**Unit Name: Department of English and Humanities**

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| **Unit Mission**: The mission of the Department of English and Humanities is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly global culture of the 21st century. |
| **Goal 1: Advance Academic Excellence**  **This *Unit Action Plan* Specifically Supports Commitments 1.1, 1.2, 1.4 and 1.5.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 1.1 Provide creative and innovative learning environments. | E-campus online supplements will be available to all on-ground classes. | On-ground classes will be assessed for on online supplement. | All classes will include online supplement. Faculty will be offered information concerning best practices for using supplements, and 70% of faculty will attend a continuing education session on using online technology offered by the Center for Teaching and Learning. | Six E-H faculty members attended formal on-line education sessions. Another faculty member attended one-on-one sessions to learn how to use e-campus. Yet another attended information sessions on the new proposed learning management system. The department has 16 faculty members. That means 50% attended, meaning we did not meet the measure; however, everyone who teaches online had to utilize the Quality Matters Checklist. On Aug. 6, everyone attending the School of Liberal Arts meeting listened to Dr. Dotterer’s lecture on Quality Matters. | In Progress |
| Faculty will utilize technology in order to maximize student learning outcomes. | The Composition Computer Classroom (CCC) will be scheduled during prime class times for writing classes, especially Freshman Composition. | Writing classes will meet in the CCC for all prime class times: MWF (9, 10, 11) and TR (9:30, 11, 12:30). | **Fall 2014:** Seven sections met in BH 208 including:  MWF 9:00, ENGL 1113, Morris  MWF 10:00, ENGL 1113, Dial-Driver  MWF 11:00, ENGL 1113, Emmons  TR 9:30, CJ 3023, Emmons  TR 11:00, ENGL 1113, Morris  **Spring 2015:** 10 sections met in BH 208 including:  MWF 9:00, ENGL 1213, Dial-Driver  MWF 10:00, ENGL 1213, Dial-Driver  MWF 11:00, ENGL 1213, Emmons  TR 9:30, ENGL 1213, Morris  TR 11:00, ENGL 1213, Reed | Complete |
| Insert group tasks in on-ground and online sections of COMP I and II. | On-ground and online faculty will be queried about group tasks in online classes. | At least 70% of on-ground and online classes will include group tasks. | 69% of on-ground classes include group tasks. 44% of online classes include group tasks, exclusive of discussion. This measure has not been met. | In progress |
| 1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience. | The Writing Center will provide technological resources and studious setting for students working on college-level written assessment. | Writing Center sign-in sheet data will be gathered and reviewed monthly and each semester. | The Writing Center will maintain consistently high usage numbers of an average of [2.5% RSU’s enrollment] per week. | During AY 2014-2015, the Writing Center had 5832 sign-ins (average of 182 per week). According to the Common Data Set 2014-2015, the student population during that time was 4031. Dividing the average number of sign-ins per week by the total enrollment reveals that, on average, 4.5% of RSU’s enrollment visited the Writing Center each week. Performance standard exceeded. | Complete |
| The Writing Center will provide peer tutoring sessions on-ground, over the phone, and online to assist students with college-level writing. | Writing Center Consultation Sheet data will be gathered and reviewed monthly and each semester. | The Writing Center will maintain consistently high number of peer tutoring sessions of an average of [.5% RSU’s enrollment] per week. | During AY 2014-2015, the Writing Center had 949 peer tutoring sessions (average of 29 per week). According to the Common Data Set 2014-2015, the student population during that time was 4031. Dividing the average number of sessions per week by the total enrollment reveals that, on average, 0.7% of RSU’s enrollment received writing tutoring in the Writing Center each week. Performance standard exceeded. | Complete |
| Writing Center will provide peer tutoring sessions on-ground, over the phone, and online to assist students with English subject tutoring. | Writing Center Consultation Sheet data will be gathered and reviewed monthly and each semester. | The Writing Center will maintain consistent number of peer tutoring English subject sessions of an average of 15 per semester. | The Writing Center had 1 English subject peer tutoring session during AY 2014-2015. Writing Center Coordinator Dr. Sara Beam asserts that this low number is due to the overlap of writing/comprehension problems in English courses. Dr. Beam suggests revising the goal down to 5 per semester. Performance standard not met: goal to be revised. | In progress |
| Writing Center will provide online resources through [www.rsu.edu/writingcenter](http://www.rsu.edu/writingcenter) and eCampus group for students to access 24/7. | Analytics will be gathered and reviewed each semester. | The website and eCampus group will maintain consistent number of hits of average of 250 per semester. | A sample of webpage traffic from 4/13/15 to 5/13/15 revealed 381 page views. These results indicate that the performance standard was exceeded. | In Progress |
| Liberal Arts tutoring will provide tutoring sessions on-ground, over the phone, and online to assist students with subject tutoring. | Liberal Arts tutoring sheet data will be gathered and reviewed monthly and each semester. | The Liberal Arts tutoring lab will maintain consistent number of peer tutoring subject sessions of an average of 4 per week. | The SLA tutoring lab offers tutoring to all RSU students in sessions of thirty-minute periods.  For Fall 2014, the lab offered 323 possible tutoring sessions; of these, students availed themselves of only forty-two sessions (13% of available sessions).  For Spring 2015, the lab offered 474 possible tutoring sessions (46.75% increase); of these, students availed themselves of only sixty-four sessions (13.5% of available sessions, but a 52.38% increase in usage spring over fall). | In Progress |
| Spanish faculty will utilize student tutors to help fellow students who are struggling with coursework from Beginning Spanish I through Intermediate Spanish II. | Spanish faculty will review the number of sessions and session hours delivered by Spanish tutors monthly and each semester using sign-in sheets, and reports written by tutors. | Over the course of each semester, the faculty expect that tutors will deliver appx. 15% of their available sessions for the semester. | The Spanish faculty reviewed the total number of hours available for tutoring over Fall 2014-Spring 2015. There were 1124 hours available between August 2014 and May 2015. Of the available 1124 hours, 224 hours were spent tutoring (113.7 hours in fall and 110.18 hours in spring). That makes a total of 19.9% of available hours per semester spent tutoring. Based on these findings, the Spanish section concludes that we have met or exceeded this performance standard. | Complete |
| All writing faculty members will submit their syllabi and at least one graded assignment for review, and each adjunct will submit him- or herself for in-class peer review. | The writing faculty task force will review all artifacts and syllabi, and full-time faculty will serve as mentors to adjunct faculty and review their in-class performance. | All writing faculty will submit syllabi and artifacts for review, and at least 50% of adjuncts will receive a “satisfactory” review from their mentors. Those not receiving “satisfactory” reviews will be required to submit a plan for improvement. | All writing faculty submitted syllabi and artifacts for review. All syllabi were in compliance, and 75% of the adjuncts underwent an in-class performance review. All adjuncts reviewed had satisfactory peer reviews. | Complete |
| The department assessment committee will work to ensure the department’s traditionally high assessment standards are upheld. In particular, great care will be given to assessing online courses. | Review the assessment measures and performance standards for all academic disciplines: English, Humanities, Philosophy, and Foreign Language. | All concerns from the previous year’s SLR Peer Review will be addressed and all major assessment deficiencies addressed. Data and analyses for online courses will be listed separately. | The department Assessment Committee did ensure that the department’s traditionally high assessment standards were upheld. In fact, the University Assessment Committee so recognizes the perennial high quality of our department’s SLR forms that in its scheduling of Peer Review sessions of department SLRs, it scheduled our department’s review first, in order to serve as a model for the other Peer Review sessions. In completing the 2013-14 SLRs, all concerns from the 2013-14 Peer Review, as well as all major assessment deficiencies, were addressed. Regarding listing data and analyses for online courses separately, not only did we distinguish separately on-ground vs. online, but also we separated out blended courses, distinguishing each of the three instructional modes from one another. | Ongoing |

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| **Goal 2: Strengthen Enrollment Management**  **This *Unit Action Plan* Specifically Supports Commitment 2.1.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation. | AA-LA and BA-LA majors will be invited to a social gathering where they will be able to interact with fellow majors and department faculty. | AA-LA and BA-LA majors will be invited to a social gathering via word-of-mouth, e-mail, and publicity flyers; an announcement will also be posted on the department’s Facebook page. | 50% of AA-LA and BA-LA majors will attend the social gathering. | The Dept. hosted a Halloween Social costume party on Oct 30, 2014. Both Majors and non-Major students were invited (and encouraged to attend in costume) via word-of-mouth, email announcements, full-color publicity flyers, and Facebook postings (and pictures of the social were posted to Facebook afterward). Department faculty were well-represented (and costumed as figures from literature and humanities) but AALA and BALA majors attendance was, unfortunately, less than 50%. The biggest problem for better participation by students is the day-working and commuter character of RSU students, especially our AALA students. We find that students schedule their academic courses to fit their busy work schedules, which includes taking all of their courses on either a two-day or a three-day a week schedule in order to limit their driving to and total time on campus. A further general problem is the lack of resources for hosting any social gathering. Everyone knows that students show up for pizza and/or other food/snacks, but our Dept. does not have funds to buy these items in order to attract students to break from their usual routine and attend the social. For the past two years of hosting the Halloween Social, faculty have to go out-of-pocket to purchase food. For BALA students in particular, an additional issue for our meeting the performance standard was the proximity of the date of the social to the deadline for BALA seniors to submit their Capstone project proposals; this proximity suppresses attendance by these students, many of whom are working right up to their deadline. Unfortunately, given the academic calendar, there is no way to avoid this tension between the date of the Halloween Social and the Capstone Proposals deadline. The good news in all of this is that students who did attend the social were positive about the event, many commenting that it prompted them to view Dept. faculty in a new, more-positive light. Thus, despite the calendar and other issues, the Dept. plans to repeat the event fall 2015 and consider strategies for improving student attendance. | In Progress |
| The Public Relations Task Force will publicize the department and degrees available. | The Public Relations Task Force will create bookmarks, information sheets, and a more entertaining and informative Facebook page for the department and its degrees. In addition, the task force will conduct at least one meet-the-majors event each semester during the year. | All tasks established by the task force will be completed. | The Public Relations Task Force did create four different designs of full-color, double-sided bookmarks, and did develop information sheets (including a “future-view” resume of a graduated BALA student), both of which were distributed to students (and parents) at both Big Tent Day and Destination RSU. Some of these materials are on display, and all of them are available to interested students, at the Dept. welcome desk. The Dept. Facebook page was updated and receives regular posts/updates about the Dept. The meet-the-majors event for fall 2014 was the Halloween Social (described above). There was no meet-the-majors event for spring 2015; this lack of a second event stems largely from the hectic spring academic calendar (as well as the lack of resources outlined above), especially the demands of the Capstone process, as nearly every Public Relations Task Force faculty member also serves on the Dept. Capstone Committee. | Ongoing |
| Academic advisors will increase efforts to contact students regarding their credit hours toward completion of the program. | Each academic advisor within the department will initiate contact with his or her advisees at least once during both the fall and spring semesters. | All advisors will contact their advisees. | Advisors, with the help of the department head and the department’s administrative assistant, ensured that students were updated on their progress in the program and eligibility for senior capstone. | Complete |
| 2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation. | Implement student surveys in Writing Center, Spanish tutoring, and Liberal Arts tutoring lab. | Results of on-going survey of students who use Writing Center, Spanish tutoring, and Liberal Arts tutoring lab resources will be analyzed monthly. | Writing Center: Survey forms will show that at least 75% of students receiving writing help report that their session was effective. | Out of 19 responses, 100% reported that their session was effective. Performance standard exceeded. | Complete |
| Writing Center online resources: Survey of student satisfaction will show that at least 75% of users report that the resources are useful, user-friendly, and up-to-date. | This survey was not designed or distributed. | In Progress |
| Spanish tutoring: Survey of student satisfaction will show that at least 75% of users report that the resources are useful, user-friendly, and up-to-date. | Verbal confirmation of the usefulness, and user-friendliness of the Spanish tutoring service was obtained from nearly all students using the tutors. For next academic year, the Spanish section is considering implementing a written survey form. Since the student level of satisfaction was obtained orally, not via a written satisfaction form this year, the Spanish section can say that, anecdotally, at least 75% of students surveyed reported that this resource was useful and user friendly, and we met this performance standard. Concerning the “up-to-date” criteria, we did not ask for feedback on that, so it is unknown if that aspect of the performance standard was met. | Complete |
| Liberal Arts tutoring: Tutor Survey forms will show that at least 75% of students receiving tutoring report that their session was effective. | For Fall 2014, the SLA tutoring lab received thirty-seven Tutor Survey forms for forty-two tutoring sessions (88% response rate). Of these thirty-seven received forms, all thirty-seven reported positive results (100% satisfaction).  For Spring 2015, the SLA tutoring lab received fifty-six Tutor Survey forms for sixty-four tutoring sessions (87.5 response rate). Of these fifty-six received forms, all fifty-six reported positive results (100% satisfaction). | In Progress |

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| **Goal 3: Increase Diversity**  **This *Unit Action Plan* Specifically Supports Commitments 3.1 and 3.2.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 3.1 Provide curricular and co-curricular experiences that increase student understanding of and appreciation for other cultures. | Humanities I and II students will complete a research project that displays critical and creative engagement with another culture. | Humanities faculty will review the number of students completing this project. | At least 70% of all Humanities I and II students will complete this project. | Fall 2014, 212 of 249 students (85.14%) completed this project. The breakdown is as follows:  HUM I Onground = 81 of 99 (81.82%)  HUM I Online = 34 of 41 (82.93%)  HUM I Total = 115 of 140 (82.14%)  HUM II Onground = 66 of 72 (91.67%)  HUM II Online = 31 of 37 (83.78%)  HUM II Total = 97 of 109 (88.99%)  Spring 2015 exact numbers are unavailable due to incomplete assessment data reporting by adjuncts at the time of this report. Nevertheless, the Spring 2015 numbers/percentages are comparable to Fall 2014; at least 70% of all Humanities I and II students completed this project. | Ongoing |
| SPAN 3123, 3223, and 4123 students will complete an oral research project that displays critical and creative engagement with a specific topic related to Hispanic cultures. | Students will demonstrate linguistic and academic competencies in the following three areas: 1) the ability to perform independent research about a specific cultural topic in Spanish; 2) deliver an oral presentation that serves to inform others (the instructor and other students) about their topic, thus broadening their fellows’ cultural horizons; 3) create a visual element that helps teach fellow students about their topic, and which demonstrates their critical and creative engagement with the topic. | At least 80% of all students who complete this project will demonstrate acceptable competency in the three areas of evaluation. | In courses SPAN3123, SPAN3223 and SPAN4123, 100% of students taking those courses demonstrated acceptable competence in the areas of 1) researching a cultural topic of interest; 2) delivering an informative, educational, oral presentation based on that research; and 3) creating some form of visual element that aided them in teaching their fellow students about their topic. The evaluation as to whether or not the standard was met has been based on student grades for presentations, all of which were C or better. The Spanish section has found that we have met this performance standard. | Complete |
| 3.3 Promote an environment of tolerance and acceptance of diverse peoples and opinions | Students will be exposed to diverse ideas, values, and perspectives from various peoples, cultures, and time periods. | Instructors will include in their course plans readings and artifacts that reflect diverse ideas, values, and perspectives from various peoples, cultures, and time periods. | All E-H courses will include readings and artifacts that reflect diverse ideas, values, and perspectives from various peoples, cultures, and time periods. | Instructors made a concerted effort to include culturally diverse reading assignments and artifacts in their courses. The Writing Faculty, for instance, had students read selections from Gandhi, Jonathan Swift, and Martin Luther King, Jr. Humanities Faculty exposed students to readings from Homer, Plato, and Shakespeare. The department is proud of its sundry and inclusive offerings, which this past year included Comparative Religion, Women in the Literary and Visual Arts, Regional Literature, and Studies in Latin American Culture. | Complete |

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| **Goal 4: Leverage Resources**  **This *Unit Action Plan* Specifically Supports Commitments NA.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| NA | NA | NA | NA |  |  |

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| **Goal 5: Enhance Institutional Accountability**  **This *Unit Action Plan* Specifically Supports Commitments NA.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| NA | NA | NA | NA |  |  |

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| **Goal 6: Leverage Resources**  **This *Unit Action Plan* Specifically Supports Commitment 6.2.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1, 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 6.2 Establish curricular and co-curricular opportunities for students to cultivate civic skills and strengthen social responsibility. | Instructors will involve students in both on- and off-campus activities by giving written assignments or by requiring them to attend said activities. | Instructor and student participation in the Martin Luther King Day of Service and Black History Month activities. | At least two instructors will involve their students in the Martin Luther King Day of Service and Black History Month activities. | Three ENG & HUM instructors required their classes to attend the opening ceremonies on 1/20/15. Other ENG & HUM instructors whose classes did not meet during the opening ceremonies offered academic incentives for participating in any part of the MLK Week of Service. Also, for Black History Month three ENG & HUM faculty brought (two Comp. II classes and one Into Lit class) to the 2/18/15 program: Race Relations in the Wake of Ferguson: A Panel Discussion. | Complete |
| Instructors will be solicited to offer service-learning courses. | Offer courses with a service-learning component. | At least two sections of department courses for AY 2013-2014 will carry a service-learning tag, with ten hours of community service required. | One section of Service Learning Composition I was offered in the fall: 14/18 of students enrolled in the fall completed the required 10 hours of community service. There was no spring service-learning class taught. | In Progress |
| 6.5 Increase opportunities for area residents to participate in educational, cultural and recreational activities. | The PR Task Force and/or Writing Center will plan and host at least one educational, cultural and/or recreational activity open to the public. | Number of attendees will be tallied and feedback via comment cards will be gathered. | Attendance from RSU community and general public will be at least 10 people each. | The PR Task Force did plan and host the Halloween Social costume party as reported above (2.1); this recreational event is designed for students and campus faculty/staff and is not open to the public for reasons of lack of resources and potential safety issues. Attendance from the RSU community was over 10 people.  The Writing Center offers up to 10 hours of community service each semester in the form of assistance with writing for community members. This community service is meant to increase opportunities for area residents to participate in educational activities (continuing or supplemental education) in the form of developing writing skills. Between June 1, 2014, and the present, the Writing Center provided 5 of these hours (please note that Dr. Sara Beam, Director of the Writing Center, had planned to host a Writing Center public reading/writing event, possibly in coordination with area libraries or secondary schools, this summer, but due to extenuating circumstances will likely be unable to host such an event this year). In addition, Dr. Beam also visited with TRiO leadership in order to advertise Writing Center community support to area residents working with TRiO to gain entrance to higher education. The exact numbers for attendance are unavailable.    On Tuesday April 7, at 1:00 pm, in the Baird Hall Performance Studio, the Writing Center and the Dept. writing faculty (represented by Dr. Sara Beam and Dr. Emily Dial-Driver) worked with staff from the RSU Libraries to host a public screening of the 1931 film classic *Frankenstein*. After the screening, there was a short panel discussion of the film, its themes, its connections to the original book, and the movie’s place in cinema history. Attendance from the RSU community and general public was approximately 25 people. | Complete |

\*Appropriate **Status**  descriptors include the following: Completed, Ongoing, In Progress, Rescheduled for next year, Action/Activity withdrawn, or Other. If Other, please briefly describe whether the action or activity is completed, will continue, or has been modified for the coming year.

**Budget Request Supplement for Academic Year 2013-2014**

**Year Three – Strategic Planning Cycle**

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| **This section due by June 2, 2014.** | | | | | | | **This section due by June 1, 2015** |
| **University Objective** | **Action for 2014-2015** | **Requested Resources** | | | | **Estimated Cost** | **Was the Budget Request Approved?** |
|  |  | **Human** | **Financial** | **(Enter Amount Approved)** | **Other (e.g., Technology** |  | **(Enter Amount Approved)** |
| 1.1 Provide creative and innovative learning environments. | Seek outside funding to furnish one Composition classroom (BH 123 or 125) with laptop computers. |  |  |  | 22 laptop computers (equipped with word processing software and internet ready); storage unit to secure computers and charge them when not in use. | $25,000 | The department made a capital equipment request to purchase 25 wifi-ready PC laptops with Microsoft Office Suite for classroom use in Baird Hall 123 or 125, a rolling security/charging/storage cabinet for the laptops, ongoing faculty training for effective use, and upgrades to hardware and software.  Discussions with the VPAA and ACS are ongoing.  As of 5/18/15, no decisions have been made, as the RSU budget has not been finalized. |