303, 306, 323, 347, 373, 464, 485,630
 Psychology 100, 104, 106, 213, 302, 303, 311, 330, 335, 337, 436, 518, 646
 Recreation 330
 Religious Studies 105, 300, 395
 Sociology 102, 104, 113, 201, 303, 306, 308, 400, 410, 420, 460, 490, 492,520,593,680
 Social Work 104, 382, 455, 480, 592
 Theater 107, 108, 109, 220, 230, 240, 241, 306, 446, 585, 651
 Wildlife 210, 302, 300, 309, 310, 311, 431
 Women’s Studies 105, 106, 107, 108, 300, 303, 311, 336, 370, 480, 485
 Zoology 370

Additionally, the Writing Center assists students substantially with scholarship applications, job applications, resumes, and senior and graduate thesis/projects.

The Writing Lab and the Writer Center benefit not only students who seek assistance with their writing but also students who work in the Center and the Lab to provide that assistance. Tutors from across the curriculum have the opportunity to gain professional experience, which helps them to compete in the workplace.

Working with developing writers also prepares our upper-level students for future careers in teaching—at the primary and secondary levels and as graduate teaching assistants should they pursue doctoral studies. The Writing Center and Lab provides

our English majors and graduate students the opportunity to apply the theories they have learned in English 450, Tutoring Developing Writers, to a real-life teaching laboratory. Thus they gain a professional advantage over their peers from other institutions who have not had hands-on experience in the “field.”

3. Unique local and regional environment

The thematically linked general education courses ENGL 109R and GNED 109R and the courses listed under Pathway B that include field studies contain a variety of unique and important opportunities focused on the local environment, primarily relating to off-campus field-study components, service-learning options, and experiential education activities already discussed above.

Though our demographics are changing slowly, HSU is situated in an isolated, rural community where there is relatively little cultural and ethnic diversity; thus there is a strong need for students to be exposed to the ideas, concepts, languages, and cultures that may not be experienced directly on a daily basis. Courses in general linguistics, second language acquisition, teaching English as a second language, and so forth provide such exposure. Additionally, students in the TESL and Linguistics minors have the chance to participate in many international study programs, such as HSU’s partnership with universities in China, Ecuador, Mexico, Germany, Finland, and so on, as well as work as interns and tutors for students attending the Intensive English Language Institute (IELI) on-site at HSU.

The English Department recognizes the tremendous contributions the local Native American populations make in terms of culture, language, the arts, history, and storytelling. Whenever possible, we make a concerted effort to include their influences through service to the reservations, focus on Native American work, and study of their literature and language.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs		Required Program SCUs in the primary Course Code	
Pathway A	125-127		40-44
Pathway B	125-127		40-44
Pathway C	148-155		60-68

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs		Required Program WTUs in the primary Course Code	
Pathway A	125-127		40-44
Pathway B	125-128		40-45
Pathway C	148-155.5		60-68.5

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
770	408	194	232	236

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program **over the past two academic years**. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used **over the past 2 years** to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the “Total” entry will not sum to the total. 2) Do not pro-rate WTU’s by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percent of Staff FTEF	70%

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
ENGLISH	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	2	2.00	3	1.40	2	2.00	2	1.20	2	1.20
Total	2	2.00	3	1.40	2	2.00	2	1.20	2	1.20

The data shows that the staffing in the English Department has gone down significantly as the workload has increased due to State, Federal, and campus mandates. The 70% figure above averages the percentage of time spent by the ASA (80%) on academic program work, and the ASC (60%) on academic program work.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$3370
Instructional Supplies	\$10,931
Temporary Help (graders, lab assistants, GA's, etc.)	\$28,428 (writing lab/center); \$56,496 Graduate Teaching Assistants (Eng 100)

We have totaled the costs of both the undergraduate and graduate programs here since we do not separate them for our own purposes in ordering supplies and maintaining equipment.

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation affects program costs.

For California Teaching Credential Waiver status, we have had to assign release time to a faculty member to revise the program every 7 to 10 years and to attend

program-related trips in order to maintain up to date information and learn appropriate procedures.

B. Gross Revenues

Revenue DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/Donations	\$1190	\$1222	\$949
Extended Education	\$2803	\$1619	\$1939
Student Fees	NA	NA	NA
Instructionally Related Activities (IRA)	\$2,780	\$2,975	\$2,975
Instructionally-Related Grants			\$2400
Grants and Contracts to P.I.s	\$40,000	\$40,000	\$40,000
Other Revenues			

Provide an explanation for how these revenues support the academic program.

The top category reflects both donations from outside benefactors and English Department contributions. We use some of this money to award prizes for intermittent student writing contests, instructional expenses, professional development opportunities for faculty, and graduate student travel to present papers at professional conferences. Prior to 05/06 we received a large donation to develop a special room for writing instruction, which is not reflected in the above table. All of the Extended Education money is required to be spent for instructional/student benefit. We have used this money in various ways—for example, to improve technological access to students.

Instructionally Related Activities (IRA) money is used to publish *Toyon*, which is free to the HSU community. The money from the Redwood Writing Project grant is used for such activities as conducting workshops to improve composition teaching. The \$2400 in Instructionally-Related Grants for 07/08 was an individual grant to maintain the Writing Center.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	ENGL	17.20	17.68	16.82	15.42	17.10	19.10
FTEF	ENGL	23.15	21.38	20.43	21.39	19.97	19.44

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

According to the above table, the SFR in English has increased substantially, in large part due to our teaching a jumbo section of ENGL 105, Introduction to Literature, each semester. Although not statistically significant, the FTEF has fallen. We have also begun alternating courses on a semester or yearly rotation to avoid low-enrolled classes required for certain options and programs. For example, we now offer English 326, Language Study for Teachers, only once a year instead of twice as we did in the recent past. This course is required by LSEE. Reducing its availability has put students in that major at a disadvantage, extending their time to graduation. ENGL 340 Approaches to Shakespeare is now offered once a year to accommodate Pathway C students who need that course for their waiver major and has been cross-listed with ENGL 562, Advanced Studies in Shakespeare, the graduate Shakespeare seminar, in order to keep enrollment up. Overall, our SFR is lower than other Department and College averages because we teach a large number of writing intensive courses that have a low cap, particularly remedial English courses that can serve a maximum of 18 students. Our SFR is also lower because graduate seminars also usually have between 15 and 18 students.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

The English major is one of the larger undergraduate majors on campus with 227 current majors stable across the past 7 years, and minor enrollment has varied between 30 and 37. We graduate an average of 50 majors and 23 minors each year.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

We have lost staff crucial to the running of the English Department office; we used to have two full-time staff and one work-study student assistant. Currently we have two staff members neither of whom is on a 12-month appointment. We have lost two full-time equivalent faculty and several part-time lecturers, and we have not received funding to replace FERP and retired faculty. We have 9 fewer distinct courses, 11 fewer sections, and 7 fewer upper-division courses, resulting in larger enrollment in sections offered. We struggle to maintain the Writing Center and to hire tutors for the Writing Labs. In the absence of staff to develop and calculate tracking systems, we speculate that our majors and students in some of the programs we service have a more difficult time graduating in four years. At the same time, our faculty members are working harder to accommodate student needs, particularly to improve critical reading and writing skills in all courses, as reflected in the independent study data, which shows we have gone from 10 to 22 sections of single student enrollment per year.

E. Additional Data

Course Offerings Profile in English (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	52	47	48	47	48	46	44	43
Sections Enrolled	107	105	105	101	96	99	96	96
Average Section Enrollment	16	17	17	17	17	16	16	18
Distinct Courses Enrolled in English by Level (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Remedial	2	2	2	2	2	2	2	2
Lower-Div	10	10	10	10	11	11	10	11
Upper-Div	29	27	27	26	26	25	24	22
Graduate	12	10	10	10	10	9	9	9
Total	52	47	48	47	48	46	44	43
Sections Enrolled in English by Level (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Remedial	4	3	4	4	4	4	4	4
Lower-Div	44	46	50	50	45	53	55	58
Upper-Div	43	42	37	35	36	32	28	24
Graduate	17	14	15	12	12	10	10	11
Total	107	105	105	101	96	99	96	96
Avg. Section Enrollment in English by Level (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Remedial	11	14	14	14	12	12	16	16
Lower-Div	19	19	19	18	20	17	18	19
Upper-Div	19	18	19	19	18	17	17	21
Graduate	6	8	9	8	6	6	7	6
Total	55	58	61	59	55	52	58	61
FTES in English by Course Level (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08

Remedial	7.1	7.4	9.8	9.8	8.2	9.0	10.5	12.3
Lower-Div	168.5	176.3	191.6	191.6	178.6	183.0	199.9	228.6
Upper-Div	173.1	167.4	157.8	148.9	135.4	117.3	106.9	109.8
Graduate	28.3	32.0	38.9	27.8	21.5	20.4	24.2	20.4
Total	376.9	383.2	398.1	378.0	343.6	329.8	341.6	371.1

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections.

Distinct Courses count each distinct SUBJ/Course-number combination enrolled.

All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections and sections by different modes of instruction. The “Lecture Only” sections have only a C1 through C6 mode. The “Lab/Activity Only” sections have only a C7 through C-16 mode. “Other Modes and Combinations” contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in English (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 Student Enrolled	10	16	20	16	16	19	22	22
Lecture Only Sections	58	60	59	72	70	78	76	70
Lab/Activity Only Sections	13	13	15	13	13	14	15	19
Other Modes and Combinations	37	33	32	16	14	8	6	7

Service Courses

The following table shows sections which are considered service for General Education (GE), Communication and Ways of Thinking (CWT), Diversity and Common Ground (DCG), or Institutions Requirements.

Service Course Sections Enrolled in English (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-Div	35	38	42	44	36	41	45	48
Upper-Div	4	3	3	3	3	3	3	3
Service Course FTES in English (AY 00/01 - AY 07/08) class offerings ENGL report generated: 27-JUN-08								

Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-Div	119.3	125.8	143.5	146.4	121.3	113.3	134.7	158.9
Upper-Div	19.8	12.3	13.7	13.1	12.9	11.6	10.8	11.7

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	57	227 (07-08)
Maximum capacity with existing resources	65	250

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Over the past seven years, we have ranged from a high of 230 majors to a low of 220 majors, although we think this is a conservative estimate because of the ways the codes have been listed; we have checked the numbers of graduates listed in the commencement program the past two years, and the numbers are closer to 80 than 57/60. According to the data we took from analytical studies, we are operating at 91.9% capacity this semester and have been in the nineties for the past three semesters. By and large, the classes with low enrollments are required for either LSEE majors or secondary English/language arts majors. As we have discussed earlier in this report, the undergraduate teaching majors on this campus have dropped significantly in the past few years for all kinds of reasons independent of our program. As a result, we are operating at near capacity by developing large classes, offering classes every other semester or every other year, and by monitoring the numbers of seats available in composition classes.

To date, we have been preparing for an increased number of ESL/TESL and international students to take us to capacity, but, as we have described in various parts of this report, we would need to be able to offer a certificate in ESL/TESL and offer one or more courses for international students. We could do this with existing faculty if we were able to add a new course or two to our offerings.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

HSU is experiencing a significant increase in international student enrollment, and the majority of these students need a course in English for Academic Purposes (EAP) for both language and coursework support. One of the faculty members in the English Department, Terry Santos, was granted a sabbatical in Fall 2006 to begin the development of a linked ESL/EAP course between English and Business, Engineering, and Forestry/Natural Resources for international students, with opportunities for both English majors (undergraduate and graduate) and interested students in other majors to work with them in and outside of the classroom. Unfortunately, budget constraints sidetracked the teaching of this course. It is our hope to try again and offer it soon. If and when it comes to fruition, this course should lead to substantial growth and innovation for HSU in general and for the English Department in particular. It will provide the support needed for international students, offer our domestic students enriching opportunities to work with members of different cultures, and demonstrate a program "that is relevant, innovative, forward-looking, responsive to changing trends, and that equips students to function in a diverse, global context."

Furthermore, as noted earlier in this report, we have had a greater demand than we can accommodate in our writing courses. ENGL 101, Critical Writing, one of our critical thinking general education courses, is always filled to capacity, and when we were able to offer multiple sections of this course, they always filled. English 422, Advanced Research Writing, our only writing course that is not always filled to capacity, has steadily grown in enrollment since we have been encouraging students from other majors to enroll in response to other department's expressed need for advanced writing instruction. We currently offer ENGL 422 only once a year. We feel confident, however, that if undergraduate advisors from other departments were aware of this writing across the curriculum course for their majors needing to develop

their research writing skills, this course would fill not only once a year, but once each semester. Currently, we have enough faculty to teach our existing writing courses plus one or two additional sections a year without putting too much pressure on certain professors although we are close to reaching capacity in Option B.

In addition, we are in a unique position to support the expanding numbers of international student by providing ESL/EFL courses. As our partnerships with other universities, such as X'ian University, continue, we will bolster these relationships that generate significant tuition funds. We are therefore supporting the strategic plan of Humboldt State and its targeted areas of growth.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

Even if we add no new courses or sections in Writing/Pathway B or English Education/Pathway C, the FERP and impending retirements of both Professors Dodge and Bennett in the next two years, we will have great difficulty covering the courses we have now, let alone adding any new courses or sections to existing courses to meet the student demands for more writing classes. These retirements would also impact the TESL/ESL program in that the faculty currently teaching linguistics and language classes would be called on to teach any writing courses for which they are prepared. Service courses to the LSEE and secondary English waiver major are also deeply affected.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

For TESL:

10% augmentation:

For the ESL/EAP course for international students, we could offer another section, or possibly two additional sections, particularly if English students in the Masters in Teaching Writing (MATW) served as graduate TAs for the course.

20% augmentation:

We could offer additional sections of the ESL/EAP course as well as set up a formal ESL/EAP learning center with formal training of interested domestic students who want to work with international students.

We could increase Graduate Teaching Assistantship (GTA) opportunities. Doing so would be attractive to both undergraduates and graduates and would increase enrollment in the TESL courses, perhaps allowing us to restore courses so they are offered on a yearly basis instead of every other year.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

Reduced resources would greatly impact the English Department's ability to provide service courses. We are already operating on a lean budget, as are most departments. We offer English 101, Critical Writing, only three times a year, whereas we used to offer this course up to six sections a year. We currently teach English 105, Introduction to Literature, as a large enrollment course only once a semester whereas we used to offer it in four to six smaller sections per year, allowing for greater focus on close reading and analysis, discussion, and essay writing to augment lecture and examination. We teach most of our linguistics courses and some of our literature courses on an every other-year rotation, and we teach a combined undergraduate/graduate Shakespeare course once a year rather than two undergraduate and one graduate sections a year. We used to offer English 232, Children's Literature, four times a year, and now we offer one class a semester. If we had to reduce our already tight resources another 10%, we would offer ENGL 232 once a year in a jumbo section and offer English 328, Structure of American English, once a year. The most significant impact of such reductions would be to increase the time it takes students to graduate.

Furthermore, with a 10% reduction, it might not even be possible to offer such a labor-intensive ESL/EAP course for international students, unless a GTA teaches it rather than a tenure-track faculty member with expertise in TESL.

20% reduction: With such a drastic reduction, the English Department would lose the equivalent of 3 full-time, tenure-track professors. At least 18 course sections per academic year would disappear from the schedule. The Freshman Composition program, committee service, accreditation and program review work, as well as the English Education/Pathway C would be crippled to the point of dysfunction. In addition, the English Department would be unable to offer the newly developed ESL/EAP course developed by Dr. Santos during her sabbatical.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

The English Department cannot envision a viable major without all three pathways (or, for that matter, a university without an English Department). However, we realize that we are under the same scrutiny as other departments, and so we have considered the efficiency and viability of our pathways and minors and our role as a service department. Pathway A, Literary Studies, is the route our students take who are interested in graduate programs in literature—the mainstay of most majors throughout the United States. Pathway B, Writing Practices, is the most rapidly growing of our options and the pathway that best prepares our graduates for a variety of real-world occupations. Pathway C, Secondary English/Language Arts, fulfills the original mission of Humboldt State as a teacher preparation institution.

Elimination of the minors would cause serious but more subtle consequences. Each of our minors is related to both our work with diverse populations and our attempts at recruiting a diverse student and faculty population. For example, if the TESL minor were eliminated, it would remove one of the foremost opportunities that HSU students have to learn about a field that centers on linguistic and cultural diversity and that offers so many possibilities for teaching around the world and working with non-native speakers both overseas and in this country. HSU is proud of its commitment to diversity and a global outlook, and it would be a shame to eliminate a program that represents both so essentially. The writing minor is a popular choice by students in the sciences and social sciences, and therefore diversifies our classes in terms of student enrollment, which benefits our majors. The minor in American ethnic literature attracts students of color to

our classes and sometimes recruits them to our major. The courses for the minor in literature and linguistics are also required for students majoring in other programs across campus; therefore, eliminating this minor could reduce the numbers of students enrolled in these courses and ultimately affect the numbers of times they are offered.

Considering the fact that every college graduate in the CSU system is required to pass English 100 or its equivalent, the English Department is central to the education of all students who start here as freshmen and must satisfy this requirement. We also teach courses required by students preparing to be elementary school teachers. Our elimination or restructuring would negatively impact programs throughout the university.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

Further More: An Extra-Credit Exercise in Discipline Pimping

If the work of a university is the production, testing, and transfer of knowledge, literacy—the ability to read and write, and, by extension, to reason and reflect—occupies the center of that enterprise. The English Department serves the university as the primary custodian of our shared language and thus our common literacy; the purpose of our discipline is the preservation, refinement, and practice of the language arts in all their manifold manifestations, from the most basic research paper through traditional literature and on to the wildest notions of “discourse” and “text.” While it may be possible to construct a university without an English Department (or any departments for that matter), the university is inconceivable without reading and writing, speaking and listening—skills so basic to learning that they are often lost in their obviousness. If nothing else, the English Department exists to remind the learning community of the fundamental importance of the skills composing literacy and, we trust, to refresh the practitioner’s sense of the power, beauty, and magic attending the highest expressions of the language arts, be it a Donne sonnet, an essay by Wolfe, or a student paper.

Furthermore, because all disciplines employ language in at least some element of their discourse, their conversation, English is the natural nexus of interdisciplinary exchange, and literate communication is increasingly essential in a future that seems to favor the refinement and higher-level integrations that compose the body of knowledge available to a citizen. Of equal importance, new studies in the old rhetoric of persuasion are revealing the importance of “framing,” that how information is presented is as crucial as what it contains, and often conditions the very perception of “meaning.” Therefore, any notion of “good conscience” and “informed action” that we have envisioned for our citizens presupposes an ever-evolving literacy that not only helps them negotiate competing claims of value but also constitutes the first line of defense against the most cynical forms of manipulation.

While literacy is, as Mencken claimed, “the first and last step from the darkness,” reading and writing offer their own rewards. The human imagination is our species’ organ of communion,

from which springs communication and community. Language embodied in literacy opens our minds, hearts, and souls, and invites us to imaginatively participate in the lives of others; from such collaborative and creative acts of imagination, understanding opens. As Jane Hirshfield suggests, “true perception resides in relinquishing more and more of the self to more and more of the world,” and that path passes through the word and the amazing integrations—the opened moments, the extended identities—that unfold through literacy. That isn’t just a priority; it’s our job.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.