

*College of HUMANITIES  
and SOCIAL SCIENCES*

Western Washington University  
Strategic Plan  
2007-2011



Founded September 1, 2003

*Core Liberal Arts: Pathways for Professional and Lifelong Pursuits*

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## Introduction

The College of Humanities and Social Sciences plays a vital role in the education of all Western students by providing a core foundation in the humanities and the behavioral and social sciences. A high quality faculty, across thirteen departments, pursues excellence and integrity in teaching, research and service within the context of social, cultural, physical and creative dimensions.

The College of Humanities and Social Sciences is committed to promoting excellence in its educational and research programs through support of faculty, providing opportunities for student research and experiential learning, creating positive learning environments, and establishing partnerships with other campus units and community groups. The College will develop the strengths of its constituent areas through implementation of this *Strategic Plan*.

The *Strategic Plan* will be reviewed every four years and updated as needed. The document is organized into sections that outline the history, mission, goals and objectives, student outcomes, and guiding principles for the College. Supporting information on college organization, curriculum, general education, majors, faculty, equipment and library resources, and outcomes assessment is also provided.



## History and Highlights

- Founded in 2003 after residing for 30 years in the College of Arts and Sciences (1973-2003)
- Largest college at WWU
- 13 Academic Departments & 2 Multidisciplinary Programs
- 37% of the faculty (AYA 2006-07)
- Teaches 46-48% of the SCH
- Graduates approximately 40% of WWU students
- 41 undergraduate and 11 graduate degrees
- Faculty authored an annual range of 15-29 books, 110-133 refereed journal articles, 11-19 edited volumes, 52-75 book chapters (2004 to 2006)
- Faculty gave an annual range of 222-314 conference papers, 16-34 performances and 16-52 exhibits (2004 to 2006)

## Mission

The mission of the College of Humanities and Social Sciences (CHSS) is to offer the humanities and social and behavioral sciences core of the University through academic majors, support courses for other programs, and contributions to the general education program. The College collaborates with other colleges to provide interdisciplinary, professional and applied programs related to the content, methodology and philosophy of the humanities and social and behavioral sciences and provides the academic content and a substantial portion of the pedagogy for many of the students preparing to be teachers. Through these offerings, the College promotes a holistic approach to learning, including an awareness of the complex nature of our global society; the ability to communicate effectively; the ability to collect, analyze, evaluate, and synthesize theories, research and information to make informed choices and to incorporate learning as a lifelong pursuit.



## Objectives

The College of Humanities and Social Sciences provides students with a three-component liberal education:

1. a program of education-in-breadth through the General University Requirements intended to prepare students for post-graduate life as educated persons and citizens;
2. a program of education-in-depth in a disciplinary or interdisciplinary major designed to prepare students for careers or graduate study; and
3. a choice of elective courses that can help satisfy the student's curiosity about any of the multitude of subjects that the University curriculum embraces.

Additionally, the College offers strong opportunities for graduate study. To meet these objectives, the College contributes to the breadth and depth of the learning experience for WWU students and supports the University mission by:

- hiring and supporting faculty who are committed to providing excellence in teaching, active in research and interested in being engaged in activities that serve their profession and the community;
- creating positive learning environments that support diverse opinions and cultures and foster respect and ethical conduct;
- supporting traditional academic disciplines in the humanities and social and behavioral sciences that explore the human condition within the context of historical, political, philosophical, behavioral and physical dimensions;
- developing and maintaining productive relationships with other colleges in the university;
- promoting active student learning through participation in research and experiential learning activities such as internships, service learning, and study abroad;
- supporting technological enhancement of the learning experience by providing support for laboratories and other technology based applications;
- promoting student and faculty engagement in activities addressing the social, cultural, environmental, health and political challenges facing the world;
- supporting the use of the scientific method, critical thinking, and creative expression and their incorporation into appropriate learning experiences.



## CHSS Graduates

With each of these objectives, our goal is to produce graduates who:

- are capable of informed and critical thinking;
- can appreciate cultural differences;
- have developed moral and aesthetic sensibilities;
- have mastered the basic tools of literacy, communication, and technology;
- have learned to tolerate differences of opinion;
- have acquired levels of knowledge about the natural and social worlds, past and present, sufficient for responsible citizenship and the enjoyment of a civilized society, and
- are lifelong learners.

CHSS places strong emphasis on student-faculty collaboration in developing these skills through active learning, including laboratory experiences, community-based faculty-directed service learning, and student involvement in faculty research programs.



## Strategic Goals

This plan is developed to provide a framework for the enhancement of the College of Humanities and Social Sciences. The following goals will be met through the College objectives. Assessment statement

### Goal #1: Support faculty and departments in their pursuit and implementation of quality educational experiences.

- Support funding for faculty travel, research, teaching, and faculty development
- Seek start-up funds for new faculty from internal funding sources
- Support improvement of the learning environment through ongoing attention paid to class size and College SCH/FTE ratios, instructional environments, and up-to-date technology
- Encourage curriculum review; innovation
- Support an adequate and professional staff to provide services in support of program activities
- Support a low ratio of temporary to full-time faculty

### Goal # 2: Support faculty in the pursuit and dissemination of knowledge and understanding within their disciplines.

- Strive to develop a college ethos that prizes full engagement in the academic disciplines housed by the CHSS
- Support funding for faculty travel, research, and development
- Support faculty and department initiatives to host professional conferences on campus.
  - The Bellingham Summer Philosophy Conference 2008 is in its ninth year.



### Goal #3: Produce highly skilled, liberally educated graduates who will make a significant contribution to the work force for the State and society.

- Support the liberal arts core of the university
  - CHSS departments deliver 45-50% of the lower division courses to students at Western
- Support the development of strong undergraduate majors
  - Prepare students for graduate or professional educational pursuits
  - Prepare students for employment in a wide array of disciplines
- Support the development of strong graduate programs
  - CHSS departments deliver 37% of the graduate courses at Western (AY 2005-2006)
- Monitor the success of alumni in the workplace
  - Graduates of CHSS are currently employed by companies/agencies such as:
    - Microsoft
    - Boeing
    - Public and Private Schools
    - Law enforcement
    - Local/State/National government agencies
    - Health and Medical Professions
    - Social and mental health agencies
    - Publishing Houses
    - Media Outlets
    - Public Relations
    - Entertainment Companies
    - Technical Writing Groups
- Support new degree programs to fill needs and seek accreditation for those high level applied programs as appropriate.



## Goal #4: Promote active learning experiences

- Support opportunities for students working in the community
  - CHSS students contribute approximately 150,000-175,000 annual volunteer hours to a wide range of agencies. Two hundred different agencies have served as hosts to CHSS students.
  - Service learning is a component of the educational curriculum in many departments
- Support experiential educational opportunities to provide students with experiences crossing cultural boundaries
  - Study abroad is encouraged in CHSS and many students take advantage of a variety of foreign educational experiences
- Support development of pre-professional internships locally, regionally and nationally
  - Students have been placed in over 200 agencies in the region ranging from hospital settings to non-profit agencies
    - For example, technical writing students have recently contributed to activities at the Skagit River Poetry Festival, Wonderland Teas, Whatcom Symphony, Bison Bookbindery, Mt. Baker Theatre, and Whatcom Film Association

## Goal #5: Involve students in disciplinary/professional experiences

- Support undergraduate research activities that provide students with the opportunity to work with faculty who are nationally and internationally recognized as authorities in their discipline
  - 50-119 CHSS students co-author research papers with faculty annually
- Support undergraduate and graduate student presentations and/or attendance at professional or scientific meetings
  - Many CHSS departments host conferences where students present (Political Science, Philosophy, Anthropology, Psychology)
  - Students participate regularly in regional conferences and some national conferences
- Support undergraduate and graduate work on publications such as the *Jeopardy*, *The Bellingham Review*, and *Western Front*.



## Goal #6: Promote interdisciplinary study and research

- Support current and new interdisciplinary curricula, majors and programs
  - Examples of programs: Center for East Asian Studies, Linguistics Program
  - Examples of majors: Biology/Anthropology, Neuroscience (Biology and Psychology)
- Encourage faculty collaboration across departmental and college boundaries
  - Many CHSS faculty work with colleagues from the other colleges to deliver a Freshman Interest Group (FIG) course series
- Support and develop multidisciplinary efforts for health promotion
  - Center for Healthy Living
  - WWU health promotion proposal for faculty and staff
  - Waterfront proposal in partnership with St. Joseph Hospital
    - Institute for Health Advancement Research

## Goal #7: Promote National and International/cultural awareness and experiences

- Promote course work in cross cultural areas and global citizenship and work collaboratively with university-wide efforts in this area
  - Example: Center for Cross Cultural Research
  - Example: Provide faculty support for the Border Institute
- Support university exchange programs for faculty and students
- Promote joint study and research agreements with other universities world-wide
  - Example: Mongolian studies
- Support study abroad for students and faculty
  - Assist with study abroad activities in the Department of Modern and Classical Languages
  - Solicit external funds or development funds for faculty teaching abroad
  - Encourage study abroad for students in all disciplines



## Goal #8: Promote community partnerships

- Support faculty who serve as community resources and scholars to speak and consult on critical issues
  - CHSS Dean's Community lecture series (3 community talks each year by CHSS faculty)
  - CHSS faculty contribute to the WWU Speakers Bureau and make their expertise available to the community
- Provide resources to invite noted scholars and nationally acclaimed speakers to Bellingham
  - CHSS support for invited department and college speakers
- Support community collaborations on projects of mutual interest.
  - WWU Speech and Hearing Clinic works with the medical community to provide speech and hearing services, offering 1,200 screenings, 500 evaluations and 900 treatment sessions annually.
  - Center for Pacific NW Studies enhances public and scholarly understanding of the region's past and present through expansion of its archival holdings, public programming, and publications.
  - Center for Performance Excellence is dedicated to enriching the performance and quality of life for those individuals who seek personal excellence.
  - Center for Healthy Living impacts the health and living status of members of the community and region through education, research, and community collaborations.
  - Psychology Department Counseling Clinic offers free counseling services to approximately 14 families and 80 clients per year.
  - Center for Cross Cultural Research seeks to expand the discipline of Psychology beyond the narrow cultural basis that continues to characterize much of Psychology in the Western world. The Center continues to be associated with the *Journal of Cross-Cultural Psychology*, a flagship publication in cross-cultural psychology that originated at Western.
  - The English Department sponsors a community "Author Reading Series"
  - Over 1,500 hours provided by technical writing students in the Department of English to local companies and agencies
  - The Department of Modern and Classical Languages facilitates translation services in a number of languages. Most recently, the department has assisted



outreach to the Spanish-speaking community by producing Spanish versions of WWU documents such as the Family Handbook.

- Students in the Community Health major have developed social marketing campaigns for local health agencies

### Goal #9: Develop a relationship with donors and friends of CHSS for the purpose of increasing support for educational excellence

- Work with WWU Foundation staff to establish a CHSS donor base
- Work with CHSS Dean's Advocacy Council to advance the mission of the college
- Engage in active fundraising with a goal of creating at least a \$0.5 million Dean's Fund for Excellence
- Provide more financial incentives for faculty and departments
  - Allocate grant overhead
  - Encourage development of grant and funding ideas
  - Allocate Foundation funds for special projects
- Work with the Foundation to initiate specific fundraising campaigns



## Guiding Principles

1. College processes and procedures will be clear and transparent wherever allowed by university regulations.
2. The College structure will be organized to provide an efficient and flexible administration that will be transparent and accountable to the college constituents.
3. The College will seek funding to ensure support for quality education and will investigate new sources of funding for program enhancement.
4. The College will look for increased collaborations and partnerships with external agencies at the local, regional, national and international level.
5. Annually, departments will be given the opportunity to provide information about trends in the discipline and identify areas for growth and improvement.
6. The College will strive to provide support for maintaining core disciplinary strengths while allowing for the development of innovative programs and curricula.
7. The College will support and encourage cross-disciplinary research and teaching.
8. The College will support professional development activities for both faculty and staff.



9. The College will support the maintenance or improvement of a healthy work environment for all faculty and staff.
10. The College will strive to enhance the work and learning environment by providing faculty, staff and students with state-of-the-art facilities, technical support and equipment.
11. The College will support the wide range of faculty research activities by encouraging the pursuit of external funding, identifying and encouraging research collaborations, and enabling faculty research through continued support and encouragement to pursue professional leave and other grant opportunities.
12. The College will support and maintain a mentorship program for new chairs to enhance the leadership across the College.
13. Through the departments, the College will strive to be responsive to the needs and concerns of students.
14. The College will participate in an ongoing outcomes assessment plan which will guide curricular adjustments and improvements at the departmental level.
15. The College will strive to support activities that encourage diversity through curricular exploration and group engagement.



## Appendices



## CHSS Organization

The *Dean* of the College functions as administrator, planner, leader, and spokesperson for the College, reporting to the Provost/Vice President for Academic Affairs. The Dean is the representative of the faculty and staff of the College to the University administration and other units of the University.

- The *Associate Dean* provides support to the Dean and serves as Dean in the absence of the Dean.
- The *Assistant to the Dean* provides support to the Dean and monitors the administrative activities of the College.
- The *Chair* of a department is appointed on the joint recommendation of the Dean and the department to the Provost/Vice President for Academic Affairs. A department chair generally serves a four-year term. The department chair provides leadership for the department in planning, curriculum, faculty development, and management of the department's resources.

Communication and interaction with the departments on programmatic matters and curriculum occur through six major committees: Dean's Advisory Council, Faculty Affairs Council, Curriculum Council, Tenure and Promotion Committee, Professional Development Committee and Computer Advisory Committee. *Ad hoc* committees are appointed by the Faculty Affairs Council for budget issues and in case of distribution of retention/recruitment or general merit allocations. The members of these councils and committees, who represent the faculty of the College, are selected from tenure-track or tenured faculty in its departments.

The ***Dean's Advisory Council*** (DAC), consisting of all department chairs and program directors in the College and the Chair of the Faculty Affairs Council, advises the Dean with respect to all matters of common interest to the College, reviews organization and long-range plans, and suggests modifications where appropriate. After consultation with the Dean, DAC selects its representatives on the Curriculum Council.

The ***Faculty Affairs Council*** is composed of one tenured or tenure-track faculty representative from each department in the College; the representative selected is at the discretion of each department. The Faculty Affairs Council (1) in consultation with the Dean selects the members representing the College faculty on the Curriculum Council, the Tenure and Promotion Committee, the Professional Development Committee, and, when needed, *ad hoc* committees. The Council also (2) reviews the findings of the Faculty Senate regarding salary policy and makes recommendations thereon; (3) reviews regularly the College *Unit Evaluation Plan* and makes recommendations for changes as needed; (4) consults with individual departments concerning the proper application of these guidelines to their disciplines and reviews individual departmental standards/procedures for inclusion in the College *Unit Evaluation Plan*; (5) formulates such further details of structure and operation as it deems necessary to the effective functioning of the College and its instruments, and



proposes from time to time such amendments as in its judgment are called for; and (6) considers any matters bearing upon faculty well-being that are under the purview of the College and makes recommendations thereon to the Dean.

Curricular changes are developed by the faculty in each department and monitored by the **Curriculum Council**. This council is composed of eight members: two department chairs nominated by the Dean's Advisory Council, and six tenure-track or tenured faculty members appointed by the Faculty Affairs Council. The Associate Dean of the College, as designated by the Dean, presides over the Curriculum Council, which determines its own organization and procedures. It is responsible for the approval of all academic courses and programs in the College, for reviewing matters related to the quality of the curriculum, including size of majors, prerequisites, and access, and for approving student/faculty designed majors.

The **Computer Advisory Committee** jointly represents the College of Humanities and Social Sciences and the College of Sciences and Technology. It is composed of nine members, two each from the humanities, the social sciences, and the College of Sciences and Technology, plus the chair of the Computer Science Department and the Associate Dean of each college. The committee advises the deans' offices on all matters related to computer support and usage within the colleges. Matters of concern to the committee include purchase of computer equipment including establishment of base level hardware, criteria for purchases beyond the base level, priorities for establishment of or upgrading of student laboratories, policies for the scheduling of limited computer resources, operation of and policies for the Networking and Computing Services support group, and other computer related matters which benefit from a measure of technical expertise and user input.

The **Tenure and Promotion Committee** is composed of five tenured faculty members (at least three of whom hold the rank of professor), two from each of the disciplinary areas and one at-large representative. The committee considers the departmental nominations for tenure and promotion forwarded to it by the Dean and makes recommendations to the Dean.

The **Professional Development Committee** is composed of five tenured faculty members, two from each of the disciplinary areas and one at-large representative. The committee considers (1) the applications for professional leave and (2) the materials submitted for professional performance and development post-tenure review forwarded to it by the Dean and makes recommendations to the Dean. The committee may, through the office of the Dean, request additional information and/or consultation.



## Curricular Revision

Curricular adjustments originate in the departments and involve the entire department faculty as outlined in departmental policies. Any major curricular decision that requires new resources is first discussed with the Dean, who in turn discusses the resource issue with the Provost. The changes are submitted for review to the Curriculum Council and, if approved at the College level, are forwarded on to the University level for approval by the Academic Coordinating Commission and the Faculty Senate. Graduate level courses are routed to the Graduate School, teacher education courses are sent to the Teacher Curricula & Certification Council (TCCC), and general education courses are likewise routed to the General Education Committee before submission to the University committees. Any new course or major/minor is also submitted to the designated library faculty to provide input on the availability of library resources to support the proposed content area.

Curricular changes are submitted annually in the fall quarter. This follows the summer department chair meeting with the dean where factors such as faculty loads, number of majors and graduates, course enrollments, and departmental curricular initiatives are discussed. Student credit hours in the major and in the lower division general education courses are also reviewed to determine allocation of departmental resources to upper division major courses as compared to lower division major and general education courses. Departments are provided with annual information detailing trends in the number of majors, number of graduates, and total student credit hours.

Once the curricular changes are approved, departments construct an annual course schedule. Departments strive to offer a variety of course options across the day and balance upper and lower division courses. During each registration period, the College distributes to each department a daily registration tally produced by the registrar which dynamically illustrates up-to-date student demand for courses. At the conclusion of registration, this tracking also identifies courses that do not make the designated enrollments.

CHSS has been a leader in promoting and encouraging departments to try courses that promote optimal learning. At the lower division level, CHSS has offered the majority of the First Year Experience courses, which are designed to provide a more intimate learning environment for freshman students. In the upper division majors, departments have successfully experimented with offering a wider range of seminar and capstone courses to promote more advanced applications at the major level.

CHSS departments guide students through the curriculum utilizing a strong faculty advising system. Some departments have implemented a pre-major system that facilitates a smooth transition into the major. Other departments have established a set of gateway courses for entry. Once declared in a major, all students meet with faculty advisors to plan and monitor their course of study through the major.



## General Education

CHSS delivers approximately 50% of the general education program on campus. CHSS offers approximately eleven of the twenty-one courses in the Communication block, forty-seven of the sixty-three courses in the Comparative Gender and Multicultural block, forty-six of the fifty-six courses in the Humanities block, one course in the Natural Sciences block, one course in the Quantitative and Symbolic Reasoning block, and twenty of the twenty-nine courses in the Social Sciences block. There are a number of departments in CHSS, such as Liberal Studies, where a significant amount of the departmental contributions occurs at the general education level.

Assessment of student learning in the general education program occurs at the University level; however, many of the goals of the general education program are embedded in the departmental missions and goals. These shared outcomes are reflected in the quality of the educational offerings and the commitment to quality across the curriculum by faculty and departments in CHSS. Components of the general education goals which share common goals with CHSS departments (Table 1) include: *analyzing and communicating ideas effectively in oral, written, and visual forms; analyzing and interpreting information from varied sources, including print and visual media; identifying and analyzing complex problems; exploring, imagining and creating; recognizing the rights, responsibilities, and privileges of participating in, and contributing as a citizen in a diverse society; understanding and evaluating assumptions, values, and beliefs in context of diverse local, national and global communities; working collaboratively and managing projects to effective completion; reflecting on one's own work and on the ethical dimensions of academic pursuits; and understanding and assessing the impacts of interactions among the individual, society, and the environment.*



## Majors

UNDERGRADUATE MAJORS	2003* Fall Qtr.	2004* Fall Qtr.	2005* Fall Qtr.	2006* Fall Qtr.	2007** Fall Qtr.
Anthropology	147	161	181	207	251
Communication	125	135	108	126	114
Comm Sciences & Disorders	55	68	72	79	86
English	428	393	393	307	474
History	201	215	200	182	246
Journalism	132	99	123	110	80
Liberal Studies	22	18	24	29	26
Modern & Classical Lang	95	96	129	103	212
Philosophy	52	56	52	65	110
PE/Health/Recreation	391	444	505	452	467
Political Science	250	210	272	245	291
Psychology	426	445	439	430	319
Sociology	215	228	259	180	163
East Asian Studies	15	15	21	28	27
Linguistics	35	50	60	56	72

\* Source = Registrar (no pre-majors or interest)

\*\* Source = Banner Report SWRDMDL (no pre-majors; no minors; undergraduates only)

GRADUATE STUDENTS	2007* Fall Qtr.
Anthropology	17
Comm Sciences & Disorders	45
English	39
History	35
PE/Health/Recreation	17
Political Science	18
Psychology	44

\* Banner Report SWRDMDL



## Faculty FTE Resources

CHSS has been allocated new permanent FTE over the past several years, with the goal of reducing the student/faculty ratio.

### *Base FTE*

2007-08	2006-07	2005-06	2004-05	2003-04
185.5833	181.167	176.284	166.642	163.163
+4.4163	+4.833	+9.642	+3.479	

*From WWU Operating Budget reports*

There has been a slight improvement, but more needs to be accomplished to reach the goal ratio of 20/1 and to be more in line with the other colleges.

### *FTE Students/FTE Faculty*

College	2007-08 (Fall)	2006-07 AYA	2005-06 AYA	2004-05 AYA	2003-04 AYA
CHSS	23.6	23.3	24.7	26.1	25.1
CBE	22.3	20.9	21.1	21.4	22.4
CST	21.0	19.8	20.7	20.1	19.2
HUX	15.4	16.9	18.7	20.4	18.5
FPA	14.2	13.6	13.4	14.2	14.8
FAIR	13.6	13.6	12.2	14.7	12.2
ED	9.6	10.6	10.5	11.0	12.0

*From Institutional Research Reports*

There is still a high ratio of temporary faculty to permanent faculty in some departments in the College, notably the departments of English and Modern and Classical Languages, but CHSS is working on strategies to reduce the number of limited-term faculty. Several limited-term positions have been converted to tenure-track in recent years, including positions in Communication, Japanese, Spanish and History (.50).



## Equipment Support

CHSS is committed to meeting the needs of faculty and programs at the College level. However, at the University level there is no longer an equipment budget for regular equipment allocations except for matching funds provided for the President's Faculty Workstation Program (\$18,000). CHSS departments have used the Student Technology fee structure to replace equipment in computer labs, but that structure has not always worked for other areas.

CHSS uses year-end funds as available to fund department and program equipment and furniture needs. For example, in 2006-07, \$138,237 was distributed for faculty and staff workstations, furniture and miscellaneous small equipment.

While most of the departments in CHSS are not heavily reliant on equipment for research and labs, many in the social sciences do require equipment support. Some research and lab equipment is acquired or updated with the hiring of new faculty through start-up funds. Communication and Journalism received new equipment when they moved to the Communication Building in 2005; Communication Sciences and Disorders and Psychology will benefit from the move to the Academic Instructional Center in 2008.



## Library Resources

In 2007, CHSS received 32.01% of the total library acquisitions allocation, with \$223,895 used for database and full text packages and \$386,206 used for individual disciplinary allocations. In addition, the library purchases resources in aggregated packages which benefit a number of disciplines. Distribution of the expected fiscal year 2007 disciplinary allocations is summarized below.

### *Disciplinary Library Allocations*

	<b>Expected Allocation FY2007</b>	<b>% of Disciplinary Allocations</b>
Anthropology	\$ 17,713	1.298%
Communication	7,451	0.546%
Communication Sciences & Disorders	23,131	1.695%
English	60,112	4.405%
History	40,557	2.972%
Journalism	4,476	0.328%
Liberal Studies	17,877	1.310%
Modern & Classical Languages	40,038	2.934%
Philosophy	15,407	1.129%
PE, Health & Recreation	25,696	1.883%
Political Science	52,061	3.815%
Psychology	60,726	4.450%
Sociology	20,961	1.536%
<b>TOTAL</b>	<b>\$ 386,206</b>	<b>28.301%</b>

*From WWU Libraries*



## Facilities

The University has made good progress in improving space and classrooms. CHSS departments directly benefit from the two most recent buildings: Communication (Communication and Journalism) and the Academic Instructional Center (Psychology and Communication Sciences and Disorders).

Indirectly benefiting from these new buildings are the departments that have moved into vacated space that has been renovated through minor capital expenditures: History, Philosophy and Liberal Studies in Bond Hall. English and Modern and Classical Languages have been allocated more space in the Humanities Building, and Anthropology will benefit from a new lab and other space in Arntzen Hall. Miller Hall will be remodeled when Psychology relocates, which also will provide renovated space for Modern and Classical Languages.

Overall, the space occupied by CHSS departments is in good shape, with the ongoing exception of Physical Education, Health and Recreation in Carver. Substandard laboratory and instructional space directly impact the quality of instruction as well as the safety of people in the building. Planning money was recently awarded for pre-design of the Carver facility and that process is underway.

The Dean's administrative offices occupy space that was adequate when the staff moved into it over 15 years ago. However, additional staff and equipment has made the space cramped. CHSS is unable to relocate its WWU Foundation representative or provide the Program Manager with a private office due to lack of space.



## Outcomes Assessment

Each department in CHSS is required to develop and implement a plan for evaluation and assessment of its programs. Departments were given the flexibility to develop an outcomes assessment plan that would meet the needs of the faculty and students in their respective programs. The College established a framework requiring departments to collaboratively develop a departmental mission, establish goals, identify outcomes for their students, create tools for outcomes assessment, and establish a plan for utilizing the assessment to evaluate the current curriculum. As indicated in Table 1 and further delineated in the individual department summaries, departments used an assortment of activities to assess their students' progress, including focus groups, exit interviews, portfolios, course embedded assessments, capstone courses, alumni surveys, employer surveys and placement data. Departments are in various stages of outcomes assessment, with some departments just starting and other departments completing multiple cycles of their plan. Departments have indicated where the assessment has been instrumental in initiating curricular change and revision and the majority of departments have found this process to be useful.



*CHSS Departmental Mission and Goals*

<i>Department /Program &amp; Degrees</i>	<i>Mission</i>	<i>Goals</i>	<i>Samples of Outcome Assessment Activities</i>
<b>Humanities</b>			
<p><b>East Asian Studies Program</b> B.A. East Asian Studies</p>	<p>Introduce students to the culture, language and current affairs of East Asia through the examination of diverse patterns of society and the consideration of common and contrasting cultural elements.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate fluency in speaking, writing, reading and comprehension in an East Asian language to the intermediate level (primarily Chinese or Japanese, but also Korean or Mongolian by special arrangement)</li> <li>• Demonstrate ability to use primary source documents, library resources, and other sources of information to complete a full-length research paper on an original topic of inquiry, within the field of East Asian Studies</li> <li>• Demonstrate ability to acquire accurate, detailed and comprehensive knowledge of East Asia.</li> <li>• Prepare for careers in business and government or for teaching about East Asia in primary and secondary schools</li> <li>• Demonstrate appropriate language competence</li> <li>• Demonstrate a familiarity with the history, politics, religions, arts and literatures of China, Japan, Korea and/or Inner Asia, with strong academic expertise in at least one of these areas</li> <li>• Demonstrate a sensitivity to cultural differences and realities in the East Asian world</li> <li>• Demonstrate an understanding of diverse patterns of society and life and to commonalities and contrasts in an international context</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Student presentation</li> <li>• Alumni survey</li> <li>• Exit survey</li> </ul>
<p><b>Communication</b> B.A. Communication B.A.Ed. Communication – Elementary</p>	<p>To teach communication that nurtures inclusive civil discourse, critical thinking, and cooperative solutions in a diverse world.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• acquire discipline-specific knowledge of theories and practices regarding messages and contexts of human communication</li> <li>• develop and apply critical and cultural skills, including the ability to analyze and evaluate arguments, examine and synthesize information, critique media and other public discourses</li> <li>• develop and practice writing skills, including expository, persuasive, scholarly, and professional writing</li> <li>• utilize appropriate communication technologies. In writing, speaking, and utilizing technology, they learn and practice audience analysis and adaptation</li> <li>• identify and refine interaction behaviors in interpersonal relationships, problem-solving groups, rhetorical texts, organizations, and intercultural settings</li> <li>• enhance their understanding of diverse perspectives.</li> <li>• expand their knowledge of ethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Student focus groups</li> <li>• Exit Interview</li> <li>• Portfolio</li> </ul>

<p><b>English</b></p> <p>B.A. English – Literature Emphasis  B.A. English – Creative Writing Emphasis  B.A.Ed. English Language Arts – Secondary  B.A. Ed. English – Elementary  M.A. English</p>	<p>Engage students in reflective reading, creative inquiry, composition, critical analysis, contextual analysis, research methods and effective communication.</p>	<p>The English program will:</p> <ul style="list-style-type: none"> <li>• provide a dynamic intellectual environment and learning community.</li> <li>• introduce diverse historical and cultural contexts, as well as new genres of creative and professional expression, fields of critical inquiry and technologies to provide our students with the best possible education</li> <li>• offer small, student-centered classes, innovative pedagogy, and close faculty-student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Exit interview</li> <li>• Course embedded assessment</li> </ul>
<p><b>History</b></p> <p>B.A. History  B.A. History – Social Studies  B.A. Ed. History – Elementary  M.A. History  M.A. History – Archives and Record Management</p>	<p>Facilitate student understanding of historical and historiographical context by offering broad and deep course offerings that challenge students in research, analysis and synthesis through ample writing and discussion opportunities.</p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• establish historical context</li> <li>• understand causal relationships in history</li> <li>• understand historical interpretation and methods</li> <li>• develop interpretive skills</li> <li>• develop depth and cogency of historical analysis</li> <li>• execute historical analysis in written work and oral expression</li> <li>• distinguish and use primary and secondary source materials</li> <li>• participate in interactive learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone course</li> </ul>
<p><b>Journalism</b></p> <p>B.A. Journalism  B.A. Environmental Studies/ Journalism</p>	<p>Provide students with educational excellence in an experiential learning environment leading to an understanding of the role of mass media in a diverse democratic society, while teaching critical thinking, and the ethical use of traditional and new media.</p>	<p>The Journalism program will:</p> <ul style="list-style-type: none"> <li>• provide students with a firm liberal arts education and high quality professional training, in keeping with national standards for accrediting journalism and public relations programs</li> <li>• provide students with courses on writing, editing, research and critical thinking in every sequence in the department</li> <li>• enhance communication skills in writing and critical thinking so that students may use these skills in media, public relations, public affairs and graduate study</li> <li>• provide students with the knowledge of the technological means of producing and communicating meaningful content as citizens, media professionals, leaders and educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Interview</li> <li>• Annual input from Professional Advisory</li> <li>• Periodic assessment of post-graduate employment data.</li> <li>• Student focus groups</li> </ul>
<p><b>Liberal Studies</b></p> <p>B.A. Humanities  B.A. Humanities – Elementary</p>	<p>Help students understand how people in different cultures have thought about criteria of truth and the meanings given to human experience, standards of morality and judgments of the good in human actions, and standards of beauty and taste and criticism of the arts.</p>	<p>The Liberal Studies curriculum will provide information to:</p> <ul style="list-style-type: none"> <li>• understand works of the humanities in their social and historical contexts</li> <li>• give attention to historical development and cross-cultural interaction, both in the past and in the modern period</li> <li>• provide an integrative knowledge of the history of Western cultures, and introduce students to serious study of ‘non-Western’ cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior paper</li> <li>• Exit interview</li> <li>• Student feedback</li> </ul>



<p><b>Linguistics Program</b> B.A. Linguistics</p>	<p>Provide students with the knowledge and analytical skills to appreciate the complex and diverse natures of language and languages as well as the unifying elements reflecting a multi-language and multi-cultural world community.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate communicative ability in a non-Indo-European or Indo-European language (including the option of American Sign Language)</li> <li>• Comprehend fundamental fields of linguistic inquiry</li> <li>• Read in a critical manner scholarly linguistic literature.</li> <li>• Write effectively about language structure.</li> <li>• Speak effectively on research in linguistics.</li> <li>• Develop advanced knowledge in an allied field (Anthropology, English, Computer Science, Communication Science and Disorders, Modern and Classical Languages, Philosophy, Psychology)</li> <li>• Develop an inventory of articulation and acoustical properties of linguistic sounds (phonetics)</li> <li>• Demonstrate the systematic structure of sounds of world languages (phonology)</li> <li>• Analyze minimal units of meaning (morphology)</li> <li>• Demonstrate the grammatical properties of movement, phrase structure and projection (syntax)</li> <li>• Understand ways linguists approach the study of meaning (semantics)</li> <li>• Demonstrate an understanding of the discursive structures of text and conversation (pragmatics)</li> <li>• Apply linguistics to other fields (teaching, forensics, computation, sociology, psychology, political science, cultural studies, philosophy, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Student competency testing</li> <li>• Student presentation</li> <li>• Alumni survey</li> <li>• Exit survey</li> </ul>
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<p><b>Modern and Classical Languages</b></p> <p>B.A. Language Major French B.A. Language Major German B.A. Language Major Spanish B.A. Language Major Japanese B.A. Double Language Major French, German, Spanish B.A. Ed. French, German or Spanish - Elementary</p>	<p>Provide students with the skills to learn firsthand about major world societies through language, literature, culture and civilization.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write effectively in target language</li> <li>• speak effectively in target language</li> <li>• read critically in target language</li> <li>• comprehend target language when spoken</li> <li>• demonstrate knowledge of cultural awareness</li> <li>• demonstrate familiarity with social, artistic, political and literary histories appropriate to the language studied</li> <li>• demonstrate sensitivity to difference</li> <li>• demonstrate an understanding of linguistic structure (grammar, syntax, phonology)</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Competency tests</li> <li>• Embedded curricular assessment</li> <li>• Alumni survey</li> <li>• Exit interview</li> </ul>
<p><b>Philosophy</b></p> <p>B.A. Philosophy B.A. Politics/ Philosophy/ Economics</p>	<p>Provide excellent undergraduate education in the major subfields of philosophy and provide high quality contributions to the strong liberal arts foundation</p>	<p>The Philosophy program will:</p> <ul style="list-style-type: none"> <li>• help students learn to think for themselves and to become proficient at conducting careful, rigorous, deep, and critical analyses of concepts, problems and arguments</li> <li>• help students become excellent critical thinkers, readers, writers, and speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior course evaluation</li> <li>• Portfolio including work, self-assessment and faculty assessment</li> </ul>
<p><b>Social and Behavioral Sciences</b></p>			
<p><b>Anthropology</b></p> <p>B.A. Anthropology B.A. Anthropology – Archaeology B.A. Anthropology/ Social Studies B.A. Anthropology/ Biology B.S. Biology/ Anthropology B.A.Ed. Anthropology Elementary M.A. Anthropology</p>	<p>Help students to better their lives by providing an education that enables students to think critically about their actions and roles in a challenging multicultural world.</p>	<p>The Anthropology program will:</p> <ul style="list-style-type: none"> <li>• Provide a deep understanding of humankind, both past and present</li> <li>• Analyze and organize the knowledge gained to make it accessible</li> <li>• Engage in the practical application of anthropology in the community</li> <li>• Gain an appreciation of the diversity of humankind.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio assessment</li> <li>• Exit interviews</li> </ul> <p><u>In development:</u></p> <ul style="list-style-type: none"> <li>• Alumni questionnaire</li> </ul>



<p><b>Communication Sciences and Disorders</b></p> <p>B.A. Communication Sciences and Disorders M.A. Communication Sciences and Disorders</p>	<p>Provide a student-centered learning environment of the highest quality where undergraduate and graduate students develop the knowledge, clinical skills, and life-long learning skills to prepare them for professional careers and advanced study in speech-language pathology and audiology.</p>	<p>The CSD program will:</p> <ul style="list-style-type: none"> <li>▪ Foster the critical thinking, intellectual rigor, curiosity, and creativity that will provide the foundation for ongoing learning about communication and its disorders.</li> <li>▪ Provide supervised clinical experiences where students have multiple opportunities to provide high quality client/patient care</li> <li>▪ Create opportunities for students to understand and engage in research related to normal and disordered communication</li> <li>▪ Promote an understanding of social, political, and multicultural issues that impact learning, research, and clinical service delivery</li> <li>▪ Encourage and support civic engagement, leadership, and active involvement in campus-life and the broader community</li> <li>▪ Promote scholarship, educational innovation, and instructional excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation: American Speech Language Hearing Association (Graduate program only)</li> <li>• Course embedded assessment</li> </ul> <p><u>In development:</u></p> <ul style="list-style-type: none"> <li>• Exit survey</li> <li>• Alumni survey</li> <li>• Capstone experience</li> </ul>
<p><b>Physical Education, Health and Recreation</b></p> <p>B.S. Physical Education/ Exercise and Sport Science B.A. Ed. Physical Education and Health P-12 B.S. Community Health B.A. Recreation M. S. Human Movement and Performance</p>	<p>Educate students to improve personal and community wellness through human movement, health and leisure experiences.</p>	<p>The PEHR program will:</p> <ul style="list-style-type: none"> <li>• Provide professional preparation based on a foundation of liberal education.</li> <li>• Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practicums, service learning, and participation in faculty research.</li> <li>• Provide instruction that enables students to communicate effectively with a diverse population, think critically and creatively, and work cooperatively.</li> <li>• Provide academic advisement that assists students in achieving their academic and professional goals.</li> <li>• Prepare students to be competent and ethical professionals who model a lifelong commitment to healthy living.</li> <li>• Prepare students to be stewards of environments that promote healthy living and quality of life</li> <li>• Prepare students to live and work in a culturally diverse society.</li> </ul>	<ul style="list-style-type: none"> <li>• Course embedded assessment</li> <li>• Alumni survey</li> <li>• Professional input</li> <li>• External evaluation</li> <li>• Employment analysis</li> <li>• Professional certification</li> <li>• Accreditation – Recreation Program only</li> </ul>
<p><b>Political Science</b></p> <p>B.A. Political Science B.A. Political Science/ Economics B.A. Politics/ Philosophy/ Economics M.A. Political Science</p>	<p>Provide programs that foster critical, independent thinking about politics and public life among our students</p>	<p>The Political Science program will:</p> <ul style="list-style-type: none"> <li>• provide an understanding of political concepts and the organization and functioning of political systems</li> <li>• equip students with the ability to understand political theories and to gain knowledge and experience through written work, lectures, reading, active learning and internships</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni survey</li> <li>• Conceptual learning assessment</li> <li>• Capstone seminars</li> </ul>



<p><b>Psychology</b></p> <p>B.A. Psychology  B.A. Ed. Psychology –  Human Development –  Elementary  MEd. School Counselor  M.S. Psychology</p>	<p>Provide an exemplary educational program based on the scientific study of emotional, cognitive, and behavioral processes. We strive to represent the comprehensive scope of psychology including its historical, developmental, biological, cognitive, social, and cultural foundations as well as its applications to the world's needs and problems.</p>	<p>The Psychology program will:</p> <ul style="list-style-type: none"> <li>• emphasize scientific methodology to enhance students' basic skills in critical thinking and writing, in quantitative and qualitative research, and in ways in which psychological knowledge can be applied.</li> <li>• Explore the creation of new knowledge about living organisms through research, both individually and collaboratively with our students as part of their educational processes.</li> <li>• provide students with opportunities for independent study and research, small group seminars and laboratories, and individual consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded course assessment</li> <li>• Capstone course</li> <li>• Informal student input</li> </ul>
<p><b>Sociology</b></p> <p>B.A. Sociology  B.A. Ed. Sociology  Elementary  B.S. Sociology</p>	<p>Provide students with a greater understanding of basic social structures and processes that underlie our daily lives and asks students to develop a critical awareness of the possibilities and limits on social-scientific research.</p>	<p>The Sociology program will provide:</p> <ul style="list-style-type: none"> <li>• undergraduate instruction, research and scholarship, and service to the University, professional associations, and the broader community</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded assessment in courses</li> <li>• Capstone course</li> <li>• Alumni survey</li> </ul> <p><u>In development:</u></p> <ul style="list-style-type: none"> <li>• Exit survey</li> </ul>

