

## DEPARTMENT OF ENGLISH ANNUAL REPORT 2008-2009

### Progress toward Objectives Listed in the Most Recent 5-Year Review (2006-07)

1. Revisions of Major, Minor, and Graduate Programs: 1) A proposal is currently on the table to combine and significantly revise the current British/American literature option and New Voices option of the major. The thrust of this revision is to introduce a significant 'global' component into the new combined option and to acknowledge that what once were "new voices" in the discipline are now mainstream voices of the canon. The department will consider and act on this proposal later this spring. 2) A proposal to firm up the minor with specific course requirements, namely 2030, 2040, 2050, with another 20 units of elective, upper-division work, will be presented to the faculty for consideration in the coming year. 3) A program-modification proposal to restructure the M.A. (lit/comp) degree program has been approved by the department and by the college curriculum committee and is on its way to the Senate.

2. Consolidation of Concord Offerings: The department has eliminated all daytime offerings for the major proper at the Concord Campus, but will retain three courses each quarter during the evening, arranged in a two-year sequence that will ensure that students can get the courses they need to complete the major in that time-frame. A "road-map" is now in place after negotiations between the department chair and the CC administration. (PACE courses and Writing Skills courses will continue to be offered in their usual pattern.)

3. Additional Lower-Division and Upper-Division General Education Offerings: (no action to date)

4. Revised Single Subject Matter Preparation Program: The department has decided to drop its Single Subject Matter Preparation Program, when that program goes out of effect on June 30, 2009, and to let English majors planning to pursue the secondary credential use the CSET instead. The proposed revision of the undergraduate major mentioned above will help students better prepare for the CSET. (The Liberal Studies major, in which English plays a significant role, has already gone the CSET route for students preparing to do multiple-subject credentials.)

5. Reforms in Undergraduate and Graduate Advising: Work continues on this project.

6. Streamlining of Undergraduate Course Offerings: Discussions continue on this project. The revisions in the major and minor mentioned in #1 will provide a framework for streamlining and consolidating the courselist.

7. Development of a Department Alumni List: The department has been working with University Advancement this past year in refining the list of English alumni that office maintains. We used this renewed list to solicit support for the department's new literary review, Arroyo, with good success this past year. The next year will see further work in developing a fully functioning department alumni list.

8. Reviving the Graduate Writing Associates Program: The current budget crisis has put a hold on this function for the time being.

[In the most recent five-year review process, CAPR suggested that the department seek two 1.0 lecturer positions. Movement on this suggestion awaits the easing of the current budget crisis. CAPR also suggested the revival of the Writing Across the Curriculum program. As noted above, this has been put on hold, for the time being, because of budgetary constraints. Finally, CAPR suggested that the department undertake a careful review (and revision?) of its major and curriculum in order to justify additional tenure-line requests in the future. This matter is being addressed currently (see #1 above).]

# ASSESSMENT REPORT

Department of English

Spring 2009

## **Direct Assessment Essay Averages:** **Senior Seminar (Based on Possible 12-Point Totals)**

2006/07

SENIOR SEMINAR

Two-Year Averages            **6-7 @ 4%**                    **8 @ 60%**                    **9-10 @ 36% [96%**  
**@ 8-10]**

2008

SENIOR SEMINAR

One-Year Average            **6-7 @ 48%**                    **8 @ 30%**                    **9-10 @ 22% [52%**  
**@ 8-10]**

## **Senior Seminar Exit Exam Averages**

|                         |     |     |    |
|-------------------------|-----|-----|----|
| Senior Seminar          | A   | B   | D  |
| Spring 2006/07 Averages | 70% | 25% | 5% |

## **Senior Seminar Exit Exam Averages**

|                      |     |     |    |
|----------------------|-----|-----|----|
| Senior Seminar       | A   | B   | C  |
| Spring 2008 Averages | 74% | 22% | 4% |

## **On-Going Direct Assessment Essay Status**

Due to the low percentage of essays gathered at the Gateway-course level (English 2030, 2040, & 2050), the Assessment Co-Coordinator decided to pool the essays from 2007 and 2008 in order to compile a substantive pool of essays to evaluate. A total of 56 essays are currently being holistically graded. To eliminate any unnecessary repetition, students who submitted essays in more than one of the benchmark sophomore-level classes are now represented by one sample essay, rather than two or three.

Senior Seminar (spring 2009) is currently in process with a total of 39 students. Portfolios and exit exams will be assessed upon completion of the course. In spring 2008, 23 students took Senior Seminar, which means that a pool of 62 portfolios can be evaluated against the benchmark sophomore-level essays mentioned above (56). This should give the English Department viable statistics with regard to how our students are ranking from the sophomore to the senior year in their writing abilities.

### **On-Going Indirect Survey Status**

A total of 58 surveys were administered and gathered in the department's Gateway courses in 2007 and 2008. The students were asked not to respond to a survey, if they had already responded in another Gateway-level course in order to collect a more viable sample.

In Senior Seminar (spring 2008), 23 surveys were administered and gathered. The tabulation process is currently on-going. The current Senior Seminar class, with 39 students will also respond to the survey. The 58 surveys taken and the sophomore level will be evaluated against the 62 surveys taken in 2007/2008.

### **Indirect Assessment Survey Data: Outcomes and Dispositions Noted by Survey Respondents**

As of 2007, in the "Outcomes" section of the department's survey, the 4-year averages show gains from sophomore to senior respondents, ranging from a 3% gain to a 21% gain, with few exceptions to this trend.

In the "Dispositions" section, of the survey, respondents indicated the top three reasons for choosing English as a major (for both undergraduates and seniors) as follows:

- 1) To develop mind/intellectual abilities
- 2) To develop creativity
- 3) To study new/different subjects

The skills identified as being most important (for both undergraduates and seniors) include

- 1) Evaluating and choosing among alternative views/interpretations
- 2) Effectively integrating knowledge from many sources
- 3) Developing intellectual curiosity
- 4) Writing persuasively

In the section for Graduating Seniors, respondents indicated that the skills identified above as being most important were greatly enhanced, very enhanced, and enhanced by 96% to 97%.