

**Eastern Kentucky University  
Department of English and Theatre  
Strategic Plan for 2006-2010**

**Submitted: May 1, 2006**

## Table of Contents

Executive Summary . . . . .	4
Description of Department . . . . .	5
Programs, Faculty, Students. . . . .	5
Mission Statement . . . . .	5
Strategic Planning Group . . . . .	5
EKU Goals/Strategic Directions . . . . .	6
CAS Goals/Strategic Directions . . . . .	6
Department Goals/Strategic Directions . . . . .	7
Department Planning Objectives, KPIs, Criteria . . . . .	7
Non-Budget Objectives . . . . .	7
Budget Objectives . . . . .	10
Department Educational Objectives: General/Undergraduate . . . . .	11
Department Educational Objectives, KPIs, Criteria: Minors . . . . .	12
Minor in English . . . . .	12
Minor in Theatre . . . . .	12
Department Educational Objectives, KPIs, Criteria: Undergrad Tracks . . . . .	13
Creative Writing . . . . .	13
English Teaching . . . . .	14
Literature . . . . .	14
Technical Writing . . . . .	14
Theatre . . . . .	14
Department Educational Objectives, KPIs, Criteria: General/Graduate . . . . .	16
Department Educational Objectives: Graduate Emphases . . . . .	17
American Literature . . . . .	17
British Literature . . . . .	17
Creative Writing . . . . .	18
Composition and Rhetoric . . . . .	18
ESL . . . . .	18

Department Educational Objectives, KPIs, Criteria: Other Academic Programs .....	19
Developmental Education: Writing .....	19
Developmental Education: Reading .....	20
General Education: Writing and Literature .....	20
Writing Center: .....	20
Anticipated Results and Use of Results .....	21
Environmental Scan (Visible Strengths and Weaknesses) .....	21

## Executive Summary

The Department of English & Theatre created this plan to further its own mission and objectives in a way that supports the revised strategic plans of the College of Arts and Sciences and of Eastern Kentucky University. As suggested by the University, this plan was developed through an inclusive process. Our general educational objectives were drafted last summer by a representative group of faculty members who attended the Peggy Maki assessment workshop. These objectives were then presented to the Department and revised according to faculty suggestions. The Department Assessment Committee, comprised of an assessment coordinator and faculty representatives from nine academic programs, solicited input on specific program-related educational objectives from members of relevant standing committees. All planning objectives were initially drafted by the Chair and Assessment Coordinator and then sent to the department (twice) for revision feedback.

The Plan begins with a description of the Department, which includes an overview of programs, a mission statement, and a list of faculty members directly involved in the departmental strategic-planning process. The next three sections articulate the ECU goals/strategic directions addressed in the Plan, the CAS goals/strategic directions addressed in the Plan, and the Department's four goals (increased from three in 2003-6). Following these sections, we present a list of our seven planning objectives and key performance indicators (non-budget and budget); five departmental educational objectives; and the educational objectives and KPIs for our two minors, four major undergraduate tracks, graduate program, and other academic programs. At the conclusion of this report, we discuss the anticipated results of planned and in-progress assessments, the use of these results, and the probable impact of internal and external factors on our ability to realize the goals and objectives of our strategic plan.

In this plan we have identified many programs of excellence as well as of growth potential. For instance, our refocused programs in technical and creative writing (now 25% of our majors) offer unique opportunities to students through faculty mentoring, internships, and exposure to professional writers. Since our previous Action Plan, we have made major advances in acquiring lines for writing faculty to support these programs. While we possess the energy and resources to accomplish many of our 2006-10 planning objectives (e.g., diversity courses and events, a Department Constitution, curriculum and form revisions, professional development), we have reached the point where future progress will necessitate funding by the University. For instance, we will need help from University Advancement in creating undergraduate and graduate scholarships for diverse students. To help the University achieve its goal of "national distinction" in research/creative

activities, we will need financial support for one-course reassignments and summer research/creative activities grants.

Overall, the Department of English & Theatre Action Plan underscores the Department's significant contribution to the progress of the Eastern Kentucky University Strategic Plan for 2006-10.

## **Description of Department of English and Theatre**

### Programs, Faculty, Students

The Department of English and Theatre offers a BA degree program with two undergraduate majors (English and English/Teaching) and two minors (English and Theatre). Within the English major, we offer four tracks or "emphases": Literature, Creative Writing, Technical Writing, and Theatre. The Department also offers a master's degree in English with five possible specializations: American Literature, British Literature, Composition/Rhetorical Studies, Creative Writing, and Language/ESL.

In addition to these academic programs, the Department supports programs in Developmental Reading and Writing and General Education Reading and Writing. We also support the University Writing Center.

Our faculty is comprised of thirty-nine tenured or tenure-track professors, six visiting professors, six lecturers, and, on average, forty-five part-time instructors. We serve over 200 undergraduate English majors and over 75 graduate students per year.

### Department Mission Statement

The Department of English and Theatre is dedicated to providing high-quality educational and community experiences for students and faculty. We foster such experiences in the following key ways. 1) We maintain challenging, up-to-date curricula focused on: critical reading; writing/performance that is creative and inquiry-based; and literature representative of diverse cultures. 2) We promote faculty as teacher-scholars and encourage them in their service endeavors. 3) We support and advocate on behalf of staff members who help facilitate teaching, learning, scholarship, and service.

### Departmental Strategic Planning Group ("Assessment Committee")

Dr. Charlie Sweet (Department Chair)  
 Dr. Cindy Moore (Assessment Coordinator)  
 Dr. Salome Nnoromele (Graduate Coordinator)  
 Dr. Sherry Robinson (Writing Center Director)  
 Professor Jim Moreton (Theatre Coordinator)  
 Dr. David Elias (Developmental Education Coordinator)

Dr. James Kenkel (Writing Coordinator)  
 Dr. Young Smith (Creative Writing Committee Chair)  
 Dr. Jennings Mace (Technical Writing Committee Chair)  
 Dr. Paula Kopacz (Literature Oversight Committee Chair)  
 Dr. Sally Martin (English Teaching Committee Chair)

### **EKU Goals/Strategic Directions Addressed in Plan**

This strategic plan addresses four of the five goals outlined in the 2006-2010 EKU Strategic Plan:

- 1) To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population. (SD 1.1 [Enhance climate that supports diversity] and 1.2 [Increase recruitment and retention of a diverse faculty, staff, and student body]).
- 2) To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs. (SD 2.1 [Enhance technology to ensure access to appropriate and secure technology for all faculty, students, and staff]; and 2.2 [Continue a model to improve institutional effectiveness by utilizing shared governance and stakeholder participation in the strategic planning, budgeting and assessment process]).
- 3) To promote learning through high quality programs, research and support services. (SD 3.1 [Enhance student learning through excellence in instruction]; 3.2 [Enhance student learning through excellence in research and scholarship]; 3.5 [Improve compensation, working conditions, and support for research to attract and retain high quality faculty and staff]; 3.6 [Implement the new QEP]).
- 4) To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community. (SD 4.1 [Enhance professional development opportunities]; 4.2 [Enhance facilities, resources, and opportunities for faculty, staff, and students to pursue creative endeavors and research]; 4.3 [Develop and implement a plan to increase the amount of time available for faculty and staff to pursue professional activities, creative endeavors, and research]).

### **College of Arts & Sciences Goals/Strategic Directions Addressed in Plan**

This strategic plan is aligned with the first four CAS goals that are, themselves, aligned with the University goals listed above. The specific CAS directions that are addressed in this plan include the following:

- SD 1.1 (Increase recruitment and retention of faculty, staff, and students to reflect a diverse society).
- SD 2.1 (Enhance technology to ensure access to adequate and secure technology for all faculty, students, and staff).
- SD 2.2 (Continue a model to improve institutional effectiveness by utilizing shared governance and stakeholder participation in the strategic planning, budgeting, and assessment process.)
- SD 3.1 (Enhance student learning through excellence in instruction.)
- SD 3.2 (Enhance student learning through excellence in research and scholarship.)
- SD 4.1 (Enhance professional development opportunities.)
- SD 4.2 (Enhance facilities, resources, and opportunities for faculty, staff, and students to pursue creative endeavors and research.)
- SD 4.3 (Develop and implement a plan to increase the amount of time available for faculty and staff to pursue professional activities, creative endeavors, and research.)

### **Department Goals/Strategic Directions**

1. The Department will support an inclusive climate that acknowledges the value of diversity. (EKU Goal 1, SD 1.1 & 1.2; CAS Goal 1, SD 1.1)
2. The Department will improve efficiency and effectiveness of departmental procedures and processes. (EKU Goal 2, SD 2.1 & 2.2; CAS Goal 2, SD 2.1 & 2.2)
3. The Department will promote student learning through high-quality curricula taught by high quality faculty and staff. (EKU Goal 3, SD 3.1, 3.2, 3.5, 3.6; CAS Goal 3, SD 3.1, 3.2, and 4.1)
4. The Department will support an environment that facilitates intellectual curiosity, cultural awareness, and problem-solving for students, faculty, and staff. (EKU Goal 4, SD 4.1, 4.3; CAS Goal 4, SD 4.2 & 4.3)

### **Department Planning Objectives, KPIs, and Criteria**

#### Non-Budget Objectives:

1. The Department will recognize the value of diversity by promoting a diversity of perspectives throughout its curriculum and recruiting/retaining qualified faculty from diverse backgrounds.

*Key Performance Indicators & Criteria:*

- By Fall 2007, all syllabi for required undergraduate and graduate courses will show attention to diversity.
  - By Fall 2008, one new course, or set of courses, with a diversity theme or component will have been approved.
  - The Department will continue to host/support an average of one academic-enhancement diversity event per year.
  - By 2010, one-to-one and focus-group interviews with Department faculty from diverse backgrounds will indicate they feel supported in terms of teaching, scholarship, service, and, if applicable, administration. (retention)
2. The Department will improve efficiency and effectiveness of processes (e.g., planning, budgeting, and assessment) by developing a comprehensive plan that addresses shared governance and stakeholder participation in decisions that affect the department, as a whole, departmental programs, curricula, faculty, and staff.

*Key Performance Indicators & Criteria:*

- By Fall 2007, the Department will approve a departmental constitution that clarifies policies and procedures in a way that addresses shared governance, helps faculty and staff work more efficiently and effectively, and clarifies the relationships between the Department and the larger ECU community.
  - By Fall 2008, the Department will approve a process for faculty assessment (e.g., annual review, tenure, promotion, and merit) that supports the concepts of shared governance and faculty (“stakeholder”) participation; helps faculty work more efficiently and effectively; and clarifies the relationships between the Department and the larger ECU community.
3. The Department will promote student learning by A) maintaining up-to-date, high-quality curricula and B) helping faculty maintain excellence in teaching and student-related service through regular professional-development activities.

*Key Performance Indicators & Criteria for A:*

- By Spring 2007, the Department will produce a research-based proposal on the future of Developmental Reading and Writing at ECU.
- By Spring 2007, the Curriculum Committee (or appointed ad-hoc committee) will revise the undergraduate departmental student-evaluation form, so it is aligned with new student-learning outcomes.
- By Spring 2008, the Curriculum Committee will complete a comprehensive review of departmental curricula to ensure they are up-to-date and of high quality.
- By Fall 2010, all department programs will demonstrate that they have used assessment results to improve their programs.
- By 2010, 85% of Department exit and/or alumni surveys will indicate that content of core courses at both the undergraduate and graduate levels are good or excellent and challenging or very challenging.

*Key Performance Indicators & Criteria for B:*

- By Fall 2007, the Department will approve a comprehensive plan for supporting continuing professional development in teaching and student-related service.
- By Fall 2010, the Department will be sponsoring at least one professional development forum per semester.
- By Fall 2010, 90% of full-time tenured/tenure-track faculty will participate in at least one professional-development forum per year.
- By Fall 2010, 85% of respondents to Dept. exit and/or alumni survey will rate departmental faculty as good or excellent regarding quality of instruction and content expertise.

4. The Department will continue to support an environment that facilitates intellectual curiosity, cultural awareness, and problem-solving for faculty, students, and staff.

*Key Performance Indicators & Criteria:*

- By Fall 2010, the Department will have hosted an average of three academic enhancement/enrichment activities per year for students, faculty, and staff.
- By Spring 2008, the Department will approve a comprehensive plan for supporting the scholarly activities of faculty.
- By 2010, faculty, as a group, will have increased publication of national peer-reviewed work by 5%.

Planning Objectives/Budget:

1. The Department will recognize the value of diversity by increasing recruitment of qualified faculty, staff, and students from diverse backgrounds.

*Key Performance Indicators & Criteria:*

- By 2010, the Department will have increased the percentage of faculty and staff who are from diverse backgrounds.
  - By 2010, the Department will have increased the percentage of English and Theatre majors who are from diverse backgrounds.
  - By 2010, we will have two continuing academic scholarships in place for students from diverse backgrounds: one for an undergraduate major, one for a graduate student.
2. The Department will ensure that all faculty have the technology needed to effectively teach students.

*Key Performance Indicators & Criteria:*

- By Spring 2007, all English and Theatre classrooms in Wallace will be equipped with a working TV that supports both DVD and VCR tapes.

- By Spring 2007, the Department will have an on-going supply of at least 25 bulbs for overhead projectors.
  - By Spring 2007, the Department will have a video camera, tripod, and video tapes for Writing-Center assessment purposes.
  - By Spring 2008, the Department will provide access to a copying machine for faculty who teach night classes.
  - By 2010, the Department will have two more smart classrooms (probably in Wallace 346 and 446).
3. The Department will increase its scholarly and creative activity through such means as re-assigned time, research grants, and graduate research assistants.

*Key Performance Indicators & Criteria:*

- By Spring 2009, all incoming junior faculty in the Department will have one 3-hour course reassignment per year to support scholarly and creative activity.
- By Fall 2009, the Department will have written and approved a plan to support three competitive summer research grants of \$1,000 each for faculty who are actively engaged in scholarly or creative endeavors.
- By 2010, all department faculty actively pursuing scholarly and creative endeavors will receive at least one 3-hour course reassignment per year.

**Department Educational Objectives: General/Undergraduate**

1. Students will demonstrate the ability to apply criticism/theory to texts and/or to analyze texts for rhetorical/historical/cultural contexts, literary techniques, and/or connections to other texts in/out of class.
2. Students will demonstrate the ability to compose effective, discipline-appropriate texts.
3. Students will demonstrate an understanding of the characteristics of literary/rhetorical contexts, periods, genres, theories, and trends.

4. Students will demonstrate the ability to conduct research, to assess sources, to effectively synthesize their ideas with those of others, and to correctly document that research.
5. Students will demonstrate the ability to make connections among courses, texts, and diverse (authorial and theoretical) voices.

### **Educational Objectives, KPIs, and Criteria: Minors**

#### Minor in English

1. Students will demonstrate the ability to compose effective, discipline-appropriate texts.
2. Students will demonstrate an understanding of the characteristics of literary/rhetorical contexts, periods, genres, theories, and trends.
3. Students will demonstrate the ability to conduct research, to assess sources, to effectively synthesize their ideas with those of others, and to correctly document that research.

#### *Key Performance Indicator & Criterion:*

- 75% of writing and/or exam samples from ENG 301 and/or 302 will be rated average or above when read holistically.

#### Minor in Theatre

1. Students should understand the theatre process through in-class and/or live stage performances.

#### *Key Performance Indicators & Criteria:*

- All minor students will complete every required course with a passing grade.
- All minor students will satisfactorily complete THE 330 and required production log/journal, which supports student understanding of the overall theatre process.
- All minor students completing the exit exam will earn at least a 2 (on a 4-point rubric).

## **Educational Objectives, KPIs, and Criteria: Undergraduate Major Tracks**

### Creative Writing

1. Students will demonstrate an understanding, informed by current research and theory within the field, of the process of writing creative works from invention to revision.
2. Students will demonstrate the ability to master specific techniques and forms in at least one (and preferably in more than one) of the various genres of creative writing: poetry, fiction, creative nonfiction, play-writing.
3. Students will demonstrate the ability to compose effective, publishable poems or stories or creative nonfiction essays or plays suitable for theatrical production.

#### *Key Performance Indicator & Criteria:*

- 75% of CW students will score average or above on portfolios submitted in the CW capstone course.

### English Teaching (including emphasis in Theatre Teaching)

1. Students will demonstrate the ability to compose texts in a manner that is effective and appropriate for English and/or Theatre Teaching at the secondary-school level.
2. Students will demonstrate an understanding of literary/rhetorical contexts, periods, genres, theories, trends, and practices.
3. Students will demonstrate knowledge of language in terms of traditional and modern grammar concepts; language acquisition theories and issues; and historical, political, cultural change.

#### *Key Performance Indicators and Criteria (for all three objectives):*

- All English Teaching majors will score at or above the Kentucky average on Praxis tests.

- All English Teaching majors will score a 90% or above on the major project required for English 499 (capstone course).
- All ECU English Teaching graduates will rate their preparation highly in new-teacher surveys.

### Literature

1. Students will demonstrate knowledge of the chronological development of British and American literature as portrayed through conventional literary periods.
2. Students will demonstrate knowledge of the major literary figures of the American and British canons.
3. Students will demonstrate the ability to connect texts through formal literary elements, cultural contexts, and critical and theoretical constructs.
4. Students will demonstrate the ability to write critically and persuasively in essay form about literature.

#### *Key Performance Indicators and Criteria:*

- 75% of students in 300-level literature courses will achieve a score of average or above on an essay that shows the effect of historical context on two or three writers. (SLO #1, #4)
- 75% of students in a capstone literature course will achieve a score of average or above on an essay that uses literary criticism or theory to support an interpretation of a text. (SLO #3, #4)
- 75% of literature students will score at the above-average level on relevant areas of a standardized exam (e.g., PRAXIS or GRE). (SLO #1, #2)

### Technical Writing

1. Students will demonstrate an understanding of effective document design by producing writing that is inviting to read, easy to follow, and easy to use.

*Key Performance Indicator & Criterion:*

- All TW students will successfully complete English 300, Introduction to Technical and Professional Writing with at least a B.
2. Students will demonstrate competent use of technologies necessary to produce technical documents.

*Key Performance Indicator and Criterion:*

- All students will successfully complete English 400, Advanced Technical Writing, and 12 hours of support courses.
3. All students will demonstrate the ability to integrate knowledge gained from non-department support courses (for example, BEM 375, COM 320 sequence, CIS 240, CCT 302, TEC 255).

*Key Performance Indicator and Criteria:*

- All students will successfully complete English 491, Technical Writing Capstone/Practicum course.

Theatre

1. Students will demonstrate an understanding of the theatre process through in-class and/or live stage productions.

*Key Performance Indicators & Criteria:*

- All students completing the exit exam will score at least a 2 (on a 4-point rubric) on all questions.
- All students will pass all required coursework for the major.
- All students will earn a passing grade in the practicum courses, THE 130 and 330.
- Student surveys will demonstrate that all students engaged in practical, hands-on student learning.

2. Students will apply their acquired knowledge to a chosen creative process.

*Key Performance Indicators & Criteria:*

- All students will satisfactorily complete production logs/journals that will be evaluated in conjunction with actual student performance for practicum assignment.
  - All students will receive satisfactory critiques of their performance/studio projects.
  - Student surveys will show that all students engaged in practical, hands-on student learning.
3. Students will demonstrate an appreciation of the unique experience (and range) of theatre in performance.

*Key Performance Indicators & Criteria:*

- All students completing the exit exam will earn at least a 2 (on a 4-point rubric) for the question directly linked to appreciation of theatre in performance.
- All students will satisfactorily complete THE 330 production logs/journals.

**Educational Objectives, KPIs, and Criteria: General/Graduate**

1. Upon graduation, students will demonstrate knowledge of a variety of theoretical approaches and the ability to apply rhetorical and critical theory to a literary text or practical problems of the classroom.

*Key Performance Indicator and Criterion:*

- 90% of students will score at or above “adequate” on theory-related questions included in the MA comprehensive exam.
2. Upon graduation, students will demonstrate knowledge of core genres and concepts in their area of emphasis.

*Key Performance Indicator and Criterion:*

- 90% of students will score at or above “adequate” on relevant questions included in the MA comprehensive exam.
3. Students will demonstrate ability to write for a variety of purposes, including textual analysis, research in the field, and argumentative texts.

*Key Performance Indicator and Criterion:*

- 90% of students will score at or above “adequate” on the critical postscript or mentored scholarly paper required for completion of degree.

**Educational Objectives: Graduate Emphases (*These will be assessed, using the KPIs and Criteria listed above.*)**

American Literature

1. Students will demonstrate an ability to analyze American Literature within its historical and cultural context.
2. Students will demonstrate an understanding of the breadth of American literary tradition from its beginnings to the contemporary period.

British Literature

1. Students will demonstrate an understanding of British and Anglophone literary traditions and the traits and cultural contexts of their various periods.
2. Students will demonstrate an awareness of the critical conversations surrounding works of British and Anglophone literature and an ability to evaluate the quality of critical sources.
3. Students will demonstrate an ability to write in a scholarly manner about British and Anglophone literature, synthesizing existing critical material and original insights or findings about texts.

Creative Writing

1. Students will demonstrate an understanding of the history, basic pedagogies, theories, and approaches to creative writing in literary and popular forms.
2. Students will demonstrate the ability to read critically and carefully various models in the basic genres (e.g., poetry, drama, short story, novel scriptwriting) and selected subgenres (e.g., mystery, romance, Western) and to use the specific techniques and forms in a chosen genre.
3. Students will demonstrate an appreciation of the subtleties of language.
4. Students will demonstrate an understanding of the writing process, from research through invention to revision.
5. Students will demonstrate an ability to offer informed criticism of their own work and that of others.

#### Composition and Rhetoric

1. Students will demonstrate an understanding of key trends and concepts in the field: defining arguments, making connections and distinctions, and articulating their theoretical underpinnings.
2. Students will demonstrate knowledge of key features of theory and research, will articulate relationships between theory and research, and will apply theory and research to instructional practices.
3. Students will be able to situate (historically and politically) the discipline of Composition and Rhetoric within the larger field of English Studies and be able to describe its relationship to other fields (e.g., linguistics, education, psychology, anthropology, and ESL).
4. Students will demonstrate the ability to write for a variety of purposes including: textual analysis (especially rhetorical analysis); synthesis of key concepts; taking a position; reporting research findings; and developing a project which extends, applies, or employs theory.

#### ESL

1. Students will demonstrate competence in assessing and developing materials and pedagogical approaches to second-language teaching based on knowledge of current theories about second-language

acquisition in general and the acquisition of English as a Second Language in particular.

2. Students will demonstrate an ability to write scholarly papers on topics related to methods and materials in second-language learning and teaching that is based on a good understanding of language in general and the English language in particular.

### **Educational Objectives, KPIs, and Criteria: Other Academic Programs**

#### Developmental Education: Writing

1. Students will demonstrate preparedness for subsequent course (e.g., ENG 095 or ENG 101).

##### *Key Performance Indicators and Criteria:*

- 90% of ENG 090 students will pass the exit exam and become eligible to take ENG 095; 85% of ENG 095 students will pass the exit exam and become eligible for ENG 101.
2. Students will demonstrate rhetorical knowledge.

##### *Key Performance Indicators and Criteria:*

- 85% of ENG 090 students will demonstrate rhetorical knowledge at the midrange (3) of the five-place writing assessment rubric; 85% of ENG 095 students will demonstrate such knowledge at the middle range and above (3-4).
3. Students will demonstrate control of written language.

##### *Key Performance Indicators and Criteria:*

- 85% of ENG 090 students will demonstrate control of written language at the midrange (3) of the five-place writing assessment rubric; 85% of ENG 095 students will demonstrate such knowledge at the middle range and above (3-4).

### Developmental Education: Reading

1. Students will demonstrate the ability to apply an active reading process by choosing appropriate strategies that develop vocabulary and enable both comprehension and critical analysis of ideas in texts.
2. Students will demonstrate the ability to construct meaning from text by making connections with their own knowledge and experience.
3. Students will demonstrate the ability to apply reading to learn strategies in various disciplines.

*Key Performance Indicator and Criterion:*

- 75% of students who take the ENR 095 final exam will score at the “average” or “above average” level.

### General Education (Writing and Literature):

1. Students will demonstrate the ability to critically discuss the literary and/or cultural values of a representative body of creative works.

*Key Performance Indicator and Criterion:*

- 60% of ENG 211 and 212 will score a 2 on a 3-point scoring rubric used to evaluate relevant final-exam question(s).
2. Students will demonstrate rhetorical knowledge; critical thinking, reading, and writing abilities; and control of written language conventions.

*Key Performance Indicator and Criterion:*

- 60% of ENG 102 students will score a 2 on a 3-point scoring rubric used to evaluate final research-based essays.

### Writing Center

1. Students will be able to demonstrate an awareness of the intended audience for, the purpose of, and the assumptions that inform their writing projects.

*Key Performance Indicator and Criterion:*

- 80% of students videotaped during Writing Center sessions will score “competent” or “accomplished” on each of the three areas identified in this learning objective.
2. Students will be able to identify at least one point learned during a tutoring session about their writing.

*Key Performance Indicators and Criteria:*

- 90% of students videotaped during Writing Center sessions will be able to identify one point learned.
  - 80% of Tutoring Session Summary forms will indicate that students have been able to identify one point learned.
3. Students who tutor in the Writing Center will apply tutoring pedagogy to their sessions.

*Key Performance Indicator and Criterion:*

- 75% of tutors observed during a tutoring session will score “average” or above average” on each point of the rubric.

### **Anticipated Results and Use of Results**

With respect to planning objectives, the Department expects to meet all stated non-budget goals. Achieving objectives that require external funds will be harder to meet, as those funds generally come from the Provost or Dean and must be shared by many reporting units. Any results from initiatives spelled out in this plan will be used to improve curricula and/or support faculty, staff, and students.

Faculty representatives of all individual academic programs expect students to achieve the stated learning objectives at the above-average level (ranging from 60%-85%) and to use results to revise assessment methods, improve programs and courses, and support on-going professional development of faculty.

### **Environmental Scan (Visible Strengths and Weaknesses)**

Strengths: Because we are a large department, we have a relatively large and diverse group of people who can share the responsibility for making sure that we meet our non-budget planning objectives. Additionally, we are

already supporting many activities that will help us meet long-term goals (e.g., professional development, academic enrichment, curricular review). Finally, most of our faculty members are already actively involved in assessing their various programs and using the results to improve programs and curricula.

Weaknesses: Along with other University constituencies, we recognize the challenges involved in recruiting faculty and students from diverse backgrounds to ECU. An environment that supports diversity isn't always enough to inspire talented members of diverse groups to take positions at a regional university in a small city.

Though helpful in many ways, the current Banner system also challenges our assessment efforts. At present, for example, we are unable to get lists of current students in particular major tracks and, thus, have difficulty assessing enrollment trends and targeting program-level assessment efforts.

Finally, we recognize the challenges we face advocating for budget items in a time of decreasing financial support for Kentucky universities. Our ability to secure funding for needed technology, scholarships, and research-related reassigned time/grants is not helped by the fact that we do not yet have a permanent chairperson to mount a sustained campaign for increased funding from the College and University.