

English Department

Undergraduate Program

Program Review 2000-2005

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English Department Program Review

Executive Summary

The English program is geared primarily to Majors who want to go on to get a teaching certificate. The Major requires 52 semester units. Students take a core of study within which there is room for variation but also within which is a primary core of classes that all students take. Beyond this, students have elective options of 18 semester hours to fulfill areas of individual interest. There were 76 English majors in 2005. The Department of English has five full-time faculty and one part-time. The staff ensures a continuity of teaching by offering core classes regularly. Shakespeare, for example, is offered every term, American and British surveys rotate each term. Moreover, each course is always taught by the same faculty member, insuring that anyone who takes, say, British Survey I will have the same reading and workload as another student who takes the course in another term. Only full-time faculty handle student advising.

The Department of English keeps the following broadly defined goals in mind when teaching both core and elective course: Students demonstrate competence in understanding of major genres, literary terminology and multicultural literature, conduct analytical reading and writing, recognize symbolic and metaphoric discourse, distinguish between Bloomian reading and misreading, and apply meaning in a broad range of context.

Highlights of findings include:

1. Faculty is competent and provided individual attention, but communication could improve.
2. Exit exam reveals strengths in the area of various genres with improvement suggested in literary terminology.
3. Multicultural content of courses could be improved.
4. Students do generally well on writing essays but demonstrate difficulties writing long papers
5. The majors provides strong preparation for teaching

Highlights of Action recommendations

1. Improve contact with faculty
2. Increase multiculturalism in the course contents
3. Explore viability of a Masters program
4. Refine the role of long research papers
5. Reinforce the importance of literary terms in all courses
6. Collaborate with admissions to increase number of majors

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Part I: Program Description

I. Program Mission

The University of La Verne Department of English offers a demanding academic curriculum based on the assumption that a theoretical and practical understanding of the modes and levels of discourse is essential to the development of cognitive and communicative ability. The Department believes that the foundation of English Studies rests in a thorough and close study of literature. Through frequent student-faculty interaction, students are given the opportunity to examine critically the range of literary expression in English in its multicultural, social, political, and world contexts and to apply the results of that examination to their own lives. The program prepares students for teaching, graduate study, or for careers in law, and business by educating them to think rigorously and flexibly, to communicate effectively, and to confront the ethical challenges of a changing world.

II. Program Goals and Learning Outcomes

The Department of English keeps the following broadly defined goals in mind when teaching both core and elective course:

1. Students will learn to recognize symbolic and metaphoric levels of discourse.
2. Students will learn to apply methods of discourse in personal and professional situations.
3. Students will examine texts for meaning and learn to apply meaning in broad range of contexts.
4. Students will investigate the relationship between text and intention and learn to trace and distinguish between Bloomian reading and misreading.
5. Students assess human concerns and problems that are aesthetically formulated in diverse literary works representing social-cultural perspectives other than their own.
6. Students will demonstrate a personal appreciation for literature in the following major genres and recognize the literary conventions that characterize each:
 - a. Legend
 - b. Biographies
 - c. Short stories
 - d. Poetry
7. Students will demonstrate understanding of the following literary terminology by

critiquing literary features of texts:

- a. Plot
- b. Theme
- c. Characterization
- d. Setting
- e. Protagonist
- f. Antagonist

8. Students will demonstrate competency with the following analytical reading and writing skills by critically analyzing multicultural literature:

- a. Logical reasoning
- b. Argumentation
- c. Recognizing fallacies
- d. Making generalizations
- e. Drawing conclusions
- f. Making inferences
- g. Evaluating

9. Students will compare and contrast the following components of multicultural literature and recognize the process of literary and social canonization in relation to the following:

- a. Social perspective
- b. Narrative/tone
- c. Ethnic identity

10. Students will demonstrate and appreciation of diversity by assessing the impact of diverse perspectives and contributions to the human condition made on our lives by people in the past, and present.

III. Program Description

(i) Philosophy and Purpose

English Studies at the University of La Verne are designed to help students sharpen their understanding, enhance their enjoyment, and heighten their awareness of literature in a multi-cultural world. The approach is based in literary and textual analysis, the emphasis equally on the aesthetic qualities and on imaginative writing as expression of and discourse on the full and diverse range of human concerns and values as expressed in literature in all its forms.

To complete the program, the English major a student must demonstrate the ability to read and critically analyze the major genres, to write clearly and coherently, to know and use linguistic concepts, to employ intelligently the vocabulary of literary study, and to understand major events in literary history and their relationship to the world at large.

A major component of all Department courses is communication. Good writing is simply a reflection of clear thinking. Written expression in journals, responses, essays, exams, and critical papers, and oral expression - both individually and in-group format - form the basis for evaluation in our courses. Each student must achieve a measured level of competence in writing to earn an English degree.

(ii) The Multicultural Canon

All courses in the English Department at ULV reflect the enlarging canon of literature and can therefore be termed multi-cultural in varying degrees. The canon in each of the areas of study, in all 300 level survey courses and in all 400 level genre courses, is and has been in continual revision to reflect the diversity of human experience. In addition to the changing “canon” of literature which now, for example in American Literature, includes slave narratives and writing by women and minorities, the Department of English requires that all students take ENG 355 Emerging Voices, which reflects the diverse and multi-cultural changing face of modern American literature. In fact, all courses now reflect the enlarged canon of both English and American literature to varying degrees, since all courses, in one way or another, examine the human differences and similarities of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. In addition, the Department of English, with its ‘Culture and Voices in Literature’ expands students’ elective offerings into often-neglected areas of class, justice, and economics (for example see ENG 336 The Literature of Incarceration) and into the current offerings of 2nd and 3rd world literatures (see ENG 350D Emerging Literatures in English). The Single Subject student of the University of La Verne Department of English will be well able to take her or his place in the diverse world of the 21st Century.

The University of La Verne Department of English recognizes that the creation of true multiculturalism, access, and diversity rests not in an arbitrary hiring of a particular number of ethnic or “diverse” faculty but rather in the approach taken to literature and academic study throughout an entire department.

The Department of English provides an inclusive approach in the study of literature in all of its core and elective courses. There are no courses that do not contain ample segments of study of materials traditionally thought to be “diverse,” “multicultural,” or “inclusive.” All syllabi include the above specific statement on diversity, and the approach to each course is shaped by issues of diversity. While the Department of English offers courses in which *specific* issues of diversity are prominent, all courses cover, concentrate on, and are shaped by emerging issues of multi and inter-culturalism and diversity: We emphasize, for example, the constructions and oppressive weights of gender, race, economics, sexuality, society and power classifications for the Literature of Incarceration; gender, sexuality, power, ethnicity, race for Shakespeare; culture, religion, spirituality, identity, gender, and tradition for Mythology in Literature.

(iii) General Program Understanding

The University of La Verne Department of English strives for a balance between individual freedom in choosing classes of interest and Departmental assurance that all graduates will receive a high degree of content in English studies. The Department requires that all students take a **core** of study within which there is room for variation but also within which is a **primary core** of classes that all students will take. Beyond this, students have **elective options** to fulfill areas of individual interest.

To begin with all students must take:

- ENG 270 Introduction to Language 4 units
Designed to be taken in the sophomore year, ENG 270 introduces students to language structures, language acquisition, linguistic diversity, the development of literacy and the history of English. Students learn the general characteristics of human communication and how that communication varies given diverse cultures and societies. Students learn to recognize the universality of linguistic structures while understanding the variation of time, place, and community. Students learn the principles of language acquisition and development. Students study how meaning is constructed within reading and writing.
- ENG 275 Advanced Writing for the English Major 4 units
ENG 275 is a course which students take in the second semester of their sophomore year or the first semester of their junior year designed to introduce students to the writing and research tools they will need as students of English and language arts. In this course students experience the varied teaching and learning styles appropriate to English Studies, learn and become familiar with the analytical strategies appropriate to English Studies, use and become familiar with the technological and research tools of English Studies, and hone their speaking and writing abilities. This course comprises advanced study in composition and rhetoric. Students become familiar with the major English databases: MLA, Humanities Index, Proquest, ERIC, EBSCOhost, and others. Students become familiar with both MLA and APA forms of documentation and citation. Using these resources and their own cognitive skills, students produce presentations and research projects in a variety of formats. Students learn to become computer literate in word processing, Blackboard, and Powerpoint.

IV. Course Rotation Plan

Many of our courses are offered every term, most are offered on a rotational basis.

Odd years (05-06, 07-08, 09-10)

Fall	ENG 270	Foundations of Linguistics
	ENG 275	Advanced Writing
	ENG 340	Shakespeare
	ENG 350A	English Lit I
	ENG 350C	English Lit III
	ENG 353	American Lit I
	ENG 354	American Lit II
	ENG 409	SP Los Angeles Fiction
	ENG 430	Recent Am. Fiction
	ENG 434A	American Novel
	Eng 409	SP Greek and Roman Mythology

Interterm	ENG 320	Shakespeare in Film
	ENG 409/ CORE 310	Italy Trip

Spring	ENG 275	Advanced Writing
	ENG 320	Lang Arts for the HS Teacher
	ENG 336	The Literature of Incarceration
	ENG 340	Shakespeare
	ENG 350B	English Lit II
	ENG 350D	English Lit IV / Literatures in English
	ENG 355	American Lit III
	ENG 385	Sp St.- African American Lit
	ENG 421	Modern Poetry
ENG 430B	The American Novel 1900-1945	

Even Years (06-07, 08-09, 10-11)

Fall	ENG 270	Foundations of Linguistics
	ENG 275	Advanced Writing
	ENG 340	Shakespeare
	ENG 350A	English Lit I
	ENG 350C	English Lit C
	ENG 353	American Lit I
	ENG 354	American Lit II
	ENG 362	North American Italian Lit
	ENG 383	Film and Society
	ENG 409	SP Los Angeles Fiction
	ENG 430	Recent Am. Fiction
	ENG 434A	American Novel 1900-1945

Interterm	ENG 409	SP Horror Fiction
	ENG 409/	Italy Trip
	CORE 310	
Spring	ENG 275	Advanced Writing
	ENG 320	Lang Arts for the HS Teacher
	ENG 383	Myth in Literature
	ENG 340	Shakespeare
	ENG 350B	English Lit II
	ENG 350D	English Lit IV / Literatures in English
	ENG 355	American Lit III
	ENG 385	Sp St.- African American Lit
	ENG 421	Modern Poetry
	ENG 430B	The American Novel 1900-1945
	Eng 409	SP Greek and Roman Mythology

V. Uses of Technology and Role of Information Literacy

The Department of English integrates technology into nearly all its courses. Most members of the Department have their courses on Blackboard, many require students to do Powerpoint and other technology-based presentations, and members of the Department have participated in many of the workshops and presentations offered by the Office of Instructional Technology and Research Support.

All Core courses and most Elective courses in the Department of English use databases (MLA, ERIC, Proquest), computers (Word Processing, Spreadsheets, Internet, Powerpoint, Blackboard), media (DVD, Video, TV), and other forms of technology to access and examine subject matter. All courses within the University of La Verne Department of English also have access through the University to a wide array of current technology resources. While no one course can, of necessity, offer instruction and practice in all forms, that there is considerable overlap in technology applications and demonstrations to assure that all students have ample access to and experience with a variety of current technology resources upon graduation.

VI. The Faculty

The Department of English has five full-time faculty and one part-time. The staff ensures a continuity of teaching by offering core classes regularly. Shakespeare, for example, is offered every term, American and British surveys rotate each term. Moreover, each course is always taught by the same faculty member, insuring that anyone who takes, say, British Survey I will have the same reading and workload as another student who takes the course in another term.

The full-time faculty consists of one generalist, two America Specialists and two British Specialists:

- David Werner, Associate Professor, and Chair—, a Generalist, whose publications include may books on prison education;

- Dorena Wright, Professor— British Specialist, whose research interests span from post-colonialism to feminist issues such as the courtesan in the Georgian and Victorian novel;
- Ken Scrambray, Professor— America Specialist and author of two books on gay American writers;
- William Cook, Professor, former Provost of ULV, America Specialists, and author of numerous books of poetry and essays;
- Jeffrey Kahan, Associate Professor— British Specialist, author of numerous books on Shakespeare.

For a full list of faculty publications from the academic years 2000-2005, see Appendix A.

VII. Advising

Only full-time faculty handle student advising. New students are generally spread equally among the entire English faculty, though each student has the right to switch advisors. In addition, each student is given a Student Handbook (see Appendix B) specifically designed for English Majors, which explains the logic and rationale of the program, what is expected of the student, what recourse the student has in case of a disagreement over grades, as well as issues concerning appropriate conduct.

VIII. Teaching Techniques

The Department of English, in accord with the policy of the University of La Verne, uses many and varied measures to assess the subject matter competence of each future teacher candidate. Both good teaching practice and a respect for different learning styles and competencies demand multiple measures of assessment. The Department of English has for years championed the use of multiple assessment measures, both as a way of offering to each student the most fair manner of assessment and as a way of modelling effective assessment techniques for future teachers. To that end, our faculty is continuously assessing the recommendations of both the Mosaic Institute and the Academic Assessment Committee.

The Department of English Faculty employs a wide variety of interactive teaching styles in order to engage students and reinforce concepts. Department of English Core and Elective courses individually and in total are characterized by a variety of teaching and assessment approaches. See Appendix C: Teaching Matrices.

IX. Our Majors, Who They Are

The number of student choosing English as a Major at ULV:

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
91	86	66	62	78

Analysis of these numbers in relation to the overall ULV population is found in Part II: Section II.

In the summary report of a survey of students entering the English Major -- compiled by Timothy Devereaux and Karen Pollard, research assistants from the Psy. D. Program - indicated that of the 38 potential majors who were asked why they chose English as a major, 57% said they were interested in the subject matter. Of those participants, 12 responded that they had a general interest in English and 10 responded that they had a specific interest in a specific topic that they would learn about in classes that English majors take. Additionally, 44% of participants chose English as a major because of the skills that they would attain by doing so. Of these participants, 2 thought that the skills learned would be helpful for anyone in their future. Two others thought that having English as a major would help them get into graduate school. Finally, 9 students thought that the skills that they would learn in this major would help them to attain the career that they want for the future. 29 % of participants expressed that they chose English as a major for other reasons. Two of these stated that they chose this major because of some outside influence, such as encouragement from friends or family. One participant chose this as a major because of a requirement. Six more chose English as a major because they thought it would be fun. Thirteen % chose English because of general interest in the major (n=5).

X. Our Non-Majors, Who They Are

Students who were surveyed who were not English majors were asked why they chose to take a class in the English Department. The majority of students (77%) said that they took the class to fulfill a requirement (n = 66). Thirty-five % stated that they took the class because of interest in the subject matter. Of those, 17 people were interested in the general subject and 13 people were interested in a specific subject that would be covered in the class. Seven % of students took the class because of an interest in English as a major (n = 6). Six % of participants responded that they took the course because of the skills that they would attain. Of these, 2 people stated that they thought the skills would be good for anyone to have, 1 person stated that they needed the skills to get into graduate school and 2 people stated that they needed the skills from the course to help in their future career (n = 3). Two % of participants stated that they took the course because of the professor (n = 2). Sixteen % of participants took the course for other reasons. Of those, 6 took it because it best fit their schedule, 5 took it because they thought it would be fun and 2 stated that they took the class because of outside influence.

XI. The Single Subject Waiver Program

Our English program is geared primarily to Majors who want to go on to get a teaching certificate. While we do occasionally have Majors that go into Law or an English graduate program, the vast majority—our surveys indicate more than 60% of them-- come to use with the aim of getting a Single Subject Waiver, which allows them to teach English in the California State school system. (The number increases to almost 90% once they come through the program.) For the program to work, our Department has to respond to the strict guidelines of the State Waiver Program.

Below, please find the state requirements (in italics), and our department's responses:

Department of English Single Subject Waiver Program

1.1. The California Teacher of English will be adept in the basic skills of reading, writing, speaking, and listening. She or he will have experienced a broad range of literary works in English, American, and World literature and will have been called upon to exhibit and hone basic skills in the examination and exposition of complex texts from a variety of cultural traditions. The Teacher of English will have acquired knowledge of second-language acquisition, of individual learning styles, of current practices in the teaching and study of composition and literature, and of the history and structure of the English language. The Teacher of English will have developed his or her investigative and critical skills, will have the ability to read texts on a variety of levels, will understand the dimensions of complex meaning, and will have developed her or his enthusiasm and love of literature. The Teacher of English will be prepared to communicate this love and intellectual understanding to his or her students and will be prepared to teach a literature-based curriculum that encourages independent thinking, reading, and writing and that exposes all students, whatever their primary language, to significant literary works.

Response:

The English Single-Subject Matter program at the University of La Verne is based on the belief that all teachers of English in California public schools must themselves first and always be students of English. California is a ethnically, socially, and culturally diverse community, and the Department of English believes that full participation in California's complex society is built on the twin foundations of developed scholarship and life-long learning. In addition to reflecting the emerging and enlarging canon of American, English, and world literature, the English Single Subject Matter program recognizes and expands upon the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The Subject Matter Program is built upon these standards and upon the following principles:

- First, literature and language are at the core of all human interaction, and the ability to read and understand text and discourse is crucial to survival in today's multi-cultural, discourse-oriented, media-driven society. Students in California public schools must be able to participate in the important discourses of society.
- Second, full participation in a complex and technologically-advanced society means being able to adapt to increasing complexity and changing technology. Students in California schools certainly need to be adept at using the basic tools of speaking, reading, writing, and listening, but they need more. To thrive in today's society, students also need the technological and media skills to enable them to analyze complex texts, to be independent thinkers, and to adapt to new information.

1.2. The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.

Response:

The English Single-Subject program at the University of La Verne has been developed and continues to be developed through important participation by members of the Education Department at the University and by former students and others who are actively teaching in California schools. The course of study in the program is also based on the State-adopted *Academic Content Standards for K-12 Students* and on the *Curriculum Frameworks for California Public Schools*. **All students who complete the Subject Matter program will have read and will be familiar with both documents in ENG 320 Language Arts for the High School Teacher** Through the participation of our Advisory Board (see Appendix D), the ULV English program retain its formative links to the changing educational environment of California and will continue to prepare students to meet the needs of California’s increasingly diverse student population.

- 1.3. *The statement of program philosophy shows a clear understanding of the preparation that prospective teachers will need in order to be effective in delivering academic content to all students in California public schools.*

Response:

See **Department of English Mission Statement**, above, Section I.i.

- 1.4. *The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods, and core concepts in the specified subject discipline that underlies the 6-12 curriculum.*

Response:

What the Standard refers to as the “significant ideas, structures, methods, and core concepts” of English would seem to have to be at the core of any English program of consequence. Single Subject students of the University of La Verne Department of English are fully exposed to the elements of the K-12 curriculum. In the required writing courses (ENG 110, College Writing A, ENG 111, College Writing B, and ENG 275, Advanced Writing for the English Major) students are exposed to and practice with writing strategies and genre-derived applications such as:

- A. **Writing.** In ENG 320 Language Arts for the High School Teacher, Single Subject students study the content standards themselves.

To ensure a high quality of writing, the Department of English maintains a “gateway” course for the English Major –

ENG 275 Advanced Writing for the English Major, in which a student must pass with a grade of “B” or better. The course is primarily devoted to writing, and, therefore, focuses on the appropriate methods of rhetorical discourse as they can be applied to a critical appraisal of poetry, the short story, the novel, and plays.

B. Oral Argument. In the university-required Speech course students are to the conventions of oral genre presentation while in the required literature courses (students study and practice literary response and analysis as they analyze organizational patterns, arguments, and positions advanced. In English 340, for example, all students must do a verbal report consisting of combing Shakespearean criticism, presenting the critic's viewpoint, and then poking holes in the critic's theories. The same class mandates the memorization of at least 30 lines of Shakespearean verse.

1.5 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.

Response:

ENG 275 Advanced Writing for the English Major, for example, analyzes complex discipline-based issues of plot, theme and structure, synthesizes information from multiple sources of information and critical perspectives (New Criticism, Post-Colonial, Deconstruction, etc.), and teaches students to use appropriate technologies, including data bases and presentational platforms such as Power Point and word processing, in order to communicate their questions, speculations, and conclusions in clear oral and written means.

1.6. Program outlines are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.

Response:

The participation of our Advisory Board in Departmental decisions about curriculum and assessment assures us that our course offerings and assessment methods are appropriately aligned and relevant to current California Content Standard. The Advisory Board meets twice per academic year or once per semester. And, of course, our accrediting agency (WASC) is currently concerned with outcome measurement and assessment, so this is and has been an on-going Departmental concern.

Our Department is also small enough (5 full-time members) so that we can have profitable retreats to discuss pressing issues and brainstorm about future possibilities. We meet for an all-day retreat once per year. See Appendix D: Advisory Board and Appendix E: Retreat.

1.7. The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Response:

See most of the above. The Department of English at the University of La Verne maintains itself in the forefront of current thinking and technology in the greater subject matter of English literary and language scholarship. Our faculty maintains an impressive record of publication and scholarship in an equally impressive variety of fields (Appendix A: Faculty Publications). At the same time our Advisory Board keeps us apprised of the changing currents of California public education. (See Appendix: D.)

Part II: Goals and Assessments

I. Evaluation of the Overall Program

Assessment Techniques

The ongoing review conducted by the Department of English of the Subject Matter Program includes an examination of program goals, design, how well the program relates to the Mission Statements of both the University and Department, curriculum, course content, requirements, student success, technology uses, advising services, assessment procedures, and program outcomes for prospective teachers.

We use a variety of strategies to assess our quality and customer satisfaction.

(i) Teaching Evaluations

As with all ULV faculty, each member of the English Department is subject to teaching assessments in all classes. The data is confidential, shared only with the Dean, Provost the Professor and Departmental Chair, in this case, David Werner. As such, I was not privy to the actual breakdowns of teaching assessments of individual colleagues. Further, due to training and staff issues, the Provost was unable to generate overall aggregate numbers. However, in my discussions with the Departmental Chair, the following was made clear to me:

- (i) Teaching assessments are studied by the Chair on a term-by-term basis.
- (ii) The numbers for each category fall well within ULV aggregate norms and often exceed ULV-wide averages.
- (iii) In the event that any response falls below ULV aggregate norms, the Chair discusses the issue with the faculty member and monitors the situation and/or offers appropriate advice.

(ii) Senior Exam

Over the past five years, the senior exam has gone through a variety of metamorphoses: 4 essay exams and a long (25 page paper), then 4 essays and a 20 page paper; then 4 essays and an annotated bibliography. At present, the exam consists of only the in-class exams. The long paper requirement was transferred to the Shakespeare class (ENG 340).

The Senior Exam is divided into four parts, each of which measures competency in a different area of English Studies. The first of these in-class, closed book examinations asks the student to define up to 45 different literary terms. The second examination tests the student's competency in writing three essays on a given novel; the third asks for the student to break down the meter and verse of a given poem; the last test asks the student to write two long essays on a given Shakespeare play. The texts of the second, third and fourth examinations are based upon books which are not covered in the class room, the logic being that the Senior Exam gauges a student's ability to transfer what s/he has

learned in the classroom to new and, in some cases, utterly-unfamiliar texts. The Senior Exam is given twice a year, and the student has six weeks to prepare. The student's name is withheld from the grader, so as to insure assessment objectivity. Two members of the faculty grade each exam. The two faculty members then confer on a final grade for each essay. If one professor has a grade that is more than half-a-letter grade higher or lower than that of his or her colleague, the test is then offered to a third member of the department, who then renders a deciding opinion. Once the grading is completed, they are forwarded to the Department Chair, who then collates the grades. Some sections of the exam are more demanding than others. Critical terms, the first examination, is easily the least difficult; the novel, due to time constraints of reading, is perhaps the most arduous. Overall, grading is based upon the learning competencies cited in Part I, Section II: Program Goals and Learning Outcomes. The Department monitors the examination results, which gauges not only what a student has learned in his or her three years at ULV, but also well our faculty has prepared each student.

In the following, we list the cumulative results of the senior examinations in the Department of English from F1999 to Sp2005. We list the GPA equivalents and percentage of students at B or better level (n=79) for each section of the exam:

	Areas				
	Novel n = 74	Poem n = 73	Play n = 74	Terms n = 73	total n = 75
F1999 - Sp2005					
GPA equivalence	2.96	3.09	2.96	3.07	2.94
B or better grades	59%	70%	59%	84%	64%
F2002 - Sp2005					
	n = 37	n = 37	n = 37	n = 36	n = 36
GPA equivalence	2.86	3.19	2.98	3.19	2.93
B or better grades	59%	76%	59%	92%	67%
F1999 - Sp2002					
	n = 37	n = 36	n = 37	n = 36	n = 37
GPA equivalence	3.02	2.99	2.95	3.04	2.94
B or better grades	59%	64%	59%	78%	62%

Process notes:

- All "Pass" grades were considered "B"s and given a weight of 3.0
- GPA equivalence was based on the 2005 - 2006 catalog, page 48.

- Each portion of the exam was given a letter grade in addition to a total grade. These letter grades were transformed to letter equivalent numbers based on the GPA equivalence in the catalog then averaged across students. These averages could be interpreted as overall class GPA's.

The overall results of the examinations reveal a remarkable level of consistency.

(iii) Exit Survey

Each year, we offer our students an Exit Review. (A sample survey is found in Appendix F.) An evaluation of those surveys follows, below in Section II: Findings of Surveys.

(iv) Continued Contact

The University of La Verne Department of English maintains a high level of contact with neighboring secondary schools. The University School of Education is an influential force in education in California, its graduate program awarding over 100 first-level administrative credentials per year. A great number of school administrators in California are now La Verne graduates, and this fact facilitates continuing contact between public school personnel and the Department of English. The Advisory Board meetings examine and present opportunities for effective Department – public school partnerships.

The University of La Verne Department of English bases the improvements to its program on the conclusions of meetings of the Advisory Board, on its awareness of developments and knowledge within the field, on needs of Department of English students, both Subject Matter students and others, and on the changing needs of school systems and curriculum policies of the State of California.

For samples of the department's ongoing concerns with what is going on in elementary and high schools, and how we, as a department, can better serve the needs of our graduates, see Appendix D.

A detailed discussion of the results of this survey follows below in Section II: Findings of Surveys.

(v) Annual Retreats

Once a year, the English Department holds a retreat in which it goes over the existing program, discusses various strategies to improve certain courses and lays out a variety of strategies to better integrate itself within the ULV community.

For samples of our Retreat Agendas, see Appendix E.

(vi) Curriculum Comparisons (Internal and External)

(i) Internal

As part of our ongoing strategy to give students a balanced offering of classes, the English Department is aware of the books, subjects, teaching and examination strategies of each course. The program is designed with an incremental difficulty level. The easiest classes are the 200 level courses, 300 level have greater difficulty and more reading requirements, the most difficult class, English 340, requires a great deal of writing and reading. English 340 alone requires over 50 pages of writing and the reading of at least 10 plays and related criticism.

(ii) External

The syllabus for English 340 is comparable to institutions such as ULCA and UCR, but vastly superior to course on offer at third and fourth tier local institutions such as Azuza Pacific and Concordia.

II. Findings of Surveys

- (i) Results of the Exit Survey—None reported.**
- (ii) Findings from Alumni Survey**

Summary prepared November, 2005 by: Aisha Dixon-Peteres and Brooke Bombola, research assistants, PsyD. Program.

Number of respondents (38).

Question 1: Which of the following best describes your involvement at ULV?

Response	Frequency (N=38)	Percentage
4-Year Major	19	50%
Transfer Major (including CAPA English Majors)	15	39.5%
Participant	4	10.5%
English Minor	0	0%
Single Subject Waiver	0	0%
Other	0	0%

Of the 38 alumni who submitted completed surveys, 50% (n=19) were 4-year English majors, about 39.5% (n=15) were Transfer English majors, including CAPA English majors, and 10.5% (n=4) reported that they were “participants” in the English department.

Question 2: In what field/position are you currently employed?

Themes	Frequency (N=38)	Percentage
Education	20	52.6%
Teaching	17	44.7%
Administration	2	5.3%
Law Student	1	2.6%
Retired	5	13.1%
Retired Teacher	4	10.5%
Retired from other field	1	2.6%
Other	13	34.2%
Ministry	3	7.9%
Business	3	7.9%
Homemaking	2	5.3%
Publishing & editing	1	2.6%
Mental Health	1	2.6%
Professional Athletics	1	2.6%
Engineering	1	2.6%
Nursing	1	2.6%

Of these alumni, the majority (52.6%, n=20) were involved in the field of education as teachers (n=17), school administrators (n=2), and one was a law student. Five of these alumni were retired and four of these retired alumni were retired from the field of education. The remaining 13 alumni were employed in fields of publishing and editing (n=1), ministry (n=3), mental health (n=1), business (n=3), professional athletics (n=1), engineering (n=1), nursing (n=1), and homemaking (n=5).

Question 3: In what ways did your participation in the English program impact your current job?

Themes	Total # of Themes (n=44)	Percentage of total themes
Analytical, writing, and communication skills	18	41%
Analytical	8	18.2%
Writing	5	11.4%
Communication	5	11.4%
Foundation/Direct Application	17	39%
Motivation/Personal gain/Passion	4	9%
Not applicable to current job	5	11%

Approximately 76% of these alumni, reported that their participation in the English program had some impact on their current job. The most frequent theme included responses, which indicated that the program enabled these alumni to apply the analytical, writing, and/or communication skills they learned to their current jobs. A clergy member, stated, "I pull out quotes or passages from literature for my sermon illustrations." An

alumnus who counsels abused children reported that her English program impacts her current job “In all aspects. I am a counselor and faced [with] analytical challenges daily, which I feel equipped to handle.” An assistant principal, pupil services stated, “I constantly use my English background in evaluating teachers, writing memos, letters, presentations; analyzing and organizing large tasks.” A retired teacher who now runs a family business reported that her studies in the English department helped with, “writing and communication in our business for 15 years.”

The second most frequent response indicated that their studies provided a foundation and had direct application to their current job. One respondent, an English teacher, stated that English is “fundamental to my profession.” An Associate Professor of English reported, “It led to my decision to go to graduate school.”

Third, several students (n=4) referred to the way in which their involvement impacted their current job in other ways such as developing motivation, personal gain, passion for language and literature. A fourth grade teacher stated, “Cemented my love for the language and its literature.” Another teacher reported, “It made me want to educate others.” An alumnus in the field of education stated, “It gave me the confidence to believe in my own intellectual prowess.”

Question 4: What was the single most important impression of the English program at ULV?

Themes	Frequency of themes (N=45)	Percentage of total theme
Professors (specific professors & positive attributes of professors cited)	29	64%
Curriculum	7	15%
Exposure to variety of literature, solid courses	4	9%
Rigorous	2	4%
Quality of projects & writing assignments	1	2%
Small/intimate department	3	7%
Generally “excellent” impression	3	7%
Other	3	7%
Prism	1	2%
Broadened my horizons	1	2%
Substantial	1	2%

The most frequent theme that emerged in response to the question “What was the single most important impression of the English program at ULV” was regarding professors (64%). Responses in this category included listing specific professors’ names as well as listing positive attributes of professors. Within this category, the respondents frequently mentioned the interest and involvement that professors had with students, the overall excellence of the professors, and the support and encouragement offered by professors. For example, an alumnus who attended from 1965-1969, reported that the most important

impression of the English program at ULV was, “The professors were excellent and gave very personal attention to each student!” Another respondent stated, “The wealth of knowledge that I found in each one of my professors.” An alumnus who graduated in 1998 reported, “The individual attention and personal connection to professors...”

The second most frequent theme (n=7) referred to the curriculum as having the most important impression including the variety of exposure to literature, solid courses, specific projects, and writing assignments, and the overall rigor of the coursework. One alumnus reported the single most important impression as “Exposure to variety of classic literature, English, American, and World literature.” Another alumnus reported that it was “...the variety of multi-cultural English lit. classes” that had the single most important impression of the English program.

The size of the program was an important impression reported by some alumni. These alumni (n=3) reported that it was the small size and intimacy of the department that had the most important impression. One alumnus stated, “The small classes were personal and more conducive to learning more than would be large English classes.” Another alumnus described the single most important impression of the English program as, “tight-knit and comfortable.”

Three alumni reported having overall positive impressions of the English program. These responses were characterized by statements like, “It is tremendously remarkable in its development of the English major,” which was reported by one alumnus. Another alumnus stated, “It was a wonderful experience.”

Three alumni reported other responses. These alumni indicated that the program broadened their horizon (n=1), was substantial (n=1), and that the PRISM publication (n=1) was the most important impression. For example, one alumnus reported, “It definitely broadened my horizons.”

Question 5: In your opinion, what makes ULV’s English program unique?

Themes	Frequency (N=44)	Percentages
Professors	24	54.5%
Attention/Personal interest in students	11	25%
Unique, quality professors	9	20.4%
Supportive, validating	3	6.8%
Diverse	1	2.3%
Department	11	25%
Small department/classes	9	20.4%
Knowledge of fellow upperclass students	1	2.3%
Leadership	1	2.3%
Curriculum	9	20%
Rigor of the combination thesis & test	5	11%
Diversity variety of cultural curriculum	4	9%

Of the alumni who responded to this question (n=31), the most frequent response category about the factors that make ULV’s English program unique, were regarding faculty characteristics (n=24). These alumni reported such attributes as unique, quality professors, professors who gave attention and had personal interest in students, diverse, and supportive and validating. One alumnus stated that it was the professors’ “...extensive knowledge of the field and their love for their work,” that made the English program unique. Another alumnus reported that it was “the one-on-one attention received” from professors.

The next most frequent theme that emerged was around attributes of the department (n=11). These students reported that the small department/class size (n=9), the opportunity for new students to interact with returning/upperclass students (n=1), and the leadership of the department (n=1) were unique factors of the English department. These themes emerged from statements such as, “Its leadership and curricula”, while another alumnus stated, “The small classes and individual relationships with the professors were very valuable...beyond that of 'name brand' school.”

Several alumni (n=9) reported that the curriculum is what made ULV’s English program unique. These respondents referred to the diverse variety of courses (n=4) and the rigor of the combination thesis/test (n=5). One alumnus expressed appreciation for the diversity in the curriculum and stated, “The intentional exploration of a wide variety of cultural heritages.” Several of these students mentioned the rigor of the combined thesis/test with statements like, “...the combined thesis and all-day test, known from day one, was both challenging and invigorating!”

Question 6: What area, if any, would you say needs improvement?

Theme	Frequency (N=28)	Percentage
Curriculum	22	78.5%
Keep upper division courses only for English majors	6	21%
Add grammar course	2	7%
Offer more diverse cultural/ethnic courses	2	7%
Add specialty upper division courses	2	7%
Improve writing courses	2	7%
Offer more variety of electives	2	7%
Add more challenging courses	1	3.6%
More in depth literary analysis	1	3.6%
Add course on theory and literary research	1	3.6%
Add senior exam preparation	1	3.6%
Offer more variety of courses	1	3.6%
Improve creative writing courses	1	3.6%
Support Services/Departmental	5	18%
Offer a Master’s program	3	10.7%
Improve academic counseling	1	3.6%

Improve resolution of issues (i.e. with single subject waiver conflict)	1	3.6%
Professors – improve communication efficiency	1	3.6%

In response to the question about what area needs improvement in the ULV English program, the majority of the responses (78.5%) indicated that improvements or additions were needed in the curriculum. The most frequent category of responses within this theme included alumni (n=6) who believed that upper division courses should only be open to English majors. Other responses regarding improving the curriculum included making it more challenging (n=1), adding specific courses such as grammar (n=2), theory and research (n=1), in-depth literary analysis (n=1) and senior exam preparation (n=1), offering more culturally/ethnically diverse courses (n=2), adding specialty upper division courses (n=2), offering a wider variety of courses and electives (n=3), improving the writing courses (n=3).

Other areas of improvement centered around support services/departmental issues (n=5) and professors (n=1). In regards to support services and departmental issues, alumni suggested offering a Master’s program (n=3), improving academic counseling (n=1), and improving the resolution of the single subject waiver conflicts (n=1). In reference to professors, one alumnus felt the efficiency of communication with professors could use improvement.

Question 7: What do you think is/was completely missing from ULV’s English program?

Themes	Frequency (N=23)	Percentage
Co-curricular	3	13%
Student bonding within department (community, literary societies, etc.)	2	8.7%
Promoting publications for students to work on	1	4.3%
Curriculum	9	39%
More diverse cultural and ethnic upper division courses	2	8.7%
A course in theory and literary research	2	8.7%
Making grammar a core course	2	8.7%
World literature	1	4.3%
Conveying perspective of history of language and literature	1	4.3%
More attention to the classics	1	4.3%
Professors	5	22%
Mentoring & encouraging students to continue on to higher education	1	4.3%
Encouraging study abroad and foreign language learning	1	4.3%
Support for senior exam	1	4.3%
Thesis Advisement	1	4.3%
More assistance, mentoring, and interaction with professors	1	4.3%
Departmental	3	13%
Develop a Master’s Program	2	8.7%

Invite guest speakers (i.e. authors)	1	4.3%
Nothing	3	13%

Responses regarding what alumni felt was completely missing from the English program varied, but centered around curriculum, co-curricular, professor, and departmental themes. The majority of responses (n=9) felt there were aspects of the curriculum that were completely missing. These aspects of the curriculum were a required course in grammar (n=2), culturally/ethnically diverse upper-division courses (n=2), a course in theory and literary research (n=2), world literature (n=1), and more attention paid to classical literature (n=1). One alumnus also felt an aspect of the curriculum was missing, responding that a “course in the history and development of English, as far back as Sanskrit” was missing.

The next most common theme concerning responses to missing aspects of the English program regarded professors (n=5). Alumni felt that professors could offer more assistance, mentoring, and interaction with students (n=1), encourage studying abroad or learning a foreign language (n=1), offer support for the senior exam (n=1) and thesis advisement (n=1), as well as encourage students to pursue higher education (n=1). In regards to missing departmental aspects, alumni responded a Master’s degree program and guest speakers such as authors were missing. The co-curricular theme emerged as respondents stated that publications were not promoted (n=1) and felt that student bonding within the department was also a missing aspect (n=2). One alumnus responded, “While not necessary, I think it would be beneficial to have poetry/English lit ‘societies’”. This would create a bond to fellow English majors and guidance to Freshmen.”

Question 8: If you can remember, what was your first impression of ULV’s English Department?

Themes	Frequency (N=42)	Percentage
Professors	24	57%
Supportive/caring	5	12%
Intelligent	5	12%
Quality	4	9.5%
High standards of excellence, challenging, rigorous	4	9.5%
Loved professors!	2	5%
Friendly	2	5%
Professional	1	2.4%
Fascinating	1	2.4%
Overall positive feelings	12	29.2%
Close knit, liked small classes	5	12%
Excellent	2	5%
Interesting	2	5%
Engaging	1	2.4%
Felt free	1	2.4%
Loved it!	1	2.4%
Negative feelings	6	14.3%

Intimidated	3	7.1%
Discouraging	1	2.4%
Formidable	1	2.4%
Concerned with small size of department	1	2.4%

The alumni's responses regarding their first impression of ULV's English department were generally both positive and negative as well as concerning the professors. Of the responses, 57% (n=24) responded that their first impression was professor related. Alumni responded that their first impression was that the professors were supportive/caring (n=5), intelligent (n=5), friendly (n=2), professional (n=1), and that they held high expectations of their students (n=4). Alumni also responded that their first impression was that they loved the professors (n=2), found them fascinating (n=1), and that they were of high quality (n=4).

Of the alumni's generally positive impressions (n=12) of the English Department, most responses were concerning the close-knit feel and small classes (n=5) with one alumnus responding, "I felt really welcome in the friendly, family-like atmosphere." Other alumni's first impression was that they loved the department (n=1), found it engaging (n=1), interesting (n=2), excellent (n=2) and that they felt "free" (n=1).

Of the negative first impressions, most (n=3) said that they were intimidated, while others said they found the department discouraging, formidable, with one alumnus concerned with the small size of the department, stating "I was concerned because it was so small."

Question 9: What would you tell an interested student as to what he/she could expect to get while majoring in English at ULV?

Themes	Frequency (N=37)	Percentage
Positive & enriching academic experience		
Individual care	10	27%
Excellent/good education	5	13.5%
Broaden your horizons	3	8.1%
Comprehensive, quality, challenging program	3	8.1%
Broad spectrum of subjects	2	5.4%
Challenge	2	5.4%
Knowledge professors	2	5.4%
Freedom to develop	1	2.7%
You'll get back what you put in	1	2.7%
A good place for love of literature and reading	1	2.7%
Honed research skills	1	2.7%
Strong writing	1	2.7%
Fulfilling experience	1	2.7%
Good classes	1	2.7%
A unique, but substantial experience of literature	1	2.7%
Full preparation	1	2.7%

Rewarding	1	2.7%
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The overarching theme of what alumni would tell prospective students was that the experience would be positive and enriching academically. While the responses greatly varied, the majority said that the department would deliver individual care (n=10), with one alumnus stating that an interested student would expect to get “an excellent, well respected education from an outstanding group of professors who care.” Another common theme among responses was that students would receive an excellent education (n=5) and experience a comprehensive, quality, challenging program (n=3). Other responses included telling students that they would experience good classes, full preparation, knowledgeable professors, broad spectrum of subjects, and honed research skills. Responses also included that students would have the freedom to develop, broaden their horizons, find it challenging yet rewarding, strong writing skills, and that it is a good place for those who love literature and reading. One alumnus stated that student would experience “a unique but substantial experience of the literature”, while others responded that individuals would receive a fulfilling experience and that they will get back what they put into it.

Question 10: Would you be interested in attending a get-together of some sort (coffee and cake/win reception, etc.)?

Response	Frequency (N=34)	Percentage
Yes	22	64.7%
No	9	26.5%
Maybe	3	8.8%

The majority of the respondents, approximately 65% (n=22) indicated that they would be interested in attending a get-together. Some of these respondents, however, were concerned with distance based on their current location of residence. About 26% (n=9) were not interested in attending a get-together and three participants reported that they may be interested in attending a get-together.

Question 11: Part of our ongoing projects is to raise money for essential items. We are currently studying buying the BBC Shakespeares on DVD. Would you be interested in doing fund raising for the department?

Response	Frequency (N=32)	Percentage
No	26	81.2%
Yes	4	12.5%
Maybe	2	6.2%

Approximately 81% (n=26) of the participants were not interested in fundraising for the department. Some of these alumni expressed interested in donating funds to the department. Four participants were interested in fundraising for the department and two indicated that they may be interested in fundraising.

III. Summary of Strengths, Challenges and Opportunities

When citing strengths and weaknesses, it should be noted that these bullets are not all equal. For example, 75% of respondents went out of their way to stress the competency of our faculty and the appropriateness of our program offerings; only 9 respondents were unhappy with the program. Nonetheless, to offer our findings in bullet form:

Strengths

- Competency of English faculty
- Program offers skill appropriate to job market
- Small classes
- Individualized attention
- Fosters a love of literature

Weaknesses

- Limited course offerings: increase electives and multicultural content.
- No Masters Program
- Communication with Faculty

IV. Ongoing Responses to the Surveys and Assessments

The English Department recognizes that we cannot be all things to all people. Our primary goal must be to fulfill the waiver requirement mandated by the state and outlined in Part I: Section XI. Nonetheless, the complaints outline above, of former grads, though statistically minor, have received a great deal of attention.

(i) Make Core Classes Open Only to English Majors: 67% of our students are non-majors, hence barring the core classes to non-majors is functionally impossible. However, it should be noted that since 2003, the core curriculum class Shakespeare English 340 is now open ONLY to English majors. A second Shakespeare class, Shakespeare and Film, English 260, now serves as a GE and an English elective.

(ii) Increased Multiculturalism: The Department has introduced a variety of new multicultural classes (multicultural defined as: centering on marginalized ethnic groups and non-canonical genres) such as Post-Colonial Literatures, The American Experience, Horror Fiction, Sci-Fi. Greater emphasis has been placed on different forms of learning, and our courses have been transformed from an exclusive to an inclusive teaching dynamic, as outlined in Appendix C: Teaching Matrices.

(iii) **Improve Grammar and Writing:** In an effort to improve grammar and writing, the English Department created two courses, Eng 270 and Eng 275. (Details of these courses are found in Part I. Section III.iii.) Further, the following new assessment guidelines are now in place:

Essay Assessment

The University has adopted a set of standards for the evaluation of student writing which faculty have been asked to adapt to the needs of specific courses. While each course will differ somewhat, this is what you can generally expect professors to be looking for in grading papers, presentations, and exams:

I. Content

The answer should:

- Show a good knowledge and understanding of the work;
- Show some personal response to the work;
- Be relevant to the topic chosen;
- Take into account all important aspects of the topic;
- Use support and references to the work to back up claims.

II Organization and Expression

The answer should:

- Use words (including technical terms) accurately;
- Use complete sentences;
- Divide the content into paragraphs;
- Arrange the paragraphs in a logical order;
- Make transitions between paragraphs.

III Mechanics

The answer should follow standard usage in spelling and punctuation.

(iii) Improve Contact With Faculty: English Majors are counseled twice a year by English Department Faculty—previously to this, our students were often dispersed among our colleagues in Languages and Literatures, or among the faculty of the Writing Program.

(iv) Starting English Clubs: This initiative is mentioned in our Student Handbook. The Department is willing to coordinate and to help fund such societies, but as of this writing, none have yet been formed. See Appendix B.

(v) Technology: Although our Majors have not yet asked for more technology in our courses, we anticipate the growing use of technology in the high school classroom and have, over the last three years, made it a priority to introduce more technology into the classroom. See Part I: Section V, above.

V. Recommendations for New Courses of Action

(i) Recruitment

There is no doubt that our majors are happy with the degree they earn at ULV. The reputation of our majors is well known, highly respected, and deeply appreciated. Schools are anxious to hire our grads with English waivers because they know they will get a student who has a firm background in the sort of comprehensive learning school boards now require. Nonetheless, unlike many other departments at ULV, the English department operated with no recruitment budget.

However, despite high rates of customer satisfaction, our recruitment numbers do not differ substantially to that of the ULV student body. Let's look at the numbers:

The number of student choosing English as a Major at ULV:

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
91	86	66	62	78

The number is stable in comparison to the overall percentage of ULV Undergrad Population:

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
2%	1.9%	1.7%	1.6%	1.8%

and the overall number of the overall Bachelor Degrees conferred per year:

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
13	23	23	15	13

and the overall percentage of Bachelor Degrees conferred per year:

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
1.5%	2.6%	2.5%	1.5%	1.3%

Recommendation

"Word of mouth" is all-well-and-good, but we could have yet more majors and enjoy still greater success were the university willing to make available to us the same funding it presently gives to other departments.

This money might be used to create a CD ROM to be passed along to our grads-- who, in turn, might work as our recruiters for new majors.

At present, 67% of our students are non-majors, a fact which distresses our own majors, and leads to some dissatisfaction among non-majors, who would like us to offer more multicultural classes, rather than the core curriculum mandated by the state. (See Part I: Section XI.)

(ii) Exploring the Viability of an M.A. Program or a California Studies Program

More than 60% of our grads want to keep in touch with us, and more than 10% of our recent grads have asked us directly why we don't have an M.A. Program. Clearly, given the option, our grads would prefer to continue their education with us.

Another area for significant growth might be a program in California Studies, which would include courses from English, History, and Natural and Native History.

Recommendation

The Department might be given the money and space to look into the creation of an on-line program. As for a possible program in California Studies, we recommend like resources for a gauging of interest in such a program. Colleagues in the Department have expressed interest in the creation of both programs, *provided that teaching in such programs does not hinder or alter the present quality of the existing undergraduate program.*

(iii) Teaching Strategies

Although the Department does a good job of offering students varying kinds of learning, the fact of the matter is that the Survey courses have no long paper requirements. The midterm and final, both in class, prepare the student for the rigours of our Senior Exam, but no class works as a bridge for the long paper requirements of the Shakespeare class (Eng 340).

Our survey indicates some dissatisfaction with the difficulties involved in having to write a long paper, and the rigours that requirement places upon their skills set.

Recommendation

The English faculty continues to discuss and refine the role of the long research paper in our students' course of study and its relevance, given today's educational environment. Also up for discussion: whether we might further institute a policy in which we encourage members to sit-in on each other's classes as a way of re evaluating our own teaching strategies. We all teach effectively *and* differently. We perhaps we might teach each other new ways of teaching?

(iv) Senior Exam (English 499)

As stated, over the past five years, the senior exam has gone through a variety of metamorphoses: The problem is that each major must complete the Senior Exam as understood in the year in which s/he enrolled. As luck would have it, at present all our majors are under the same examination system, but the potential for differing standards of Senior Exam assessment is an issue.

In terms of the essay portion of the senior examinations, we are generally pleased with the overall results, but we do note some concern over the occasional slip in the grades for the Critical Terms section.

Recommendation

We should have a moratorium on changing the Senior Exam for at least five years. We might reinforce the importance of literary terms in all our courses, especially in the upper division courses students generally take just prior to the Senior Exam.

IV. List of Appendices

Appendix A: Faculty Publications

Appendix B: Student Handbook

Appendix C: Teaching Matrices

Appendix D: Advisory Board

Appendix E: Retreat Agendas