



**Program Portfolio**  
**English / Writing Program**  
**2009-2010**

**Description of Program**

[Note from the English Faculty: We are currently revising and streamlining our program, which we plan to implement in the Fall of 2010. The current program will remain in effect until that time, and those who begin their English Studies under the current program will complete that program. Students declaring their major after the Fall of 2010 will complete the new program. Important: the film component of the Literature/Film concentration can only be completed on-line. Anyone wishing to focus on literature may continue to do so on campus.]

**PROGRAM OBJECTIVES**

The Bachelor of Arts in English provides three possible concentrations for students: literature/film (available only through on-line/on-site courses), discourse studies, and writing. Objectives, Typical Four Year Curricula, Course Descriptions, Minors, and Capstone Project guidelines can be found in the following pages for each of these options.

—In all three options, students will acquire a solid background in writing, language, and literature/film.

—Courses stress analysis, confident, and original writing, and tolerance for diversity of thought.

—Students are encouraged to select appropriate minors, engage in inter-disciplinary studies, and complete advanced studies in modern languages, computer applications, allied arts, or second majors.

Students should carefully consult with and follow recommendations of their major advisers for timely completion of general education and degree requirements. English/Writing graduates possess excellent communication and critical thinking skills. Graduates continue in advanced study in literature, creative writing, and rhetoric, master's work in education, and law school. Graduates also pursue careers in such areas as journalism, politics, freelance writing, and tribal education and administration. Other post-graduate areas of career opportunity include business venues and non-governmental organizations (NGOs) that value clear-minded and creative thinking as well as writing and communication skills.

**LEARNING OUTCOMES**

Graduates with a degree in English (in any of the three concentration options) will have demonstrated their mastery of textual analysis, inter-disciplinary approaches to literacy,

or creative expression. Graduates will also connect their English Studies to a larger civic and ethical context by means of practica, internships, presentations, publication, service learning, or community-based or scholarly research.

## **MEANS OF ASSESSMENT**

Evaluation and self-assessment are integrated throughout our curriculum.

To ensure that students meet program outcomes, we evaluate their proficiencies by various means including but not restricted to the following:

- Essays, research papers, examinations, and creative projects across the genres.
- Students produce and defend their intellectual and creative efforts in public at conferences, symposia, readings, and in the Capstone sequence.
- Students also are encouraged to be involved in the writing, editing, and performance of student publications and broadcasts.

## **Recent Programmatic Changes**

The English/Writing program is finalizing program changes including the following revised program-description draft and redesigned curriculum emphasizing canonical works and an introduction to the major at the lower division and a capstone that approximates professional work in analysis, creative writing, community service, and/or scholarly presentation and publication. These changes will move through the approval process beginning Winter 2010.

By fostering critical and creative thinking and academic, professional, and artistic communication, the English program at EOU prepares students for a diverse and interconnected world.

In addition to providing majors with expert instruction in literature, writing, film, and literacy pedagogy, the English program serves all students and programs at EOU by coordinating the University Writing Requirement, the Writing Lab, and composition courses required of all students as a foundation for success.

Through our academic offerings and our program's outreach efforts—including the Ars Poetica reading series, the Oregon Writing Project at Eastern, the Blue Mountain Writer's Workshop, and publications *Oregon East*, *basalt*, and *The Voice*—the Department of English and Writing enriches the quality of campus and community life, emphasizing literacy as key to citizenship and community engagement.

The English/Writing program offers a B.A. with two concentrations:

- English Studies
- Writing, Rhetoric, and Culture

All majors enroll in Common Core courses in literature and writing. Then, they move into the mostly upper-level courses specific to their concentration, where small seminar classes allow for individualized learning. The program also provides minors in each concentration area and an Interdisciplinary Writing and Rhetoric minor. [The latter minor and the Literature/Film major and minor are available online.]

The English program serves the mission of EOU by providing the opportunity for particular student learning outcomes, among them: scholarly research and presentation, as well as publication. Graduates are also encouraged to connect their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research. English graduates possess excellent communication and critical thinking skills that enable them to continue on to advanced study in literature, creative writing, and rhetoric, master's work in education, and law school, as well as careers in such areas as journalism, politics, freelance writing, education, tribal administration, and business venues. Whether they ultimately serve in the public or private sectors, our graduates value clear-minded and creative thinking, as well as writing and communication skills.

### **How Program serves the Mission of the University and needs of region**

As an educational, cultural and scholarly center, Eastern Oregon University dedicates itself to serving rural Oregon and beyond through intellectually challenging and flexible programs of instruction, faculty and student research, and civic engagement. In addition to preparing students for elite graduate studies in a variety of fields, the English/Writing program provides students with a broadly applicable and flexible set of critical thinking and practical professional skills. Our graduates possess the intellectual agility and creative habits of mind to adapt to rapidly changing economic demands throughout EOU's service region.

Since 1998, English faculty developed the Media Arts degree and the Interdisciplinary Writing and Rhetoric minor; added film to the Literature concentration; and phased out the Discourse Studies program located at the Cascades campus in Bend. We have also made the Literature concentration and two minors available online. In addition, Gerry McNamee designed the American Language Program, the Humanities 112-114 sequence to support non-native speakers of English [on hiatus during the current financial crisis]; Donald Wolff and Nancy Knowles developed and implemented the University Writing Requirement to replace the Writing Proficiency Examination and former writing-intensive course requirement. David Axelrod began editing the nationally circulated poetry magazine *Calapooya*, which they renamed and redesigned as *basalt*, and is a showcase for the region's highest quality literature and fine art. Sandra Ellston developed the annual Northwest Poets' Concord, combined with a weekend college, which localizes our partnerships with municipal and educational organizations at the Oregon coast and enriches student learning opportunities.

In addition to program initiatives, the English faculty has also tailored individual courses to better serve students needs, adding screenwriting; expanding offerings in creative non-fiction, professional editing and publishing. Work with the Oregon Writing and English Advisory Committee resulted in a few name and number changes, and English faculty aligned WR 121 and ENGL 104 with statewide PASS standards and OWEAC outcomes. The Oregon Writing Project expanded offerings to make the invitational institutes with graduate credit available in Bend and Ontario. Currently, the English faculty is redesigning the major to enhance student choice. We are fine-tuning our Common Core and upper-division offerings, including the re-institution of a more rigorous sophomore literature survey sequence. We are introducing a more structured introduction-to-the-program process that will allow us to better track student advancement through the major. Further, we are broadening student professional opportunity by restructuring our Senior Capstone experience to emphasize a major thesis and thesis presentation.

The faculty members themselves have also changed, with retirements and two departures to administration, resulting in hiring three additional tenure-track faculty. Sandra Ellston stepped down as School of Arts and Sciences dean and joined the English faculty. She now teaches only online. We were also successful in hiring Neil Gustafson in a new tenure-track Media Arts/Journalism position and Cori Brewster as our rhetoric specialist. We are sad to be losing Marilyn Ewing, our Shakespearean, to retirement, as we were sad last spring, when Elizabeth Henry, our Film Studies Specialist, decided to leave EOU.

### ***ENGLISH and WRITING 2009 Outcomes Review***

#### **I. Program Objectives/Outcomes**

The Bachelor of Arts in English provides three possible concentrations for students: literature, discourse studies, and writing. In each, students must demonstrate

- **Content Knowledge:** Mastery of Discipline-Based Content Knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.
- **Inquiry:** Enhanced use of Discipline-Based Inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.
- **Communication:** Enhanced use of Discipline-Based Communication in writing clearly, editing carefully, developing ideas fully, taking into consideration subject, audience, occasion, purpose, and genre.
- **Critical Thinking:** Enhanced use of Discipline-Based Critical Thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshalling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.

- **Aesthetic Analysis:** Enhanced Discipline-Based Appreciation of Aesthetics and Humanities, through textual analysis, inter-disciplinary approaches to literacy, and creative expression.
- **Civic Engagement:** Discipline-Based Civic Engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.
- **Integrated Learning:** Mastery of Integrative Learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

Students are encouraged to select appropriate minors, engage in inter-disciplinary studies, and complete advanced studies in modern languages, computer applications, allied arts, or second majors.

## II. Seven-Year Assessment Cycle: English and Writing

Year	Outcome to be Assessed
2009 Spring	Discipline-Based Content Knowledge
2009 Spring	Discipline-Based Inquiry
2009-2010	Closing Loop Program Discussion: Content & Inquiry
2011-2012	Discipline-Based Aesthetic Analysis
2012-2013	Discipline-Based Critical Thinking
2013-2014	Discipline-Based Communication
2014-2015	Discipline-Based Civic Engagement
2015-2016	Mastery of Integrative Learning in English Studies

## III. Curriculum Assessment Plan

Year	Outcome	Course	Assignment/ Task	Assessment Tool	Levels of Achievement
2009 Spring	Discipline-Based Content Knowledge	ENGL 206: Applied Literary Criticism	Test	Content Knowledge Rubric	Proficient, Adequate, Developing
2009 Spring	Discipline-Based Inquiry	ENGL 201: Shakespeare	Final: Oral presentation of a student- selected Shakespeare sonnet, with contextualizing introduction		Excellent, Proficient, Adequate, Developing

<b>2009-2010</b>	<b>Closing Loop Program Discussion on Content and Inquiry</b>				
<b>2011-2012</b>	<b>Discipline-Based Appreciation and Analysis of Aesthetics and Humanities</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>2012-2013</b>	<b>Discipline-Based Critical Thinking</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>2013-2014</b>	<b>Discipline-Based Communication</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>2014-2015</b>	<b>Discipline-Based Civic Engagement</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>2015-2016</b>	<b>Mastery of Integrative Learning in English Studies</b>	<b>ENGL/W R 403</b>	<b>Capstone</b>	<b>TBD</b>	<b>TBD</b>

Because we are headed into curriculum revision, we will wait to identify the courses to be assessed until the curriculum proposal is finished.

*Winter 2009: Degree Program Outcomes Assessment*

<b>Degree Program: English/Writing</b>
<b>Outcome Assessed: Content</b>
<b>Course / Activity: English 206: Intro to Discourse Studies (Mid-term and final essay)</b>

**Summary of Assessment Results**

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Question of Interest	Rubric that employed EOU's Content outcomes tailored to an average of the midterm and final	6 pt	4	4.5
Vocabulary	Mid-term Exam #2	3	2	73% pass
Use of Vocabulary, Concepts, Themes	Final Essay	3	2	75.5% pass

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

**Explanation of Assignment / Activity / Prompt**

The three mid-term exams consisted of matching literary terms and with their definitions, drawn from our textbook and regularly applied in classroom discussion. The final essay was based on an analysis of the play *King Headley* by August Wilson, in which students were to employ their knowledge of key literary terms and concepts to an analytical essay about the play and its dramatic strategies.

## **Analysis of Assessment Results**

ENGL 206 is required of English majors. Only the scores of those completing the course have been tabulated above (of 20 students, 4 disappeared during the term). Thirteen of these 20 students performed at an average level or above, the remaining 7 struggled mostly because of personal problems that had little to do with the course, though in some cases the students were so ill-prepared they could not perform at a college-level.

### **Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

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#### Strengths:

- 1) Our majors respond well to content-based assignments.
- 2) EOU's GEC content outcomes work well for assessing a lower-division English course.
- 3) Most of our majors are articulate, and have the necessary study skills, and habits of mind, especially at the upper division level.

#### Weaknesses:

1. Some of our students arrive at EOU ill-prepared for college level work.
2. There is some indication that our lower division majors need more work on developing stronger study and writing skills.
3. Literacy problems abound in our culture, and that is reflected by the performance of limited-skills students.
4. Social dysfunction has a negative impact upon the performance of as many as one-third of our students.

#### Conclusions:

- 1) By the time our majors take this lower division intro to the major, they need it.
- 2) Our majors enjoy and content-based assignments, though no more than traditional critical analysis.
- 3) Some of our lower division English majors struggle with terminology and key critical concepts, so the ENGL/WR program should consider a consistent set of learning outcomes, particularly at the 100- and 200-levels.

#### Recommendations:

- 1) The ENGL/WR program needs to discuss the results of this study and look at the rubric used for this assessment in order to

determine the extent to which the outcomes reflect the program's commitment to Inquiry in the major.

- 2) Right now, only ENGL 206 is designated as a Content course, but that is primarily for GEC purposes. The program needs to discuss how it wants to ensure that Content is an explicit outcome throughout its curriculum and how it wants to assess it. A great deal of Content does go on now throughout our curriculum. Those places need to be explicitly identified, outcomes that reflect discipline-based content need to be written, and the faculty need to compose content outcomes that are graduated—that raise criteria thresholds to differentiated levels, leading to the capstone. And then professional-level content should be made central to the capstone project, in an explicit way.

*Spring 2009: Degree Program Outcomes Assessment*

<b>Degree Program: English/Writing</b>
<b>Outcome Assessed: Inquiry</b>
<b>Course / Activity: English 201: Shakespeare/Final (Oral Recitation)</b>

**Summary of Assessment Results**

<b>Performance Criteria</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Accepted Performance</b>	<b>Results</b>
Question of Interest	Rubric that employed EOU's Inquiry outcomes tailored to the final, an oral recitation.	10 pt.	7.5	8.6
Deeper Understanding	Rubric	10 pt.	7.5	9.6
Research Methodology	Rubric	10pt.	7.5	9.1
Use of Technology	Rubric	10 pt.	7.5	9.15

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

**Explanation of Assignment / Activity /**

## Prompt

The final consisted of an expressive oral recitation of a sonnet, introduced by an explanation of why the student chose that particular sonnet, and an explanation of the connections between the sonnet and any of Shakespeare's ideas, themes, and use of language that we discussed during the term. Students were to demonstrate deeper understanding of Shakespeare related to the chosen sonnet to the plays studied (the Question of Interest), explicitly relate the theme of the sonnet to the play theme(s) (Deeper Understanding and Research Methodology), recite the sonnet expressively, fluently, and clearly, and demonstrate the oral presentation was carefully prepared (effective Use of Technology).

## Analysis of Assessment Results

ENGL 201 is required of English and Theatre majors. Only the scores of the English majors have been tabulated above. The English majors, who comprised the majority of the class, exceeded expectations. However, the  $n$  is only 6, and these six were mostly upper division students. Not many conclusions can be safely drawn from such a sample. However, it was heartening to see how well our majors are able to negotiate the intricacies of Shakespearean analysis employing only primary sources. The course had other inquiry-based extra credit assignments that the students seemed to enjoy.

### **Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

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#### Strengths:

- 4) Our majors respond well to inquiry-based assignments.
- 5) EOU's GEC Inquiry outcomes work well for assessing a lower division English course.
- 6) Most of our majors are articulate, especially at the upper division level.

#### Weaknesses:

- 1) No real conclusions about our majors can be drawn with such a small sampling.
- 2) There is some indication that our lower division majors need more work on developing a Question of Interest.
- 3) Our program has not discussed inquiry outcomes as they relate to the major, so the outcomes employed for this study did not

have program approval.

Conclusions:

- 4) By the time our majors take this lower division Shakespeare course they are more than ready for Inquiry.
- 5) Our majors enjoy and even prefer inquiry-based assignments, as opposed to traditional critical analysis. The informal, extra-credit inquiry-based assignments in the course, where students rewrote key insult passages from plays in a contemporary idiom, were extremely popular and I wish to make them more central to the course.
- 6) Some of our lower division English majors struggle with oral recitation of poetry from memory, so the ENGL/WR program should consider whether or not to require recitation on a consistent basis throughout our curriculum, particularly at the 100- and 200-levels. (The program may well decide that this is not a central concern, given the other outcomes we want to focus on.)

Recommendations:

- 3) The ENGL/WR program needs to discuss the results of this study and look at the rubric used for this assessment in order to determine the extent to which the outcomes reflect the program's commitment to Inquiry in the major.
- 4) Right now, only ENGL 201 is designated as an Inquiry course, but that is primarily for GEC purposes. The program needs to discuss how it wants to ensure that Inquiry is an explicit outcome throughout its curriculum and how it wants to assess it. A great deal of Inquiry goes on throughout our curriculum. Those places need to be explicitly identified, outcomes that reflect discipline-based inquiry need to be written, and the faculty need to compose Inquiry outcomes that are graduated—that raise criteria thresholds to differentiated levels, leading to the capstone. And then professional-level Inquiry should be made central to the capstone project, in an explicit way.

## **Key Programmatic Assessments**

In addition to recent assessment of the Content Knowledge and Inquiry learning outcomes, the English program has coordinated the following assessments:

Fall 2004 General Education assessment  
Winter 2006 Capstone assessment  
Winter 2007 Literature Study Perceptions assessment

This research demonstrates the following:

- Faculty employ consistent understanding and expectations of outcomes.
- The program produces students who write well, employ theory, recognize literary patterns, think critically and creatively, and connect their work to their lives passionately and productively.
- Students need more experience deepening analysis, refining their writing style and argument clarity, exploring conventional literary traditions, and performing traditional literary research.

As a result of this research, the English Program has prioritized program restructuring with an eye toward strengthening the rigor of the core to deepen student skills so that they are capable of more professional work by the time they reach the capstone. This restructuring is occurring during the 2007-08 academic year, with implementation planned for Fall 2009.

Embedded in the program model currently under development is routine program assessment at the 200 and 400 levels. In addition, an exit survey was approved and administered in Winter 2008. This tool will continue to be used with each graduation application. And, the program plans an alumni survey to be implemented in 2010.

## **Programmatic Assessment: Synthesis and Recommendations**

The English program is successful in graduating students who meet program outcomes in interpretation, critical and creative thinking, and enjoying literary work. The program needs to encourage students to deepen mastery over analysis, clarity, literary traditions, and research and to ensure that students interested in English programming have access to courses. To this end, the English program plans a significant revision of the major and minors to emphasize canonical readings, to ensure individualized attention to student progress, to encourage scholarly excellence at the upper-division level, and to make programming accessible. Included in this program revision is a plan for systematized assessment occurring at program admission and completion and including exit and alumni surveys. Implementation is scheduled for Fall 2009.

## **Student Accomplishments (a random sampling)**

Cydney Topping is currently pursuing a Master of Fine Arts in Creative Writing at DePaul University; her sister, Chelsea, holds a M.A. from Portland State University; Jesse Dwyer is a recent graduate of the Master of Arts program in English at Dartmouth University; Abby Kaupang earned her Master of Fine Arts in Creative Writing at Colorado State University; Randy Cromwell and Kirby Dorothy both earned Master of Fine Arts Degrees at Eastern Washington University (Kirby is an executive vice-president of marketing for a mid-western electronics company and soon will be returning to graduate school for a Ph.D.); Sarah Miller earned a Master of Fine Arts in Translation at the Iowa Writer's Workshop; Becky Wagonblast is working toward a Ph.D. in English at Washington State University; Zach Bankston holds an M.A. in Rhetoric from Eastern Washington University and will begin working on his doctorate in Rhetoric this fall; Jim Benton is pursuing a Master of Fine Arts in Creative Writing at the University of California Sacramento; Eric Slater is a Pulitzer Prize winning photographer; Gerri Hobson is working on a Ph.D. in Library Science in Boston; Stacy Heiney is completing her Master of Fine Arts in Creative Writing at Vermont College; Sherri Edvalson is currently enrolled at the University of Iowa, earning her Ph.D. in University Administration.

Sarah Thompson works as a librarian at Oregon State University; Annie Tester, Sue Ruth, Brett Baxter, Kaci Recla, Marty Campbell, Kristi Romer, Majalise Watson, Greg Berry, Gary Hopson, Jennifer Pambrun, Shirley Crabtree, Ali Holland, Mary Greene, Dave McDermott, and many, many others like them all teach in public schools; Robert Stubblefield teaches fiction writing at the University of Montana; Stacy Taylor has a Ph.D. in journalism and is an assistant professor of communication at WSU; Julie Ewing has an M.A. in English, with a concentration in rhetoric and comp (from Boise State U) and is an adjunct instructor in English at Lake Tahoe Community College; Kris Asla works as a recruiter at Pacific University; David Memmott is a widely-published speculative writer and publisher of WordCraft of Oregon; Rob Whitbeck is a widely published poet and author of two well-regarded collections of poems; Brain Kagan is a successful magazine editor and publisher in Hawaii; Linda Ediger is a reporter for the newspaper in Tillamook; Joe McHaney is a sports writer for the Condon newspaper; Luke Hegdal writes a humor column for the Hermiston paper; both Eden Kruger and Paul Harder have by-lines in the La Grande *Observer*; Angie Dierdorff Petra is an environmental activist in the Spokane Valley; Lynda Golar, Jason Wigg, and Corey Larvik practice law.

### **Commentary on Enrollment and Graduate Trends**

The English program (at least on-campus) has experienced a steady decline in enrollments in ENGL courses. In Winter 2007, we conducted a survey of all lower-division on-campus ENGL courses to determine why students don't continue into upper-division ENGL. We had been concerned that perhaps students were less interested in reading due to competition with other media, which might encourage them to pursue other courses and other degrees, such as Media Arts.

While this assumption may be true, it didn't register on the surveys. Instead, students indicated that they take English courses for typical reasons: they are pursuing a major or minor in English or a related field such as Education; they need English courses to meet General Education requirements and choose English rather than courses in other disciplines; and they enjoy English, for the content, the instructor, or both. It's worthwhile noting that a number of the students responding to the survey in ENGL 195 course, the one film course surveyed, stressed their interest in analyzing film.

The initial data collected regarding why students don't choose to continue and why they may have trouble enrolling in English courses indicates that over a quarter of students with such concerns experience schedule conflicts, either with other courses or with work schedules. Solicited recommendations from ENGL 254 suggest the English/Writing program should work harder to spread offerings out over the day rather than clumping them during high-traffic hours between 11 AM – 2 PM. Similarly, late afternoon and evening courses may be difficult for students attempting to work in the evenings.

The solicited comments regarding distance education (100% of five respondents adverse to taking courses online) are interesting because while enrollments are growing significantly in our distance offerings, a student population clearly exists who wish to take courses face-to-face and may be frustrated by faculty interest in offering on-campus courses via distance technology.

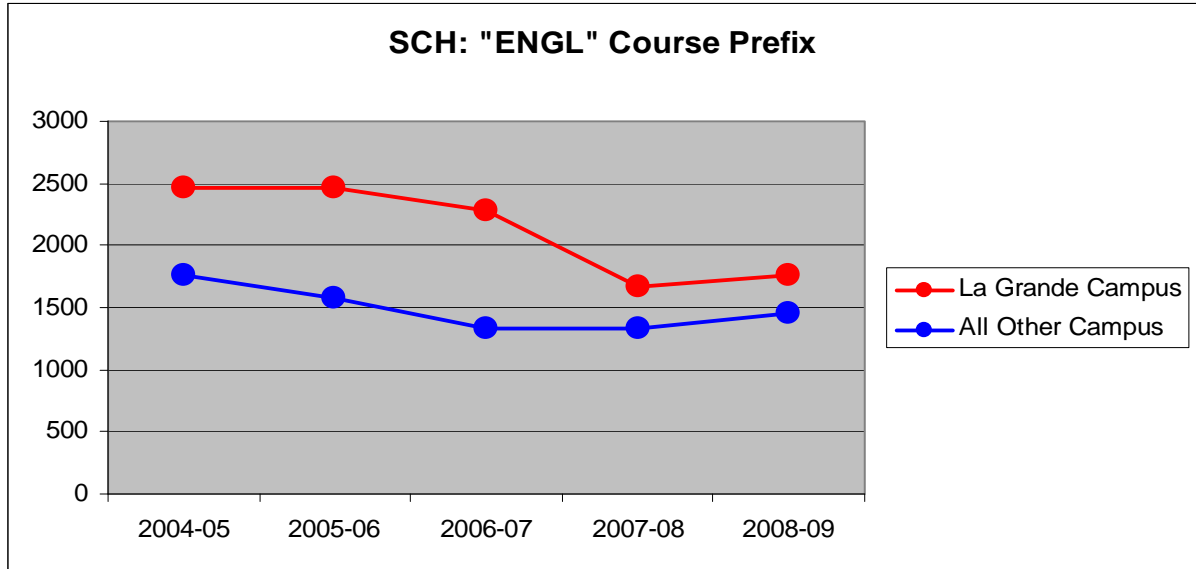
This data has informed the decision to revamp the major. Planned changes will encourage student success by making the degree requirements more flexible and by instituting a set of core courses that will increase student-faculty contact and engagement, educate potential majors about the program, embed program assessment mechanisms, and professionalize the admission and capstone experiences. English faculty believe these strategies will help to counter ENGL enrollment declines that may be a national trend due to cultural changes.

## **Enrollment and Program Performance**

Eastern Oregon University

5 Year Student Credit Hours Generated by 'ENGL' Course Prefix

We average 93 majors annually and graduate an average of 19 of those. In addition, we provide approximately 5,000 lower-division student credit hours per year on campus and a steadily growing number via distance education.

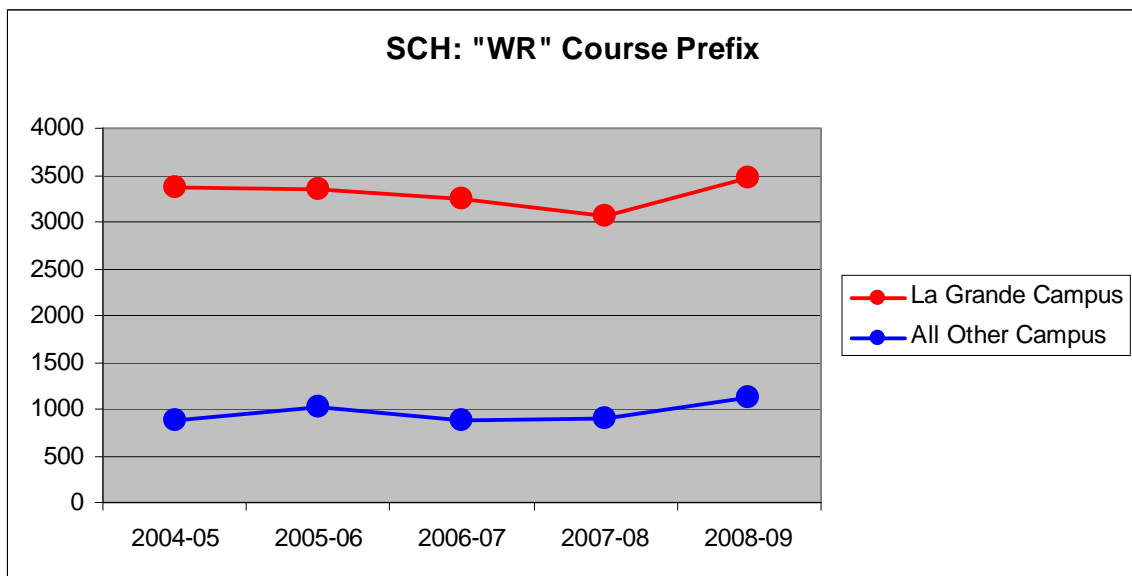


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	2465	2465	2281	1661	1760
All Other Campus	1758	1574	1335	1330	1458

Total	4223	4039	3616	2991	3218
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- Data includes all terms, effective end-of-term

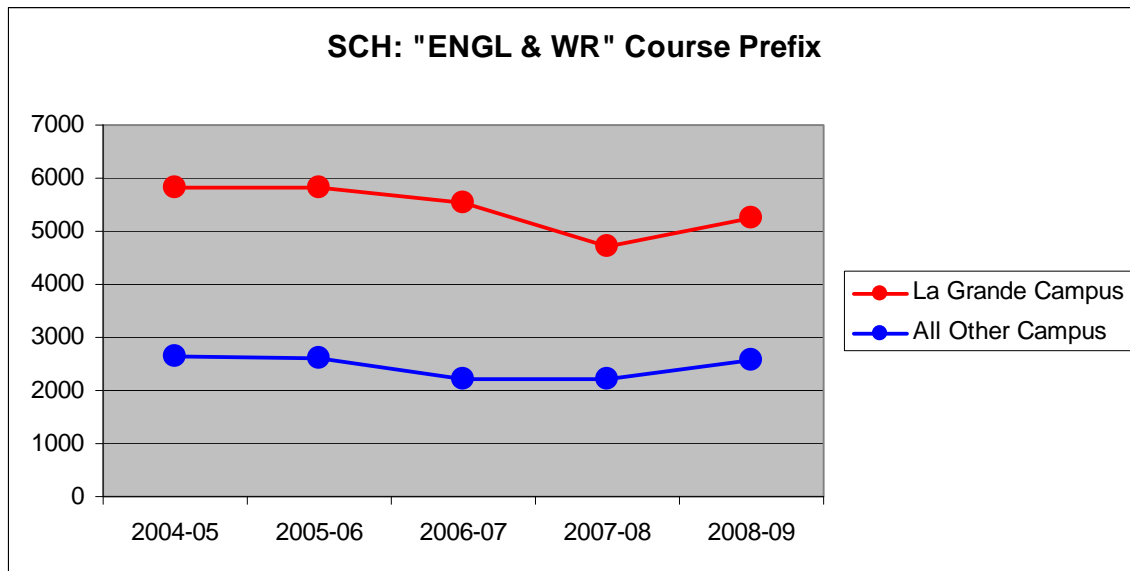
### 5 Year Student Credit Hours Generated by 'WR' Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	3365	3353	3254	3071	3474
All Other Campus	869	1027	881	893	1131
<b>Total</b>	<b>4234</b>	<b>4380</b>	<b>4135</b>	<b>3964</b>	<b>4605</b>

- Data includes all terms, effective end-of-term

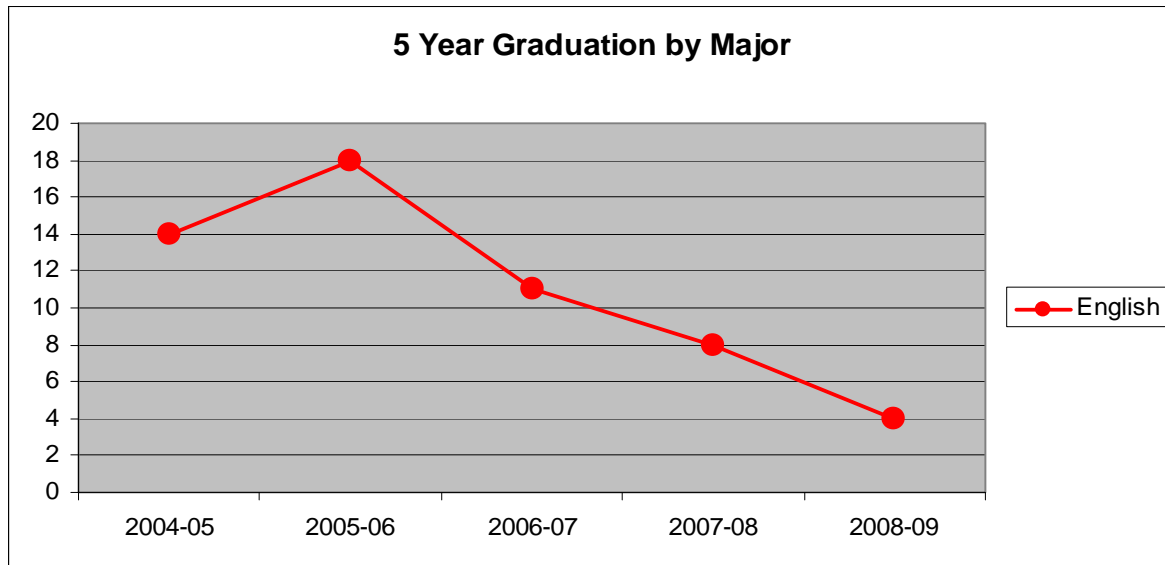
### 5 Year Student Credit Hours Generated by 'ENGL & WR' Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	5830	5818	5535	4732	5234
All Other Campus	2627	2601	2216	2223	2589
<b>Total</b>	<b>8457</b>	<b>8419</b>	<b>7751</b>	<b>6955</b>	<b>7823</b>

- Data includes all terms, effective end-of-term

Eastern Oregon University  
5 Year Graduation by Major



	2004-05	2005-06	2006-07	2007-08	2008-09
English	14	18	11	8	4

### Commentary on Enrollment and Graduate Trends

Based on a perception that upper-division enrollments in literature were dropping, in Winter 2007 the English program surveyed 200-level literature courses on campus to determine if students were not continuing due to lack of interest in reading. The survey indicated students did enjoy reading and didn't persist in literature courses because they were not required or did not fit their schedules.

At the time, English received data indicating stable enrollments in English courses for the past five years, which, although reassuring, didn't explain why the program repeatedly had to cancel upper-division literature due to low enrollment. The program requested data

splitting English from Writing to see whether Writing numbers were rising while English numbers were falling. This data was provided in Winter 2008 and is included above.

Indeed, the numbers indicate that while Writing courses have stable enrollments, English course enrollments are falling, which contributes to falling enrollments overall. The English/Writing faculty members attribute this downturn to the following:

- A trend away from interest in traditional forms of reading—according to anecdotal information collected through the Oregon Writing and English Advisory Committee, enrollments in literature courses are down across the state
- Turn-over in EOU English faculty
- Competition with Media Arts
- Repeated cancellation of upper-division English courses

The English program is working to increase English enrollments. The English major with a concentration in Literature/Film has been available online for three years. The program is also retooling the major to encourage more rigorous attention to literature at the lower-division and more individualized faculty attention to student progress from the second year through the Capstone. In addition, the requirements for the degree will be more flexible to accommodate student schedules, and the program will provide more variety in offerings, including hybrid and stacked courses to ensure students have access to upper-division literature offerings without risk of cancellation.

## **Program and Course Scheduling Requirements**

### **ENGL/WR On-Campus Baseline**

#### **General Education and Service Course Schedule**

##### **FALL YEAR 1**

<b>ENGL: Year 1 Gen Ed &amp; Service Courses</b>		
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<b>Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 104	4	40
ENGL 104	4	26

ENGL 109	4	40
ENGL 195	4	40
ENGL 239	4	10
ENGL 448	4	8

**FALL YEAR 2**

<b>ENGL: Year 2 Gen Ed &amp; Service Courses</b>		
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<b>Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 104	4	40
ENGL 104	4	26
ENGL 109	4	40
ENGL 195	4	40
ENGL 239	4	10
ENGL 448	4	8

**FALL YEAR 1**

<b>WR: Year 1 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 131	5	25
WR 131	5	25
WR 220	4	9
WR 222	4	25

**FALL YEAR 2**

<b>WR: Year 1 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 115	5	20
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 131	5	25
WR 131	5	25
WR 220	4	9
WR 222	4	25

**WINTER YEAR 1**

<b>ENGL: Year 1 Gen Ed &amp; Service</b>		
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<b>Offerings</b>		
<b>Course</b>	<b>Load</b>	<b>Mean</b>

	<b>Credits</b>	<b>Enrollment</b>
ENGL 104	4	40
ENGL 104	4	40
ENGL 109	4	40

**WINTER YEAR 2**

<b>ENGL: Year 2</b>		
<b>Gen Ed &amp;</b>		

<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 104	4	40
ENGL 104	4	40
ENGL 109	4	40

**WINTER YEAR 1**

<b>WR: Year 1</b>		
<b>Gen Ed &amp;</b>		
<b>Service</b>		
<b>Courses</b>		
<b>Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 115	5	20
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 131	5	25
WR 131	5	25
WR 220	4	8
WR 222	4	25
WR 222	4	25

**WINTER YEAR 2**

<b>WR: Year 2</b>		
<b>Gen Ed &amp;</b>		
<b>Service</b>		
<b>Courses</b>		
<b>Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 115	5	20
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 121	5	25
WR 131	5	25
WR 131	5	25
WR 220	4	8
WR 222	4	25
WR 222	4	25

**SPRING YEAR 1**

<b>ENGL: Year 1 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 104	4	19
ENGL 104	4	16
ENGL 199	4	11
ENGL 201	4	19

**SPRING YEAR 2**

<b>ENGL: Year 2 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 104	4	19
ENGL 104	4	16
ENGL 199	4	11
ENGL 201	4	19

**SPRING YEAR 1**

<b>WR: Year 1 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 121	5	18
WR 121	5	15
WR 131	5	23
WR 220	4	4
WR 222	4	24

**SPRING YEAR 2**

<b>WR: Year 2 Gen Ed &amp; Service Courses Offerings</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 121	5	18
WR 121	5	15
WR 131	5	23
WR 220	4	4
WR 222	4	24

**ENGL/WR On-Campus Baseline**

**Major Course Requirements Schedule**

**FALL YEAR 1**

<b>ENGL: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 239	4	10
ENGL 448	4	8

**FALL YEAR 2**

<b>ENGL: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 254	4	10
ENGL 422	4	8

**FALL YEAR 1**

<b>WR: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 230	5	11
WR 241	4	17
WR 328	4	8
WR 329	2	8
WR 341/441 (stacked course)	4	8
WR 351	4	11

**FALL YEAR 2**

<b>WR: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 230	5	11
WR 241	4	17
WR 242	4	17
WR 360	4	8
WR 329	2	8
WR 341	4	8
WR 441	4	8

**WINTER YEAR 1**

<b>ENGL: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 206	3	18
ENGL 390	4	10 hybrid
ENGL 403	3	3
ENGL 446	4	8

**WINTER YEAR 2**

<b>ENGL: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 339	3	18
ENGL 257	4	10
ENGL 403	3	3
ENGL 448	2-5	8

**WINTER YEAR 1**

<b>WR: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 230	5	16
WR 241	4	17
WR 320	4	15
WR 342	4	12
WR 460	5	12

**WINTER YEAR 2****SPRING YEAR 1**

<b>ENGL: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 205/322 (stacked course)	4	10
ENGL 257	4	10
ENGL 316	4	20
ENGL 436	2-4	8
ENGL 407	2	8

**SPRING YEAR 1**

<b>WR: Year 1 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 206	4	15
WR 316	5	11
WR 331	5	12

<b>WR: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 230	5	16
WR 241	4	17
WR 320	4	15
WR 342/442 (stacked course)	4	12
WR 460	5	12

**SPRING YEAR 2**

<b>ENGL: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
ENGL 205/322 (stacked course)	4	10
ENGL 395	4	10
ENGL 316	4	20
ENGL 407	2	8

**SPRING YEAR 2**

<b>WR: Year 2 Major Courses</b>		
<b>Course</b>	<b>Load Credits</b>	<b>Mean Enrollment</b>
WR 206	4	15
WR 316	5	11
WR 330	3	10
WR 331	5	12

## **Total SCH required per academic year (General Education and service courses and major courses)**

**Total 417 SCH**

### **Staffing**

Students receive expert student-centered attention from these full-time faculty: David Axelrod, Ph.D., Professor of English; Cori Brewster, Ph.D., Assistant Professor of English; Sandra Ellston, Ph.D., Professor of English; Neil Gustafson, Ph.D., Associate Professor of Media Arts/Journalism; Nancy Knowles, Ph.D., Associate Professor of English; Mark F. Shadle, Ph.D., Professor of English; Jodi Varon, Ph.D., Professor of English; Susan Whitelock, M.A., Senior Instructor; and Donald Wolff, Ph.D., Professor of English.

These full-time faculty are joined by two part-time faculty members: Matt Schumacher, M.F.A., Instructor and Linda Elegant, M.A., Instructor.

Distance students are served by another four part-time instructors Eric Ottem, Marion Cornell, and Ben Morgan.

### **Minimum Staffing Requirements**

10.59 FTE ( 5 fixed term, 7 tenure)

### **Faculty Accomplishments**

#### **David Axelrod, Ph.D., Professor of English**

([daxelrod@eou.edu](mailto:daxelrod@eou.edu))

David Axelrod has taught at Eastern since 1988. He holds an M.F.A. degree in Creative Writing from the University of Montana and a doctorate from Ohio University in modern literatures. His most recently published books include a collection of non-fiction, *Troubled Intimacies: A Life in the Interior West* (2003), and poems, *The Cartographer's Melancholy* (2005), which won the Spokane Prize for Poetry and was a finalist for the Oregon Book Award. His current projects include a work of non-fiction and a new collection of poems. Individual poems and essays appear in a wide variety of journals, including *The Alaska Quarterly Review*, *Boulevard*, *Kenyon Review*, *New Letters*, *Quarterly West*, and others. Along with his Eastern colleague, Jodi Varon, he edits *basalt: a journal of fine and literary arts*. His academic interests include contemporary poetics, Eastern European literatures, multi-genre and cross-disciplinary writing, environmental writing, and book arts. Dr. Axelrod is an avid endurance athlete, gardener and cook.

#### **Cori Brewster, Ph.D., Assistant Professor of English**

Cori Brewster came to Eastern in 2006. Previous to this she earned her M.A. in English Literature at the University of Montana, and her doctorate in Rhetoric and Composition from Washington State University. Her forthcoming publications include: "Toward a Critical Agricultural Literacy" in *Reclaiming the Rural: Essays on Literacy, Rhetoric, and Pedagogy*, "Opportunities for Engagement: Composition Faculty and Public Language Debates" and "Building Cross-Campus Connections in Support of Basic Writing Students," with Anna Maria Dill and Susan Whitelock (online module to be facilitated on McGraw-Hill's *Teaching Basic Writing* listserv fall 2008). Her article "Trading on the Exploited: Fanny Fern and the Marketplace Rhetoric of Social Justice," appeared in *Popular Nineteenth-Century Women Writers and the Literary Marketplace*. Dr. Brewster's areas of interest are rhetorics of public culture, history of rhetoric, basic writing, and literacy studies. Her current focus is on rhetorics of populism and white supremacy in the rural West. She writes of herself, "In my free hours, I enjoy camping, hiking, playing baseball, and trying to grow as much of my own food as I can."

### **Linda Elegant, M.A. Instructor of English**

Linda Elegant studied at Grinnell College, left there before graduation to work on peace and civil rights, later completed her BA in English at PSU, earned an MA there in English Literature. She taught in Portland for many years before moving to La Grande in 2003. She now teaches as a resource faculty member at EOU. She works at writing, gardening and photography. In her spare time she tries to charm birds from the trees and practices her tuba.

### **Sandra Ellston, Ph.D., Professor of English**

Having earned her M.A. in English at UCLA and her Ph.D. in English at the University of Oregon, Sandra (Fischer) Ellston taught for many years at SUNY Albany, where she was a recipient of the President's and the Chancellor's Awards for Excellence in Teaching. She came to Eastern in 1996 as Dean of Arts and Sciences and faculty in English/Writing, and here she was recognized in 2006 with the Woman of Vision and Courage Award. As dean at EOU, she was selected to lead the Council of Colleges of Arts and Sciences national seminars for new deans in San Diego and Williamsburg. While at SUNY she was a seminar fellow at the Folger Shakespeare Library and a recipient of an American Council of Learned Societies Grant, as well as speaking at the World Shakespeare Congress. Also a recipient of the 2006 Oregon Literary Arts Fellowship for Drama (*The Last Kalapooyan*), she is the author of *Econolingua: A Glossary of Coins and Economic Language in Renaissance Drama*. Her poems and photographs recently appeared in *Oregon Literary Review* and *Pregnant Moon Review* and "Patients First," creative non-fiction, is in the *Propel Group Anthology*. Her articles on Renaissance literature and culture, especially "Hearing Ophelia: Gender and Tragic Discourse in *Hamlet*," are widely reprinted. Dr. Ellston now teaches on-line, and is the founder and organizer of the annual Northwest Poets' Concord. Other interests include t'ai chi chuan (of which she is a certified instructor in Yang and Wu forms); gardening, landscaping, and native plants; and rare and antiquarian books.

### **Neil Gustafson, Ph.D., Associate Professor of Media Arts/Journalism**

Neil Gustafson came to Eastern in 1999 after a successful editorial and writing career in magazine journalism. He hold his M.A. in English from Iowa State University, and earned his doctorate in English at the University of Hawaii. Among his publications are "Willa Cather and Hamlin Garland: Early Parallel Lives," *Willa Cather Newsletter and Review*, and "Getting Back to Cather's Text: The Shared Dream in *O Pioneers!*" *Western American Literature*. He continues to write about Cather and Garland and the literature of the Midwest agricultural pioneer, while serving as the faculty adviser to the student newspaper *The Voice*. He currently is developing a communication degree for Eastern.

### **Nancy Knowles, Ph.D., Associate Professor of English**

Nancy Knowles hold a B.A. in East Asian Studies from UCLA and an M.A. degrees in both English Literature and in Teaching Writing from Humboldt State University. She earned her Ph.D. in English Literature from the University of Connecticut and has taught at Eastern since 2000. She has two forthcoming scholarly articles on Virginia Woolf, one in an edited collection from Mellon Press and one in a volume of selected conference papers. She also recently collaborated with Cori Brewster on "Teacher Energy Promotes Student Energy," an article published in the Spring/Summer 2008 issue of Northwest Education that reported on a year-long inservice delivered by the Oregon Writing Project at the Milton-Freewater Unified School District. Dr. Knowles' interests include British literature since the Restoration, postcolonial literature, literary theory, teaching first-year students, teaching professional and grant writing, and professional development in literacy for K-16 teachers. Her extracurricular interests include: "playing with my daughter, discussing politics and movies with my husband, reading, writing, and dog-walking."

### **Mark F. Shadle, Ph.D., Professor of English**

Mark Shadle came to Eastern Oregon University in 1986. He earned his M. A. and Ph.D. in American Studies at The University of Iowa. His book, *Teaching Multiwriting: Composing and Researching in Multiple Genres, Disciplines, Media and Cultures*, co-written with Rob Davis, was published by Southern Illinois University Press in 2006. He has published numerous book chapters, including: "A Bird's-Eye View: Ishmael Reed's Mumbo Jumbo Revisited," in *Critical Responses to Ishmael Reed*, ed. Bruce Dick (Greenwood Press, 1998); "A Piñata of Theory and Autobiography: Research Writing Breaks Open Academe," with Rob Davis in *Research Writing: A Sourcebook for Teachers*, ed. By Pavel Zemliansky and Wendy Bishop (Heinemann, 2004); "Traveling At Home: Wandering and Return in Wendell Berry," ed. Paul Merchant (a special anthology of Confluence Press, Idaho, fall, 1991). His many scholarly articles include "Building a Mystery': Alternative Research Writing and the Academic Act of Seeking," with Rob Davis in *College Composition and Communication* (Vol 51, No. 3, February, 2000) and "Schama and the New Histories of Landscape," in *Postmodern Culture* (V6 N3; May, 1996); site address:

[http://muse.jhu.edu/journals/postmodern\\_culture/v006/6.3r\\_shadle.html](http://muse.jhu.edu/journals/postmodern_culture/v006/6.3r_shadle.html)). His poetry has appeared in various journals, including *Oregon East* and *The Vocabulary Review*. During the summer of 2007, he was selected for a Fulbright-Hays Seminar on Sustainability and the Environment, traveling widely throughout Brazil. He was part of two National Endowment for the Humanities Summer Institutes: one on Mayan Worlds through Central America (2006) and another on the Transatlantic Slave Trade at UVA in Virginia (2001). He has been the recipient of the Stanford Summer Faculty Seminar on Critical Approaches to Ethnic Literature with Paula Gunn-Allen (1993), and a National Endowment for the Humanities Summer Seminar with A. Lavonne Ruoff in American Indian Literature at UIC in Chicago (1994). Currently he is researching and writing: two detective novels set in Central and South America; a non-fiction book on the literature, mythology, politics, history and science of blood; and a book on the rhetoric of travel, building upon his extensive world travel in over 50 countries. He loves playing jazz, blues and flamenco guitar, as well as sailing, rowing dories, paddling kayaks, hiking, back-packing, whitewater rafting, tai chi chuan, pool, biking, ping-pong, cross-country skiing and doing his radio show.

### **Matt Schumacher, M.F.A., Instructor of English**

Matt Schumacher holds an M.A in Literature from the University of Maine, as well as an M.F.A. from the University of Iowa Writer's Workshop. *Spilling the Moon*, first book of poetry, was published in March 2008. A letterpress version of *Fire Diary*, second book of poetry, will be published in October 2008. Winner of the 2008 Well Lit Press Chapbook Contest, judged by Matthea Harvey, a chapbook version of *Fire Diary*, too, will appear during the summer of 2008. Other works appear in *California Quarterly*, *Exquisite Corpse*, *Laurel Review*, and *ZYZZYVA*, among others. His poem "Weather Report From Another Planet" was put to music and performed live on stage by the great punk rock band, The Iowa Beef Experience. Matt's extracurricular pastimes include preparing Indian and Pakistani food, horsing around with his famously named cat and dog, Raskolnikov and Tolstoy, and listening to the best indie rock music he can find.

### **Jodi Varon, Ph.D., Professor of English**

Jodi Varon has taught at eastern since 1988. She earned an M.F.A. degree in Creative Writing at University of Montana and a Ph.D. in American Literature from Ohio University. She is the author of *Drawing to an Inside Straight: The Legacy of an Absent Father*, named one of the best 100 books published in 2006 by the *Rocky Mountain News* and a 2007 WILLA finalist in Creative Nonfiction. Also, she has translations from the Chinese are collected in *The Rock's Cold Breath: The Selected Poems of Li He* (2004) Her essays, stories, poems, translations have appeared in *Northwest Review*, *Seattle Review*, *High Plains Literary Review*, *Western Humanities Review*, *New Letters*, *Translation: The Journal of Literary Translation*, among others. A recent winner of New Millennium Writing Prize in Creative Nonfiction, she has also received the William Stafford Fellowship in Nonfiction from Literary Arts. Dr. Varon serves as the editor of *basalt: a journal of fine and literary art*. Her academic and scholarly interests include the personal and public essay, memoir, biography, autobiography; short fiction; the novel;

American literature, especially Asian American literature; image and text; the art of translation; collaboration; professional editing and publishing. Her current project is a collection of essays.

**.Susan Whitelock, M.A., Senior Instructor**

Susan Whitelock came to Eastern in 1992 and has served as Writing Lab Director since 2002. She earned her M.A. in English Literature at University of California, Santa Barbara and her Secondary Teaching Credential from the same institution. Susan is also a National Writing Project Fellow. Her experience includes teaching for Peace Corps in Togo, West Africa where she began her interest in working with English as a Foreign Language students. A passionate advocate for under-prepared, at-risk, and multicultural students, Susan has worked tirelessly to enable these students to succeed in their quest to seek an education. Her conference presentations include "Composing Bridges: University/High School Writing Connection," "Negotiating Different Audiences," and "Women and Conversational Silencing." Her research includes Contrastive Rhetoric and Native American Rhetoric. In recognition of her selfless efforts, she was a recent recipient of EOU's Woman of Vision and Courage Award.

**Donald Wolff, Ph.D., Professor of English**

Donald Wolff came to eastern in 1991. He holds an M.A. and Ph.D. from the University of Washington. As former director of the Oregon Writing Project, he helped raise (with Prof. Nancy Knowles) over a million dollars to enhance the literacy teaching in the schools of eastern Oregon. He is the author of two collections of poetry, *Some Days*, and the recently published *Soon Enough*. Dr. Wolff's poetry and nonfiction appear in many literary magazines, among them *High Desert Journal*, *HUBBUB*, *The Montserrat Review*, *The White Pelican Review*, and *Solo*. His prose poems were recently anthologized in *Bear Flag Republic: Prose Poetry and Poetics from California*. Two new poems, "Red-Tailed Hawks" and "Middle Two Rock Road," were awarded honorable mention in the 2008 Oregon State Poetry Association Spring Contest in the Poetry of Witness and Free Verse categories. Recently, Wolff was awarded a one-month summer residency at the University of Washington's Helen Riaboff Whiteley Center, located at the Friday Harbor Laboratories for August 2008. His areas of specialization include applied linguistics, writing assessment, imaginative writing, and American literature. Currently Dr. Wolff serves as Chair of the Division of Arts and Letters. His personal interests include reading, writing, jazz, the blues, Zen, basketball, soccer, biking, cross country skiing, and tent camping.

**Kristine E. Kellejian, M.A., ABD, Instructor**

Kris Kellejian began teaching at Eastern in Fall 2009. She earned her M.A. in English at CaliforniaStateUniversity, Chico, and is finishing her doctorate in Rhetoric and Composition at WashingtonStateUniversity. Her dissertation, *Digital Commentaries: DVDs, Digital Rhetorics, and Reflection in the Composition Classroom*, examines the use of digital

commentaries to improve student reflection on writing. Her research focuses on digital rhetorics and multimodal writing, Writing Centers, Writing Assessment, Writing Across the Disciplines/Writing in the Disciplines, Gender Studies, Film, and Composition Pedagogy. Kris has presented at numerous national and regional conferences. In her spare time, Kris likes to cook, read, watch films, and explore nature in the Pacific Northwest.

**Heidi Harris, Ph.D., M.A., M.A., Instructor**

Heidi Harris came to Eastern in 2009 with an M.A. in Writing from Missouri State University, an M.A. in Creative Writing from Ball State University, and a doctorate in rhetoric and composition from Ball State University. Her publications include creative non-fiction pieces in North Dakota Quarterly and Quarterly West, including "Water Hazards" which won the AWP Intro Journals award. Dr. Harris' areas of interest include digital rhetoric, critical pedagogy, critical reflection, and distance education.

1) Current assessment of Faculty (ENGL)

Based on the current faculty in English, the following total FTE are available:

Total = 10.59 FTE (5 fixed term, 7 tenure)

2) Efficiency Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in ENGL prefix courses is \_\_\_\_\_ Student load hours/1.0 FTE = \_\_\_\_\_ load hours per faculty member.

Total 2008-09 SCH is 3,218

ON Campus SCH 1,760

ONLINE SCH 1,140

ON SITE SCH 318

SCH/Faculty Need

On campus \_\_\_\_\_ cr hr/ 36

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in WR prefix courses is \_\_\_\_\_  
Student load hours/1.0 FTE = \_\_\_\_\_ load hours per faculty member.

Total 2008-09 SCH is 4,605

ON Campus SCH 3,474

ONLINE SCH 1,119

ON SITE SCH 12

### SCH/Faculty Need

On campus \_\_\_\_\_ cr hr/ 36

### **Summary Recommendations/Observations**

In Fall 2004, the English program began a more evidenced-based series of assessments, assessing growth in ability to analyze texts in one lower- and one upper-division course. In Winter 2006, the faculty assessed the Capstone using a rubric and writing samples, and in Winter 2007, the faculty administered a survey to all on-campus lower-division ENGL courses to determine student perceptions of literature study.

These assessments indicated that faculty employ consistent understanding and expectations of outcomes; the program produces students who write well, employ theory, recognize literary patterns, think critically and creatively, and connect their work to their lives passionately and productively; and students need more experience deepening analysis, refining their writing style and argument clarity, exploring conventional literary traditions, and performing traditional literary research.

As a result of these assessments, the English Program has prioritized program assessment and restructuring in its strategic plan and will implement work groups in the next academic year to develop an assessment plan for the next five years and to reshape the program to continue to ensure students graduate with professional skills.

English is a strong program with dedicated faculty eager to provide quality education and to serve the broader campus and community literacy needs. These faculty members share a consistent set of expectations regarding program outcomes and nurture appreciation and professional development for the production of written and electronic language. Through the study of language and its applications and dimensions, they underscore the importance of cultural discourse and diversity. They foster close study and application of the aesthetic dimensions of language and the beauty of precise expression. They also broadly instruct students to think creatively and appropriately about writing in terms of audience, style, and purpose, thus preparing them for any profession in which creative thinking, writing under pressure, and producing documentation is valued and necessary. As a result of these efforts, the English program produces students who write well,

employ theory, recognize literary patterns, think critically and creatively, and connect their work to their lives passionately and productively.

To continue to build on these successes, the English program will assess and restructure programs to better serve students, market program strengths, encourage faculty to focus on program development rather than other university commitments, and seek funding for additional faculty, improved facilities, and key initiatives to meet program goals and better serve students.

### **Administrative Review (Dean Marilyn Levine)**

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

#### **1 . Assessment of Program Outcomes:**

In the content assessment – the final point about delineating more specifically the outcomes relevant to content and not just the General Education Outcomes was very insightful and should be followed through. The idea of linking this in further areas such as the capstone course is thoughtful and very fruitful for student learning. The same useful reflection is given for the second assessment for inquiry.

#### **2. Enrollment Indicators:**

The enrollment indicators have been a premise for a current programmatic revamping of the English/Writing program. However – it is to the credit of both English and Writing faculty that –even with the retention focus on writing developmental courses in recent times – both programs do produce a high number of student credit hours. The retention and graduation issue is addressed by the Faculty of English/Writing to seriously examine and reformat their concentrations, program objectives, and learning outcomes. The faculty is aware of the decline in the graduation rate.

#### **3. Program Goals and Observations:**

Although strategic planning is integral to program objectives for English/Writing, it is evident that the faculty take great pride in the quality of their program and accomplishing their learning objectives. The continued success of the faculty is laudable in areas such as publication, presentations, and the journals published at EOU. Landmark programs such as the Oregon Writing Project have had regional impacts, and the program reached its million dollar mark last year.

#### **Other Observations:**

The English/Writing portfolio demonstrates real self-reflection and a keen knowledge of assessment. The faculty is to be commended for conveying information as they have in the portfolio. My only –very minor - suggestion would be to consider a few photographs such as presentations or journal covers. Overall, the program is to be commended for their flexibility and perspicacity.