

# Assessment Report 2004-2005

## Department of English

### **ASSESSMENT PLANNING AND PROJECTS**

Overall, from 2001 on, the English Department faculty has been proactive in educating ourselves about program assessment as well as designing assessment activities that will work for our discipline. In 2002, we formed a Departmental Assessment Committee (DAC) that has been coordinating these efforts; faculty members rotate on it and coordinate with other program committees depending on what the assessment focus is for that year. The Department Chair, Associate Chair, and DAC carefully consider how best to assess all programs in our Department in a range of appropriate ways; in relation to GEC, the major, our location, the graduate program, and the strategic plan; and in order to develop collaborative behaviors and strategies that will benefit students' learning. As will be evident from the assessment grid that we have provided, the English Department has committed itself to assessing 1-2 areas of our programs each year on a rotating basis. In the academic year 2004-2005, our assessment efforts were largely directed at our graduate program, which we began to assess in Spring 2004, and at the implementation of changes decided upon in 2003-2004 (see bolded statements). At this point the largest challenges we have identified in continuing to develop assessment are a) finding ways to conduct meaningful assessment without disproportionately affecting workload; and b) continuing to fund our more substantive efforts to improve pedagogical effectiveness.

### **UNDERGRADUATE MAJOR AND PROGRAM**

#### ***Student Learning Outcomes : Questions 1, 2, 3***

As articulated in the English Department's Mission Statement and Strategic Plan, (adopted in 2003) and available for faculty on the Department website at [www.english.hawaii.edu/users](http://www.english.hawaii.edu/users) , the student learning outcomes of an Undergraduate English Program are twofold: 1) students "develop advanced skills as readers, writers, and interpreters of texts across a variety of genres and rhetorical situations"; and 2) students recognize "Hawai'i's geographic and cultural location in the Pacific as part of a challenging program in literary and cultural studies, English language studies, composition and rhetoric, and creative writing." Our program enables our majors to fully partake of civic, cultural professional, and graduate-school challenges and opportunities, and to contribute significantly to their communities and the larger society after graduation.

In order to achieve these student learning outcomes for our undergraduate majors, the Department has developed a carefully planned curriculum that builds, expands, and refines our students' skills in reading, writing, and analysis from the lower- to the upper-division levels. As the only department currently responsible for teaching the "Foundation in Written Communications" requirement of the Mānoa General Education Core, our Department provides a coherent curriculum across its English 100 offerings which introduce UH students to the practices and challenges of academic discourse and research. To that end, the English Department at UHM took the lead in articulating 8 specific learning goals that govern the teaching of English 100 throughout the entire UH system. These learning goals are appended to this document and available online on the

Mānoa Writing Program website at [http://mwp01.mwp.hawaii.edu/wr\\_policy.pdf](http://mwp01.mwp.hawaii.edu/wr_policy.pdf). Our 200-level Introduction to Literature Program not only expands upon the skills developed in first-year writing courses, but introduces students to the analytic and interpretive challenges of reading and writing about literature. Because of the Department's longstanding commitment to developing skills in reading, writing, and analysis, we voted to make all ILP courses (as of Fall 2006) fulfill the "Writing Intensive" Focus requirement of the General Education Core.

At the 300-400 level, the English Department offers an undergraduate major with informal emphases in American, British, and Pacific Literatures in English; Rhetoric and Composition; Creative Writing and ethnic American Literatures. We have carefully designed major requirements to ensure breadth of field, historical breadth, and intensive study of at least one major author. Our 300-level courses introduce students to the research methods and critical discourse that are the hallmarks of our advanced, research-based and Writing-Intensive 400-level "studies in" courses. We require two upper-division courses that fulfill specific and crucial roles in the preparation of English majors: a 300-level Introduction to English Studies—where learning about methodologies and critical approaches goes hand in hand with strengthening analytical writing skills—and a Single Author course, where students have an opportunity for in-depth exploration and critical understanding. To make sure that our students are able to progress through the English major in a timely and logical fashion, all faculty members take responsibility for advising 10-12 majors and minors every semester before registration begins. Moreover, we have a set of pre-requisites that offers students a broad choice of classes while at the same time sequencing courses so that student skills and disciplinary knowledge can be expanded and refined. By assigning critical papers and consistently providing writing-intensive training at all levels of our curriculum, we are able to both nurture and monitor English majors' acquisition of our stated learning outcomes.

***Methodologies: Questions 4, 5***

Because we understand that assessment is an ongoing challenge and that within our graduate and undergraduate programs we seek to achieve a range of goals, the English Department has a preference for multiple assessment approaches and instruments. Some are perceptual/attitudinal indicators (student "exit" surveys, students' evaluations of courses and teachers; questionnaires for faculty, students, and alumni); others are performance indicators (graduation rates; assessment embedded in individual courses; internships; reading of portfolios; evaluation of theses by faculty inside and outside of Department); others are indicators of faculty and student awareness of learning goals and methods to achieve them (articulation of learning goals in syllabi and program descriptions).

***Assessment Activities 04-05 data collected, population, time frame, size of sample, assessors, pedagogical and policy changes, implementation: see Table and Short Narratives.***

***General Education Assessment Within the Major: Question 6***

English majors are introduced to the information-accessing and processing methods of the diverse field of English Studies through the required course English 320: Introduction to English Studies which familiarizes students with the array of traditional library and on-line resources important to the critical study of the areas that comprise contemporary English Studies. A portfolio-based assessment of this key course was conducted in

spring 2003 to examine both the degree to which students were achieving the stated learning outcomes for the course and the consistency in grading among instructors. Please see the accompanying assessment grid for more details. Our 400-level courses allow students to practice and hone the research skills required in English 320. Most of our 400-level courses consist of a rotating set of "studies in" courses which, over the course of 2 years, cover the many aspects of English Studies. We require that these courses all be offered as "writing intensive" and that they include a substantial research project.

The English Department's most obvious commitment to the General Education core is through our English 100 classes and the high number of "Writing Intensive" courses we offer for both majors and non-majors; during the last academic year, 1513 students took our First Year Writing offerings, and 1025 students enrolled in our WI courses. We are also increasingly concerned to offer courses in our major that fulfill the other Focus requirements. In the academic year 2004-2005, 216 students took classes in our Department with an E designation; 185 students fulfilled their H Focus designation in our courses; and another 42 students enrolled in upper-division English classes with an O Focus.

A recent report from the GEC office shows that we are fulfilling our obligation to majors and the campus; we point out here that we are doing so within a larger framework that affirms the GEC goals. At one level, most English classes, insofar as they inherently engage issues of representation and deal with ethical issues complement and enrich those courses that do have E designations. In addition, many of our courses that are not proposed for the O designation, nonetheless are conducted by way of both large and small group discussion, and often include at least one oral presentation. While our curriculum includes a small but growing set of courses that Focus on Hawaiian, Asia-Pacific Issues, we are cognizant as a Department that our offerings in this area will necessarily be limited. Several of our H designated courses involve on-going collaborations and cross-listings with Departments such as Ethnic Studies, Maori Studies, and the Center for Pacific Island Studies. Moreover, we allow and encourage our majors to count one appropriate course towards the major that is offered in another department. As a result, students can simultaneously fulfill both major and General Education requirements. Both by offering courses specifically designed to fulfill the Focus requirements and by being aware of the ways that other courses in our major more generally contribute to those specific requirements, the English Department's curriculum supports and enforces the goals of the General Education Program.

## GRADUATE M.A. and PH.D. DEGREES

### ***Student Learning Outcomes: Questions 1, 2, and 3***

The English Department offers both the M.A. and the Ph.D. degrees. We currently have about 125 graduate students, about 75 in the Master's Program and 50 (of which 35-40 are active) in the Ph.D. While students in these two programs take many of their classes together, the two programs have very different purposes. The M.A. program is designed to give students a broad overview of the changing field of contemporary English Studies while also allowing them to work within an area of concentration of their own choice: Literary Studies in English, Composition and Rhetoric, Cultural Studies in Asia/Pacific, Creative Writing. Students take courses both within and outside their concentration. They are encouraged to explore the ways in which methodologies and assumptions are evolving in their own area of interest and how each part of English Studies is being affected by developments taking place throughout the discipline. Students in Creative Writing complete their M.A. with a creative thesis, which they are then asked to place, in their oral thesis defense, within the context of other works in the same genre. For students who choose other concentrations, the culmination of their studies is provided by their Master's project, in which they are encouraged to apply the theoretical and methodological perspectives of more than a single course to the study of a particular group of texts, to other forms of cultural production, or to a particular theoretical problem. To prepare methodologically, all M.A. students take two required courses. English 620: The Profession of English introduces students to the methods and questions germane to postgraduate study and to the historical development and current issues in the field. Students must also take at least one of the 625 alpha courses, which give them an overview of the specific methods as well as the critical problems and vocabularies of a given concentration.

Descriptions of all requirements in the M.A. and concentration descriptions are available in the Graduate Program in English Handbook given out to new students. An online version of the information in the handbook for faculty, as well as for current and prospective students can be found on our department website: <http://www.english.hawaii.edu/grad4.html>.

The Ph.D. program is intended for highly motivated students who have a clear sense of their own direction and who are likely to make a significant contribution to the field. Therefore, our admissions to the Ph.D. program each year are necessarily small and select. Ph.D. candidates are given a great deal of freedom to create an individualized program around their own interests and objectives. Students are required to take a small number of courses, both within the department and outside of it, but the focus of their study is determined by the students themselves in consultation with their advisors, and their preparation for their examinations takes place largely outside of class. The two principal formal requirements are the area exams and the dissertation.

The Area Exams serve as the culmination of the student's formal study in the program. Their purpose is to consolidate course work and independent study, to allow students to demonstrate a range and depth of knowledge appropriate to a prospective college teacher in the areas tested, and to give them an opportunity to demonstrate a command of the critical and scholarly skills required before proceeding to the dissertation. It is expected that the candidate's knowledge of an area will be sufficient for him or her to competently design and teach several *different* courses in that area. Nor should an area be defined exclusively around the candidate's own research interests: the student is

expected to demonstrate a familiarity with the full range of theoretical and methodological approaches to the areas he or she has chosen. The examination itself consists of a written component for each area, which will be evaluated by two different faculty members for each area, plus a final oral exam. Examiners are selected by the Graduate Program Director. The 90-minute oral examination is taken after the written requirement has been satisfied with about one half hour devoted to each area. The written exams or papers provide a basis for the oral examinations, but the content of the oral is not limited by them.

The dissertation should be an original inquiry into a significant problem in literature and other forms of cultural expression, or writing an original and substantive creative work, suitable for publication. Within those bounds, there is an infinite range of possible subjects and forms for the dissertation. Each student's progress towards completion of the dissertation will also be unique, but there are a certain number of steps that all candidates must go through. In addition to the Area Exams discussed above, students must work with the Graduate Program Director to select an appropriate committee, and they submit a 3-8 typed, double-spaced written prospectus, with an accompanying annotated bibliography or bibliographical essay on the topic to their Doctoral Committee. Students discuss the prospectus with the Doctoral Committee in a 90-minute Oral Comprehensive Examination as required by the Graduate Division regulations. At the end of the exam, the committee will either approve the topic and the commencement of the candidate's work on the dissertation or ask that the prospectus be revised.

The final step in the dissertation process is the doctoral defense, a 90-minute discussion with the Doctoral Committee which is advertised in department and University publications and which is open to all members of the campus community. The defense provides the opportunity for the candidate to summarize the intentions of the document submitted and to comment on its significance to the field. The committee asks questions about, comments on the strengths and weaknesses of, and discusses the larger implications of the project. At the conclusion of the defense, the committee will determine whether the candidate has successfully defended the project and whether the dissertation itself is acceptable in its current form or is in need of further revision.

Descriptions of all requirements in the Ph.D. program, as well as specific advice about how to prepare for the Area and Comprehensive Oral Examinations are available in the Graduate Program in English Handbook given out to new students. An online version of the information in the handbook for faculty, as well as for current and prospective students can be found on our department website:  
<http://www.english.hawaii.edu/grad5.html>

### ***Assessment of Graduate Student Progress: Question 5***

As is evident from the descriptions of the requirements for our M.A. and Ph.D. programs above, we carefully monitor our students' progress towards their degrees and their ability to effectively communicate both orally and in writing the relationship between their individual scholarship and the methods and existing knowledge of their chosen field of study as well as of the discipline as a whole.

There are no formal written examinations in our M.A. degree, although depending upon the material covered a professor could require a written exam as one part of the course work for a graduate seminar. The Ph.D. Area Exams do entail written examinations on three different areas. Students are given twenty-four hours to answer questions specific to a given area. Two faculty members are chosen by the Graduate Program Director to evaluate the student's comprehension of and proficiency at defining the area, delineating its historical and intellectual development as a field of inquiry, and placing the area within the larger context of English Studies as a whole. Students are also expected to demonstrate their ability to effectively use the stylistic conventions and citation format of the Modern Language Association.

One of the primary indicators of graduate students' acquisition of the skills necessary for the professional study and practice of advanced criticism and creative writing are the seminar papers and creative portfolios of work that we receive each semester as well as the culminating projects. These seminar papers and portfolios should represent a semester-long research or creative project. Seminar papers not only afford students with the opportunity to explore a critical problem in a scope appropriate for an article-length publication in a scholarly journal, they also often represent the beginnings of a critical interest that eventually leads to a compelling topic for a longer study.

M.A. projects and theses and Ph.D. dissertations constitute the culmination of our graduate degree programs. For this reason, we schedule oral discussions (M.A.) and defenses (Ph.D.) during which students present their work and are questioned by their readers on their research and/or creative works and asked to place that work within the broader context of English Studies. Although there is no formal requirement that graduate seminars require oral presentations, in practice the graduate faculty regularly integrate student presentations into their syllabi in order to prepare students for these final discussions of their work and to give them experience in a classroom setting. Moreover, our Ph.D. requirements build in both written and oral presentation of student work as part of the progression towards the degree. The faculty, then, has regular opportunities to give substantive feedback to students on both their written and oral performance and to work with students on improving these skills. At the end of formal exams, like the Area Exams and the Comprehensive Oral Examination, the faculty routinely assesses not just the individual performance of the student being tested but also frequently considers the overall abilities of our students as a whole and how the program might better address building specific skills or developing particular areas of the program. Thus there is a positive synergy between our assessment of particular students and our self-assessment of our graduate program.

***Disciplinary and Professional Contributions by Graduate Students: Question 6***

**Professional Conferences and Publications:** Students in each of the areas that comprise our graduate program (Literary Studies, Cultural Studies Asia/Pacific, Composition & Rhetoric, and Creative Writing) are encouraged to present their work at national, and international conferences. The list below includes top conferences in the various sub-disciplines (MLA, MELUS, CCCC, AWP respectively). Graduate students in English also regularly participate in UHM colloquia and readings.

**Disclaimer: We did not elicit information for the following lists of conference presentations and publications; by their very nature, these lists are incomplete. We request that this information be not released on the web or other public site without previous consultation with the Department Chair or Associate Chair.**

### **During 2004-2005:**

Tia Ballantine, Brent Fujinaka, Maile Gresham, Lisa Ottiger, Tammy Pavich, Leah Saffold read at the **Association of Writing Programs (AWP) conference** in Vancouver (March 2005)

Kathleen Cassity, Jill Dahlman, Robin Tasaki presented in March 2005 at the **Conference on College Composition and Communication (CCCC)**. Another panel of theirs has been accepted for the 2006 CCCC.

Tim Denevi, M.A. candidate, gave a paper at the 22<sup>nd</sup> **Annual Conference of the Sports Literature Association** (Ames, Iowa, June 23-26, 2005)

Clint Frakes, Ph.D. candidate, gave a paper at the **36th Annual Northeast Modern Language Association Convention** (Cambridge, MA, March 31-April 3, 2005).

Ku'ualooha Ho'omanawanui, Ph.D. candidate, had a paper accepted at the **American Folklore Society** meeting (October 2004), but could not attend; she gave a paper at **The Language of the Land** conference in Honolulu (August 2005).

Georganne Nordstrom, Ph.D. candidate, gave a paper at the 5<sup>th</sup> **International Conference on Diversity in Organizations, Communities, and Nations in Beijing** (June 2005)

Steven Tanaka, Ph.D. candidate, presented a paper at the **Society for the Study of Multi-Ethnic Literatures of the United States (MELUS)** in Chicago (April 2005).

### **Known acceptances for 2005-2006:**

Kathleen Cassity, Jill Dahlman, Robin Tasaki will present at the 2006 **Conference on College Composition and Communication (CCCC)**.

George T. Garneau, Ph.D. candidate, has had a paper accepted at the national conference of the **Modern Language Association** in December 2005.

Jolivette Mecnas and Georganne Nordstrom, Ph.D. candidates, will present at the 2006 **Conference on College Composition and Communication (CCCC)**.

### **RECENT PUBLICATIONS (2004-2005) OF ENGLISH DEPARTMENT GRADUATE STUDENTS (as known to the Department)**

TIA BALLANTINE (Ph.D. Spring 2005)

Poems published and forthcoming in *Living Water*, with poems titled "Riches," "Treason," "Lulu's Song," "Prayer," and "Remedy," *Poets' Canvas*, with poems titled "Prophecy Denied" and "Chronology" and *Midwest Quarterly*, with poems titled

"Fledgling" and "Force Fed"; also, she received a partial fellowship from the Vermont Studio Center.

KATHY CASSITY (Ph.D. Spring 2005)

An essay titled "Called to be Apart" in *The Sun*, a Chapel Hill magazine, a first-place short story winner titled "Butterfly" in an international competition for Anglo-Indian fiction, and two poems as well, titled "Diaspora" and "Chee Chee" in the anthology that followed titled ***Voices from the Verandah: An Anthology of Anglo-Indian Poetry***; an essay in a Pat Belanoff-edited collection from the University of Utah Press, ***Writing with Elbow***; an essay as foreword to a book of photography published in London called *Of Lives Between Lines*.

JILL DAHLMAN (M.A. graduate; Ph.D. candidate 2005)

Book review for ***Composition Forum***.

GALEA'I JACINTA (Ph.D. spring 2005)

poems in *Tinfish Net* and in ***Tinfish*** 15.

THEO GARNEAU (Ph.D. candidate)

Co-translated the short story, "A Mysterious Passenger" by Kong Bunchhoen, published in ***Mānoa*** v. 16, no.1. Also, awarded a Chancellor's research award in Spring 2003.

KU'UALOHA HO'OMANAWANUI (Ph.D. candidate)

Essay on Hawaiian Poetry in ***The Contemporary Pacific*** (2005). Translations of three of her poems and a critical essay appeared in the Italian journal ***Acoma: Rivista Internazionale di Studi Nordamericani*** 29-20 ( Primavera-Aututino 2004): 80-105. 2004 Ford Foundation Dissertation Fellowship.

INCORNATA INSERRA (M.A. graduate; Ph.D. candidate)

Critical introduction to a special issue on **Hawai'i in *Acoma: Rivista Internazionale di Studi Nordamericani*** 29-20 ( Primavera-Aututino 2004): 53-69. Co.editor of the issue.

EMELIHTER KIHLENG (M.A. candidate)

Poem titled "Micronesian Diasporas" in the journal *XPC: Cross Cultural Poetics*, and a poem titled "Sacrifice" in ***Tinfish***.

DAWN MORAI (Ph.D. candidate)

Essay titled "patriot acts" in ***Fugue***, no.28, Winter 2004-05.

JENNIFER ORME (Ph.D. candidate)

Book review for ***Marvels & Tales: Journal of Fairy-Tale Studies***

LEIGH SAFFOLD (M.A. candidate)

Co-edited the 2004 issue of ***Mānoa*** titled *Jungle Planet*.

DANIEL WALKER (Ph.D. candidate)

An article titled "Going After Scientism" accepted by the journal ***Extrapolation***, which publishes on science fiction.

IDA YOSHINAGA

Essay in ***Chain*** #11, entitled "Public Forms."

**Monitoring Post-Graduate Professional Activities: Question 7.**

From Spring 2001 to the present, we have graduated 65 MAs (17 in 04-05) and 9 Ph.D.s (5 in 04-05). Of our M.A. graduates, a third teach in high-school or community colleges, a third continue into a Ph.D. program; and a third go into businesses or Law degrees. Going further back, since December 1990, we have 214 M.A. graduates. Overall we have graduated 32 Ph.D.s.

The list below reports on the professional status of 31 of our Ph.D. graduates, most of whom are employed in the field of higher education within Hawai'i and the USA, and in foreign countries (Canada, China, Ghana, Kenya, Korea, Sri Lanka, Taiwan, Thailand).

**STATUS LIST: PHD GRADUATES / Fall 2004 (rev. 2/05)**

<b>Name</b>	<b>Date of Graduation</b>	<b>Position and/or Title</b>
Clifford Ames	1995	Professor, Okanagan University College, BC, Canada
Patricia Angley	1998	Associate Professor, English, University of Central Florida
Tia Ballantine	2005	Assistant Professor, Honors Program, UH-M (on the job market this year).
Steven Bradbury	1997	Professor, National Central University, Taiwan
Kathleen Cassity	2005	Assistant Professor and Director of Composition at Hawai'i Pacific University, Honolulu
Carina Chotirawe	1995	Professor, English, Chulalongkorn U., Thailand
David Dzaka	2001	Assistant Professor, Messiah College OH (since returned to teach at a college in Ghana)
Roxanne Fand	1995	Assistant Professor, English, UH-M
Mike Fassiotto	1992	Dean, Chaminade University
Jacinta Galea'i	2005	Teacher at Farrington High School and Member of the GEARUP Team at UH-M; (on the job market this year).
Judith Gross	1995	Teacher, high school, Schenectady NY
Neil Gustafson	1995	Teacher, Journalism, Eugene OR
Mark Lawhorn	2000	Instructor, Kapiolani Community College
Lanning Lee	1992	Learning Resource Specialist, UH-M
Wesley Lucas	2004	Lecturer, English, UH-M
Kristin McAndrews	1996	Assistant Professor, English, UH-M

Linda Middleton	1993	Assistant Professor, English, UH-M
Shelley Nishimura	2004	Instructor, English, Hawaii Pacific University
Gary Pak	1997	Associate Professor, English, UH-M
Mark Panek	2004	Assistant Professor, English, UH-Hilo
Anne Panning	1997	Associate Professor, SUNY at Brockport
Jerry Saviano	1997	Instructor, Honolulu Community College
Moonsu Shin	1994	Professor, Seoul National University, Korea
Leslie St. Martin	1996	Professor, College of the Campus CA
Charles Tunai	2004	Assistant Professor, Kenyatta University, Kenya
Samrat Upadhyay	1999	Assistant Professor, Indiana University
Gabrielle Welford	2003	Instructor, Waldorf Schools, Honolulu
Carmen Wickramagamage	1994	Professor, English, U of Peradeniya, SriLanka
Houston Wood	1996	Associate Professor, English, Hawai'i Pacific University
Ning Ning Yang	1996	Computer software company, Shanghai
Joanna Yin	1995	Lecturer, UH-M

***Population Covered; Assessment Results & Program Decisions: Questions 4 & 8.***

***For the assessment activities conducted in 2004-2005 and the decisions/changes they resulted in see Table and Short Narratives.***

***Supporting documents for our 2004-2005 Assessment Report are available upon request.***