English Department
Academic Program Review
Self Study Report

Fall 2009-Spring 2016

York College
The City University of New York

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by

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The Academic Program Review (APR) for the Department of English is a comprehensive overview of the Department, the programs, majors, minors and general education courses offered by the three programs within it. The Department offers majors in English and Journalism. Minors are offered in English, Journalism, and Creative Writing. The English Department also administers the York College Writing Program, which includes the Writing Center and the Writing Across the Curriculum Program. In addition, the Department offers General Education courses in the following categories: English Composition, Creative Expression, World Cultures and Global Issues, U.S. and Its Diversity, and the College Option.

This Academic Program Review is the collaborative result of many of the full-time faculty members and the staff of the English Department. Members of the Department Assessment committee were responsible for development of individual sections and analyzing and compiling data, which was collected and prepared by the York College Office of Institutional Research, Kelly Josephs, Phebe Kirkham, and Heather Robinson. The Assessment Committee consisted of the following faculty: Matthew Garley, Jonathan Hall, William Hughes, Shereen Inayatulla, Kelly Josephs, Phebe Kirkham, Patricia Milanes, Heather Robinson, and Andrea Silva. The Journalism faculty members - William Hughes, Glenn Lewis, Thomas Moore, and Claire Serant - provided information on the Journalism program and assessment. Co-chairs Kelly Josephs and Heather Robinson managed information collection and compiling and drafted the final document. Department Chair, Linda Grasso, edited and commented on the full APR, and Matthew Corcoran proofread it.

This document reflects the various components of all programs, including curriculum, learning outcomes and assessment, co- and extra-curricular activities, and student support. The document also makes note of several other resources (including syllabi, classroom observations, budgets, individual faculty Student Evaluation Teaching Effectiveness) which are archived in the main office of the Department of English.

I. OVERVIEW OF THE DEPARTMENT OF ENGLISH

A. Mission

1. The English Department

The Department of English offers students opportunities to enrich their lives with courses in literature, writing, rhetoric, language, and journalism. We aim to serve the needs of all students by developing their abilities to write for college, for professional work, and for their lives as citizens, and by preparing them to understand and to write on academic topics in their major disciplines.

Faculty scholarship is an integral part of the English Department mission, and we are committed to fostering a collegial, supportive, and collaborative intellectual environment. Students are best served by faculty who are actively contributing to the production and advancement of knowledge, and thus can guide students in their coursework and mentor them in their own research aspirations in directions that are relevant to the present and the future.

This overall mission takes concrete form through our majors in English and Journalism; through our minors in English, Creative Writing, and Journalism; through our courses that support the college's general education requirements; and through the Writing Program, which serves the entire campus with first-year and junior-year writing courses, with Writing Across the Curriculum, and with the Writing Center. In what follows we define our mission more specifically in each of these areas.

2. The English Major and English Minor

English majors have a choice of two emphases: in Literature, or in Writing, Rhetoric, and Language. We also offer minors in English and in Creative Writing.

a. Literature

We are committed to fostering our students' capacity for deep reading and to increasing their understanding of the power and beauty of literary works. We enable students to analyze and critique literature with insight and interpretive power and to communicate their ideas about literature effectively in writing. We want our students to recognize how literature illuminates the human condition, expands their capacity for sympathy, and inspires them to respond significantly and powerfully to their local and global communities.

b. Writing, Rhetoric, and Language

- Writing

We encourage and teach students to develop expressive techniques and abilities with which to succeed in creative, professional, and civic writing. We provide them the means to serve as a voice for themselves, their communities, and humankind.

- Rhetoric

Through study of the uses and effects of language in various contexts and historical periods, we are committed to helping students gain a rhetorical awareness of how writers and speakers have structured their written and spoken discourse to reflect their goals and beliefs. Through guided practice, we assist students in developing rhetorical capabilities that will enable them to influence debate in the various communities that they will participate in throughout their academic, professional, and civic lives.

- Language

We teach students sociolinguistic theory and the history of English to help them explore where their own language fits in the complex linguistic landscape of the United States and beyond.

c. The English Minor

The goals of the English minor are the same as those articulated for the major, but adjusted to meet the needs of students who are majoring in another subject.

d. The Creative Writing Minor

The Creative Writing Minor provides aspiring student writers with introductory and advanced instruction in literary techniques necessary for writing poetry, fiction, stage drama, and other genres, and encourages the practice of sustained, deep revision. The goal of the minor is to guide students in developing their literary abilities and artistic sensibilities through the practice of creative writing.

3. The Journalism Major and Journalism Minor

a. The Journalism Major

The Journalism Major aims to give students the broad range of knowledge, skills, and techniques needed to succeed as journalists in print, broadcast and online media. We aim to prepare students to work in digital media and more sensitive local news coverage without ignoring the heightened demand for strong, traditional journalistic writing and reporting practices. We teach our students to navigate the complex legal, ethical, and cultural issues involved in reporting the news. Our journalism offerings help students to sharpen the analytical and critical thinking skills that they need to effectively evaluate news and societal issues for their

audiences. Our goal is to provide students with the journalistic skills and training to enrich their communities, nation, and the world.

b. The Journalism Minor

The Journalism Minor is designed to encourage students who have an interest in media and journalism, but are majoring in other areas, to pursue these fields while at York.

4. The Writing Program

The Writing Program is housed in the English Department, but its mandate is to serve the entire campus community. We are a coordinated program with three interrelated components:

- The Writing Program is responsible for the teaching of the college's general education writing courses, conceiving and implementing a unified pedagogical vision across multiple sections, and providing professional development opportunities to both full-time and part-time faculty. The Writing Program seeks to prepare students to read and produce reflective and argumentative writing that is supported by engagement with textual evidence. We introduce students to the writing conventions of different genres and academic disciplines, and to scholarly research, helping them to develop an awareness of themselves as members of an academic community.

- The Writing Across the Curriculum Program promotes a culture of writing and supports best practices in the teaching of writing at all levels and in all disciplines in the college. We seek to ensure a coherent and effective sequence of writing instruction by coordinating writing intensive courses in all majors, consulting with departments and individual faculty on curricular development and writing assessment projects, and offering faculty development opportunities to improve writing pedagogy.

- The Writing Center provides tutoring services and workshops to support students at all levels in improving their writing.

5. General Education and Specialized Writing Courses

In addition to the required writing courses, the English Department contributes to the college's general education program by offering courses that are of interest not only to our own majors but to non-majors as well, including courses in creative writing, American and world literature and language, business writing, digital composition, social justice journalism, and special topics courses.

Across our two majors, 3 minors, and the writing program, the Department strives to uphold the mission and vision of York College (see Appendix A). As a result of the last Academic Program Review (APR) in 2009, the English Department developed a mission statement. Now, the next

step is to renew the Vision Statement for the Department as a whole (as well as its majors, minors, and programs) to reflect the most current vision of the college and the university.

B. Governance Structure

1. Department

The English Department is organized according to the needs of a large department housing two programs as well as according to the CUNY By-laws, the PSC-CUNY Contract, various University-wide memoranda, and the York College Charter. The Department's full-time faculty is active within the English Department as well as throughout York College and the City University of New York. The Department offers two majors: English and Journalism. In addition to the English Department Chair, the English Department functions with faculty leadership in several other roles:
- Deputy Chair (3 hr/semester)
- Journalism Program Director (3 hr/semester)
- Writing Course Coordinator (3 hr/semester)
- Faculty Advisor for Pandora's Box, York's student newspaper (4 hr/semester)
- Writing Program Director (4 hr/semester)
- Writing Center Faculty Director (3 hr/semester)
- WAC Coordinator, Writing Intensive Courses (3 hr/semester)
- WAC Coordinator, CUNY WAC Fellows (3 hr/semester)

In Summer 2011, the English Department assumed responsibility for the College-Wide Writing Program and the Writing Across the Curriculum Program. These two campus-wide support structures were incorporated into a newly-formed Writing Program, alongside the Writing Center and the General Education courses that the English Department had traditionally offered. As such, the English Department is now responsible for several campus wide, writing-focused initiatives, which support the mission and the curricular mandates of the entire college. All descriptions of faculty workload in the English Department must be thus viewed through a dual lens. Not only does the Department offer courses in two of the School of Arts and Sciences' larger majors, but it also provides instruction and faculty support for several required courses that all York students must complete in order to graduate. Additionally, the Writing Center serves students in all majors, and, recently, the Faculty Director of the Writing Center has been given responsibility for all tutor training at the College, including training for tutors in the Academic Achievement Center and all departmental tutoring locations (Chemistry, Mathematics, etc.).

The current organization of the Writing Program and other reassigned time roles within the English Department is shown in Figure 1 below.

tutoring hours, etc. were kept on paper. This year, after considering various in-house and online options, we settled on wconline.com as a solution that was efficient, economical, and easy to use for students, tutors, and administrators. For the first time students can make appointments online, as opposed to physically going to the Center (though they can use dedicated appointment computers there if they prefer). Tutors can see at a glance when they have sessions scheduled. Using wconline, administrators can easily track tutors, students, courses, and other information. We now have the capability to download the information about which students are using our services and then formulate queries based on this information that can be processed via institutional research. This will greatly enhance our assessment capabilities for the Writing Center, as we can ask questions about who is using our services (student grade point averages, demographic breakdown, majors, specific courses, etc.). Once we have collected a full year of data, we will begin the process of querying York student data to help with assessment and operations.

York Tutoring Professional Development Series: Previously the Writing Center did not have a formal training regime–tutors "shadowed" experienced tutors when they were first hired, which is a useful practice that will continue. But tutors also require more focused and theoretically-backed training. We took as a model the International Tutor Training program sponsored by the College Reading and Learning Association (CRLA). CRLA Training requires a minimum of 10 hours of training sessions focused on specific tutoring topics. Programs that implement this type of training program may submit documents supporting an application for certification as a Level I training program, and, once approved, may provide CRLA certificates to tutors who successfully complete the training program. We are currently submitting our application to the CRLA. Working with the CUE Director, Cynthia Haller, and the Provost, we have now secured a $1 per hour raise in pay for consultants who have completed the certification. We will also raise the starting wage from $10.99 to $12 per hour starting in September 2016.

WAC Fellows and the Training Sessions: As for the training sessions themselves, they were developed by the Writing Across the Curriculum (WAC) fellows, advanced CUNY graduate students who are assigned to York. Under the supervision of the current Writing Center Director, Jonathan Hall, the fellows are working as tutors themselves, and are also collaboratively developing and presenting various aspects of the training sessions.

ESL tutoring: The Writing Center has participated in a new initiative, along with the CLIP program, the summer immersion program, and the faculty who teach ESL courses, to aid second language students who are failing the CAT-W exam multiple times, and who therefore cannot enter mainstream classes at the college. All involved agreed that these students do not need yet another test prep session, but rather attention to their underlying needs. Students with basic language issues will work with faculty and with an ESL tutor. Students with primarily writing issues, the Writing Center tutors will be involved, and they will receive specialized training for the task. The Writing Center will also be involved in a mentoring program in which successful ESL students volunteer to mentor students who are struggling; the WC tutors will help to mentor the mentors.

4. Needs

Reassigned Time for Expanding College-Wide Responsibilities. Under Dr. Haller's and Dr. Hall's leadership, the tutor training has been provided not only to the Writing Center tutors, but also to those in the Academic Achievement Center, and there are plans to include department-based tutors as well next year. This is a good thing, as basic tutoring principles are transferable across disciplines and all tutors require training. It is also in keeping with the mission of the

Writing Program as a campus-wide program that is housed in the English Department for administrative purposes. However, this growing responsibility for the Writing Center Faculty Director has expanded that role beyond strictly the Writing Center and indeed beyond writing per se. This is another example of the ways in which English Department faculty fulfill campus-wide responsibilities, and expanded roles should be reflected in expanded reassigned time and other resources.

Computers for each tutoring table in the Writing Center. Wconline.com contains additional capabilities that we are currently unable to use because we do not have computers on each of the tutoring tables. This is a key technological need that will help students, tutors, and administrators capture more information about tutoring sessions in a form that is more useful than the current paper system. Once we are able to record topics discussed and other information from the session using an online version of the current paper form discussed in #1 above, we will have much more specific information for assessment and training purposes. In addition, we will be able to have students complete surveys about their Writing Center experience online–currently we are also doing this on paper.

Expanded ESL Tutoring. Currently there is one ESL tutor at the college; this tutor works in the Academic Achievement Center. We are planning next year to move ESL tutoring to a newly-created dedicated ESL area in the Writing Center, with books, software, etc. useful to both consultants and clients. We are also working, as part of the training program, to give all tutors a basic background in second language writing issues, since multi-lingual students are an important part of York's student population. In the future, we would also like to secure funding for dedicated ESL tutoring in the Writing Center.

C. Demographic Trends

Official figures provided by the Office of Institutional Research provide insights into the demographic makeup of the student population of the English Department and its programs, which are both diverse and changing. In addition to these figures, the English Department Assessment Committee, with the help of department faculty, devised and conducted a student survey in February 2016. This survey, which asked open-ended questions about how students identify in terms of gender, race, and ethnicity, as well as what languages students speak, provided additional granular, detailed, and meaningful results, indicating a number of important regional and linguistic affiliations for current students in the department.

The York College figures include all 204 students whose first major is English, Journalism, or English Teacher Education, as well as historical data beginning in Fall 2010, which allows for limited diachronic comparison. In the department, 60 responses were collected in the student survey, which included 41(of 108) English majors, 12 (of 18) English Teacher Education majors, and 2 (of 78) Journalism Majors, as well as 5 students with majors outside of the department, and one English minor. The full student survey is included in Appendix K.

1. Gender

a. College-wide

Per official statistics from the CUNY Office of Institutional Research and Assessment, which uses a binary measure for gender data, the enrollment at York College as a whole in Fall 2014 was roughly 65% female and 35% male.

b. English Department, York College Statistics (first majors only)

Fall 2010	All majors, number	All majors, percent of total
Men	59	24.0%
Women	187	76.0%
Total	246	100.0%

Spring 2015	All majors, number	All majors, percent of total
Men	49	24.0%
Women	155	76.0%
Total	204	100.0%

Despite overall enrollment decreasing from 2010 to 2015, the proportion of male to female students has remained almost exactly the same. English, Journalism, and English Teacher Education statistics are combined because English and Journalism are very similar in terms of gender pattern, and in Fall 2015, only 18 Teacher Education majors were in the department.

c. English Department, Student Survey

Of the 60 responses to the student survey, 44 (73.3%) identified as 'woman' or 'female', 15 (25.0%) identified as 'male', and 1 (1.7%) wrote 'yes'. While the survey broadly confirmed the proportion of students who identify as male and female, future surveys and university and college research should consider being inclusive of non-binary and other gender identities.

2. Race and Ethnicity

a. College-wide:

York College, Fall 2014	Number	Percent of total
American Indian/Alaska Native	70	0.8%
Asian/Pacific Islander	2309	27.2%
Black, Non-Hispanic	3747	44.1%
Hispanic	1723	20.3%
White, Non-Hispanic	644	7.6%
Total	8493	100%

b. English Department, York College Statistics (first majors only)

Fall 2010	Number	Percent of total
American Indian/Alaska Native	0	0%
Asian/Pacific Islander	33	13.4%

Black, Non-Hispanic	150	61.0%
Hispanic	44	17.9%
White, Non-Hispanic	19	7.7%
Total	246	100%

Spring 2015	Number	Percent of total
American Indian/Alaska Native	1	0.5%
Asian/Pacific Islander	39	19.1%
Black, Non-Hispanic	114	55.9%
Hispanic	46	22.5%
White, Non-Hispanic	4	2.0%
Total	204	

Comparison between the departmental and college-wide statistics shows that the Department largely has comparable ethnic proportions to the college as a whole. However, the diachronic data from 2010 through 2015 show several interesting trends, led by populations in the English and English Teacher Education majors, and quite dramatic when broken down by major.

In the English major, from Fall 2010 to Spring 2015, the proportion of students in the Asian/Pacific Islander and Hispanic categories roughly doubled from 10.4% to 20.4% (Asian/Pacific Islander students) and from 11.3 to 23.1% (Hispanic students). The proportion of non-Hispanic Black students and non-Hispanic White students decreased commensurately.

Contraction of enrollment numbers in the English Teacher Education program seems to have primarily affected the number of non-Hispanic Black students in the program, which declined from 67.5% of the program's students to 38.9%.

Contraction of enrollment numbers in the Journalism program has affected the number of Asian/Pacific Islander, Hispanic, and non-Hispanic White students in the program, which all declined by a greater margin than the number of non-Hispanic Black students in the Journalism program.

Care should be taken in interpreting results in individual majors, as the number of students in English Teacher Education and Journalism give rise to the possibility of random effects skewing the interpretations.

c. Student Survey

Of the 60 respondents to the student survey, 53 self-identified race, ethnicity, or both.

Of these 53,

> 7 (13%) identify as 'Asian' or 'South Asian', or both
> 27 (51%) identify as 'Black', 'African American', or both
> 11 (21%) identify as 'Hispanic', 'Latina/o', or both
> 2 (4%) identify as 'White', 'Caucasian', or both.

20 (38%) identified with a general or specific Caribbean race or ethnicity (only the most specific designation given was recorded here)--designations included Guyanese, Dominican, Jamaican,

Haitian, Puerto Rican, and Trinidadian. Two additional students who did not answer the race/ethnicity questions identified as speaking Creole languages.

4 (8%) identified with a specific South or Central American race or ethnicity--designations included Honduran, Colombian, Ecuadorian, and Panamanian.

5 (9%) identified with a specific Asian or South Asian race or ethnicity--designations included Bengali and South Korean.

Results from the student survey reveal the superdiversity of the Department's student population, including regional and national affiliations which standard racial and ethnic categories fail to reveal.

3. Language

The departmental student survey also requested specific information about language not provided by the Office of Institutional Research. The survey asked students which languages they spoke, and where. 27/60 (45%) reported speaking at least one language other than English. 11 students (18.3%) reported using Spanish, and another 11 reported using Creole or Patois languages (e.g. Jamaican Patois, Haitian Creole, Grenadian Creole). Some students reported these as 'broken English', e.g. 'Guyanese broken English', a derogatory term which suggests that there is an ongoing opportunity for the English Department to raise awareness of the validity, logic, and value of diverse non-standard language varieties.

A variety of other established world languages, like Arabic, French, Bengali, and Korean, are also represented among our English majors, highlighting the Department's superdiversity.

4. Demographic recommendations

While the English Department already offers some classes which leverage and speak to the student body's unique diversity, many students indicated on the survey a desire for more courses with topics related to specific aspects of diverse cultural experience. This could be handled through the introduction of new courses and by encouraging the selection of culturally diverse literatures, readings, and perspectives for existing courses.

Furthermore, several students indicated interest in new English Department courses, such as the following:
> 15 students asked for courses with underrepresented or minoritized focuses:
>> 4 expressed a general wish for more diversity in course subject matter
>> 3 for courses in black literatures
>> 2 for courses in gender/sexuality
>> 2 for courses in feminist/women's literatures
>> 3 for (more) courses in Caribbean/West Indian literatures
>> 1 for (more) courses in World Englishes
> 10 students asked for more courses in creative writing/writing for publication: 10

8 for courses in pop culture
3 for courses in the literary and linguistic analysis of music
2 specifically for courses in hip hop
1 for courses in film
4 for (more) courses in grammar/syntax/basic English
2 for courses in religious literature
2 for writing for business/resumes
2 for courses in 21st century literatures
2 for (more) courses in poetry
1 for courses in English & The Law
1 for Greek mythology

Based on the interest that students express in learning more about the literatures of under-represented or minoritized groups, we would also like to hire an Assistant Professor in Minoritized Literatures and Queer and Gender Studies. Hiring such a faculty member would respond to students' interests, and expand existing research expertise in the department in complementary ways.

V. STUDENT LEARNING AND ASSESSMENT

A. Grading

The table below presents grade distributions, by range, for General Education and Elective courses offered by the English Department from Fall 2010-Spring 2015. As the data show, most students in English Department courses earn B-range grades.

Table 10: Grade distribution chart

Fall 2010										
Course	A range	B range	C range	D range	F/FIN	INC	NC	Ws	Other	Total
ENG125	205	512	277	24	34	6	107	87	0	1252
ENG200	81	292	109	3	27	7	0	43	0	562
ENG electives	95	182	93	15	21	4	0	35	2	447
JOUR electives	11	74	30	3	5	5	0	4	0	132
WRIT 301/302/303	126	277	123	7	26	8	0	79	0	646
Spring 2011										
Course	A range	B range	C range	D range	F/FIN	INC	NC	Ws	Other	Total
ENG125	51	146	96	7	13	1	39	106	0	459
ENG200	140	388	167	27	67	9	0	54	0	852
ENG electives	102	174	104	17	19	4	0	30	0	450
JOUR electives	22	97	25	4	2	1	0	5	0	156
WRIT 301/302/303	119	339	113	7	20	3	0	59	0	660
Fall 2011										
Course	A range	B range	C range	D range	F/FIN	INC	NC	Ws	Other	Total
ENG125	161	460	318	21	15	4	87	70	0	1136
ENG200	100	291	134	21	35	2	0	46	0	629
ENG electives	70	133	89	8	11	3	0	7	2	323
JOUR electives	9	88	33	3	8	0	0	19	0	160
WRIT 301/302/303	144	287	131	16	19	4	0	63	2	666

Spring 2012									
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG125	50	124	129	16	7	3	32	58	0	419
ENG200	176	361	238	28	54	3	0	60	0	920
ENG electives	89	134	77	5	9	4	0	18	0	336
JOUR electives	13	66	37	10	5	0	0	7	0	138
WRIT 301/302/303	137	323	132	12	34	4	0	78	0	720

Fall 2012									
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG125	188	517	295	27	12	7	99	66	0	1211
ENG200	86	271	151	14	45	8	0	55	0	630
ENG electives	75	160	68	7	11	0	0	30	0	352
JOUR electives	16	90	38	7	1	0	0	8	0	160
WRIT 301/302/303	97	301	132	9	27	8	0	77	0	651

Spring 2013									
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG125	45	106	103	12	2	0	14	53	0	335
ENG200	184	417	203	32	51	0	0	47	0	934
ENG electives	79	165	61	5	14	0	0	21	0	345
JOUR electives	31	75	45	4	10	0	0	10	0	175
WRIT 301/302/303	146	323	142	22	28	0	0	63	0	724

Fall 2013									
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG 125/126	302	635	331	29	38	7	83	178	0	1603
ENG electives	157	102	40	12	1	0	0	20	17	349
JOUR electives	45	70	21	4	1	0	0	4	0	145
WRIT 301/302/303	136	468	111	26	1	0	0	45	0	787

Spring 2014									
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG 125/126	204	465	254	34	36	0	69	150	0	1212
ENG electives	156	140	52	0	13	0	0	25	0	386
JOUR electives	24	54	35	6	9	0	0	9	0	137
WRIT 301/302/303	147	457	143	10	17	0	0	70	0	835

Fall 2014										
Course	**A range**	**B range**	**C range**	**D range**	**F/FIN**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG 125/126	323	675	355	40	21	2	100	140	0	1656
ENG electives	85	146	63	1	13	1	0	28	0	337
JOUR electives	16	54	34	6	4	2	0	4	0	120
WRIT 301/302/303	208	488	95	30	2	0	0	35	0	858
Spring 2015										
Course	**A range**	**B range**	**C range**	**D range**	**F grades**	**INC**	**NC**	**Ws**	**Other**	**Total**
ENG 125/126	211	431	259	22	20	8	80	94	0	1125
ENG electives	114	209	148	18	30	2	0	49	0	570
JOUR electives	22	69	28	0	7	0	0	13	0	139
WRIT 301/302/303	125	257	83	9	24	6	0	58	0	562

B. Outcomes Assessment - A Case Study

In Spring 2015, the English Department's Assessment Committee created a grid of learning objectives for the English major; in Spring 2016, the Journalism Program and the Assessment Committee drafted learning objectives for the Journalism major as a whole. These grids are part of the Department's Assessment Plan. The plan and the two grids are included in Appendix L. The English Department conducted a pilot of its assessment materials for the English and Journalism majors in Spring 2016. For both majors, we took a sample of student papers from different levels of the major and read those papers with respect to one row on the major rubrics.

1. English

Seven readers double-read 15 papers from ENG 202: Introduction to Literary Studies, ENG 303: Critical Methods in English, and ENG 430: Seminar in Literature, and evaluated them according to the rubric below. We chose these courses because they are all required in the major.

Figure 3: English Major Rubric

Proficiency	**1=Pre-Major**	**2=Foundation**	**3=Gateway**	**4=Capstone**
Discipline- specific Knowledge & Discourse	Responds to text in experiential manner, and/or interprets without use of critical terms	Displays a working knowledge of basic terms and concepts used in the analysis of a variety of literary genres.	Recognizes and defines various critical and/or theoretical lenses and applies them to specific works to explore how their meaning shifts from these different perspectives.	Writes confidently, at a ready-for-graduate-school level, addressing complex issues in the language of the chosen field of study.

Receiving a score of 1, in other words, indicates that students are not engaging with the assigned literature using any kind of critical framework. A 2 indicates that they are doing so at a basic level; a 3 indicates a deeper engagement with these critical terms, and a 4 would indicate a strong facility using the key terms of the discipline.

The student papers from ENG 202 received an average score of 2.21. The ENG 311 papers received an average score of 2.33. The ENG 430 papers received an average score of 1.81.

Findings:
- ENG 202 is an important addition to the English major as a first introduction to the critical frameworks that are required of English majors. The score of 2.21 indicates that students are engaging with literature in ways that we would expect of students at the entry level to the major.
- Additionally, the results indicate to us that ENG 202 should be required of students before ENG 311. Since ENG 202 is a new addition to the major (resulting from the Pathways to General Education initiative) and as such has only been included in the major since Fall 2013, many students have not taken these two courses in sequence. We expect, as students move through the new major, performance in ENG 311 will increase.
- The writing prompt for the ENG 430 papers did not appear to ask students to engage with texts and terms at a "ready for graduate school" level. This point emphasizes the need for the department to clarify the goals of a capstone course in the major and the types of assignments expected of students at that level.
- The pilot also clarified that we need to refine the terminology in the rubric to better define crucial elements of what we expect an English major to be able to do at each level.

2. Journalism

Four Journalism faculty double-read 9 papers from JOUR 280: Introduction to Journalism and 6 papers from JOUR 399: Special Topics in Journalism. Both courses are currently in progress. Thus, the Journalism pilot differed in significant ways from the English version: samples were smaller and drawn from the middle of a semester rather than the end. Additionally, ENG 399 is a special topics course and not a required course for the major. The rubric used was also particular to the needs of the Journalism major.

Figure 4: Journalism Major Rubric

	1=Pre-major	2=Beginner	3=Intermediate	4=Advanced
Understanding News Values	• Make suitable contacts and recognize "newsmakers" and "stakeholders" within a beat • Understand issues within a news area • Recognize structures and patterns within a specialized reporting area • Define, recognize/identify elements of news value in stories written by others • Apply concepts in own reporting of local story.			

The scores were as follows: The average score for the JOUR 280 papers was 2.13 and the average score for the JOUR 399 papers was 1.79.

Findings:
- The scores for 280 were at the expected level: mostly 2s, a few 1.5s. The bar may be lower--it would be odd if there were lots of 3s--but the rubric appeared to be appropriate for the assessment process..

- The scores for 399 were lower than one would expect or hope for a course in which students have taken at least one prerequisite one 200-level Journalism course (280, 281, or 282). The lower score did not appear to be related to the shift from print to radio as the medium but rather the connection between the assignment and previously learned skills.

- The post-scoring discussion focused on the issue of knowledge / skill transfer. Assuming that students were exposed to discussions of news value in the 200-level courses, and that they had progressed at least somewhat in those courses, it is incumbent on faculty teaching upper-level courses to actively foster knowledge and skill transfer. Students generally only transfer knowledge if they are directly prompted to do so by the instructor in the more advanced course. For example, in this case, we discussed having students do two versions of the same story (probably for the first assignment in the semester): a print version and a radio version, both to remind them of what they have already done and know how to do, and to accentuate both the differences and the similarities across media. Issues of transfer, of course, are not unique to Journalism: students tend to take each course as a self-contained unit, starting over from scratch each time, unless the faculty member actively calls their attention to the ways in which one course builds on another, and how to make use of skills and knowledge they already have.

VI. Conclusion: Future Plans and Recommendations

A. Personnel

- Hire at least **three** full-time faculty, in Writing Program Administration, Creative Writing and Queer Theory/Minoritized Literatures, and **five** other full-time faculty members (preferably from among our experienced adjuncts with terminal degrees in their field and publication records) to address problematic full-time to part-time ratios in General Education courses, described as a University Goal in the Prospective Goals Report in the 2014-2015 York College Performance Management Process (PMP).
- Replace staff members lost over the last 5 years - Assistant to HEO and CUNY Office Assistant.
- Hire more Writing Center tutors, including dedicated ESL tutors.
- Seek more reassigned time for administrative work, as current allocations are not adequate to address departmental and college-wide needs.
- Consider hiring adjunct instructors in Journalism to teach specialized courses, such as Digital Photojournalism and other Special Topics courses, and

B. Material Support and Maintenance

- Create English Department budget to effectively support day-to-day functioning and faculty development and research.
- Clean and maintain offices with appropriate temperature control, regular duct cleaning, etc.
- Purchase, install and maintain equipment for technology-enriched classrooms, Journalism News Lab and Writing Center tutoring stations.

C. Curriculum
- Develop new courses, including a broader range of minoritized literatures and creative writing courses.
- Develop one-credit Studio Course curriculum proposal to provide support for ENG 125/126.

D. Student Support
- Clarify goals of capstone course in the English major.
- Assess the new English major in order to evaluate how well it is serving our students with respect to their post-college needs: graduate school, professional work, etc.