



**ANNUAL PROGRAM REPORT**

College	CLASS
Department	English
Programs	B.A., M.A.
Reporting for Academic Year	2016-7
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020
Department Chair	Sarah Nielsen
Date Submitted	10/20/2017

**I. SELF-STUDY**

**A. Five-Year Review Planning Goals**

English completed its most recent five-year review in the 2012-2013 academic year. The goals from that review are listed below.

**Curriculum**

1. Re-establish the Secondary Education – English/Language arts option within the major
2. Re-initiate efforts to develop UWSR satisfying writing courses within each major
3. Close the assessment loop on recently piloted remedial coursework described in Appendix B by incorporating suggestions and making curricular or procedural revisions.
4. Create graduate-level course equivalent to ENGL 3000 to run in self-support.
5. Create more courses at the junior and senior level focusing on global literature in line with the course requirements of the revised (2010) major
6. Expand the number of online course offerings in the aim of developing an entirely on-line minor
7. Develop a service-learning/internship component to the major.
8. Explore possibility of low-residency MFA

**Students**

1. Develop more effective communication strategies with students as an effort to build greater community and identification among majors
2. Enhance recruitment efforts of students at local community colleges
3. Further develop advising practices in order to keep students better informed about their progress toward major completion and possibilities for after graduation

**Faculty**

1. Conduct faculty searches in the areas designated in our 5-year plan.
2. Establish regular forums for lecturers and tenure track faculty to share current academic research

**Resources**

1. The Department will investigate the development of courses and programs that would be appropriate for offerings in the university’s department of Continuing Education (DCIE).

## **B. Progress Toward Five-Year Review Planning Goals**

Progress made in 2016-7 is described below.

### **Curriculum**

#### 1. Re-establish the Secondary Education – English Language Arts Concentration within the major.

[Progress in 2016-7: As part of the semester conversion process, English requested discontinuation of the language and discourse option in the B.A. program after AY 2017-8. The discontinuation was based on low enrollment in the option, only 13 students in a department serving approximately 250 majors (undergraduate and graduate). The department developed a new concentration, English language and literacies, in order to lay the ground work necessary to apply to the California Commission on Teacher Credentialing (CCTC) for a subject matter waiver for this option within the B.A. program. This new concentration was approved in spring 2017 and will be offered beginning in AY 2018-9. The CCTC application for a subject matter waiver program in English will be prepared in AY 2018-9.]

#### 2. Re-initiate efforts to develop UWSR satisfying writing courses within each major.

[Progress in 2016-7: The English department played a leadership role in this area in AY 2016-7 with three of our faculty members serving on the Writing Skills Subcommittee, one as chair of the committee and the other two contributing disciplinary expertise in composition and TESOL. The subcommittee developed policies and procedures to facilitate the development and approval of writing courses within the majors which would also satisfy the UWSR. A number of departments have already submitted such courses, which the Writing Skills Subcommittee will review in AY 2017-8.]

#### 3. Close the assessment loop on recently piloted remedial coursework.

[Progress in 2016-7: All English GTAs, the composition coordinator, the basic writing coordinator, four lecturers, and the department chair participated in a winter quarter 2017 portfolio reading of student work from the English 800 and English 700 developmental writing series. After piloting this process from 2012-4, this three-day evaluation session is now an established practice in the department, provides a professional development opportunity for our faculty, especially GTAs, who are usually new to teaching. The assessment also generates information about students' writing development in the remedial program. For the third year in a row, students whose portfolios received the top rubric score from four readers and a recommendation from their teacher were waived from the third quarter of the remedial series (English 730 or English 803). The winter 2017 portfolio evaluation also revealed that the majority of students in the developmental writing series could state a thesis and organize the development of that thesis adequately, if still formulaically. However, the majority of students had difficulty with using outside sources to support their position as well as with analysis and using that analysis to develop their position. To address these issues, the department implemented an observation exchange in which colleagues discussed instructional challenges, observed each other's classrooms, and provided peer feedback. Eight English faculty participated in the exchange (one TT, two GTAs, and six lecturers). A second observation exchange is planned for winter 2018. Workshops were also developed to address students' needs identified in the portfolio assessment. These workshops, on topics such as reading strategies and in-class analysis activities, were included in the regular weekly composition workshop series the department has offered for the last decade. Attendance, however, at workshops in AY 2016-7 was low, an issue that the composition program will address in AY 2017-8. Although remediation in the CSU ends with this academic year (and good riddance, says the report writer!), much of what the composition program has learned through the assessment of the developmental writing program will inform the new curriculum English has been developing to support our students in building the foundational skills in academic reading and writing crucial to their success in general education and major classes.]

#### 4. Create graduate-level course equivalent to ENGL 3000 to run in self-support.

[No progress made in 2016-7. This goal should be reevaluated in light of the semester conversion. The

English department may want to develop a course like this with a humanities focus as more departments create UWSR courses within their disciplines.]

5. Create more courses at the junior and senior level focusing on global literature in line with the course requirements of the revised (2010) major.

[Existing global literature courses were converted in 2015-6 and approved for semesters in 2016-7. Eileen Barrett's two new major/GE courses, focusing on global women writers and global children's literature, were approved in 2016-7.]

6. Expand the number of online course offerings in the aim of developing an entirely online minor.

[Progress in 2016-7: English now has nine courses approved for an online format which can count toward the 32-unit minor, and thus, has reached its goal to provide English minors with a completely online path.]

7. Develop a service-learning/internship component to the major.

[Progress in 2016-7: The MA in English and the MA in English/TESOL Option each have a well-established internship course and a GTA program which provide professional experience for graduate students who plan to teach in university, community college, or adult school settings. No progress was made on adding a service learning/internship component to the undergraduate major this year. There were three students who completed cooperative education units for an internship or volunteer position found by the student.]

8. Explore possibility of low-residency MFA.

[Progress in 2016-7: The department chair and Professor Susan Gubernat had several informal discussions about this possibility, and former CLASS Associate Dean Hernandez expressed support for this idea in the past. However, no formal study of this possibility was conducted this year.]

## **Students**

1. Develop more effective communication strategies with students as an effort to build greater community and identification among majors.

[Progress in 2016-7: The department website was updated to include more information about department events, scholarships, and literary contests. The department hosted a fall social in November that included an open mic, a retirement party in May for a long-time and much loved professor, and a graduation party in June for undergraduate and graduate majors. In addition, the department increased advertising for its Distinguished Writers speakers' series, literary contests, and literary magazine launch events. Efforts to improve the website, expand department social and co-curricular events, and improve bulletin boards will continue in AY 2017-8.]

2. Enhance recruitment efforts of students at local community colleges.

[Progress in 2017-8: No progress was made on this goal.]

3. Further develop advising practices in order to keep students better informed about their progress toward major completion and possibilities for after graduation.

[Progress in 2016-7: The chair sent quarterly emails to students to encourage them to meet with their advisor to plan courses for the subsequent quarter. The department coordinator developed and distributed via Blackboard a half-sheet flyer with quarterly course offerings listed for each degree program. This information and advisors' office hours were also included on a bulletin board outside the department office dedicated to advising information. Moving forward this information will also be included on the department website. The English automated degree audit report (DAR) went live in summer 2016 and was revised to improve its accuracy in winter 2017. Department faculty received training on the DAR in fall 2016. The M.A. DARs were completed in summer 2017.]

## **Faculty**

1. Conduct faculty searches in the areas designated in our 5-year plan.

[Progress in 2016-7: The department welcomed two new tenure-track faculty, one in the area of African American literature and the other in North American environmental literature. The department applied for and was granted a tenure-track search for 2017-8 in the area of early and early modern literature.]

2. Establish regular forums for lecturers and tenure track faculty to share current academic research.

[Progress in 2016-7: The department continued its weekly composition workshop series each quarter, which focuses mainly on pedagogy and largely serves GTAs and new lecturers. The department launched the Occasional Tuesday Talk Series and offered two faculty presentations in winter 2017 and two in spring 2017.]

## **Resources**

1. Investigate the development of courses and programs that would be appropriate for offerings in the university's Department of Continuing Education.

[The chair and creative writing faculty had the informal discussions about a self-support MFA.]

## **C. Program Changes and Needs**

**Overview:** The Department of English had many success in 2016-7 including the welcoming of two new tenure-track colleagues, the publication of two literary magazines, readings by five well-known authors who presented at the Distinguished Writers series, the launching of our department's DARs, and two new initiatives aimed at improving scholarship dissemination as well as teaching and learning in the department (Tuesday Talks and an observation exchange).

Much of the other department work during the 2016-7 academic year centered around preparing for semester conversion: submitting/revising GE and other graduation requirement proposals, advising students, developing road maps and other resources to assist students in planning their academic paths.

**Curriculum:** All English curricula submitted for semester conversion were approved during the 2016-7 academic year. The department also reached its goal of being able to provide enough online classes for an English minor student to complete that program online.

**Students:** Both the undergraduate and graduate programs have seen declining enrollments over the last three years. At the undergraduate level, two main approaches are being used to keep enrollment steady. First, the department is in the process of developing an English subject matter waiver program to address the needs of current students who want to become high school English teachers and in hopes of attracting additional students with this interest. The department has also explored developing an English minor sequence that would be particularly helpful to criminal justice administration students. At the graduate level, more advertising was done in 2016-7.

**Faculty:** The English department was pleased to welcome two new tenure-track faculty after not hiring any for a twelve year period. The department's Shakespeare specialist retired in September 2017. The department is grateful to have received permission to conduct a search in 2017-8 for an early and early modern English literature specialist to replace her. From fall 2016 to fall 2017, the number of lecturer faculty and GTAs fell slightly in all categories except part-time lecturers.

**Staff:** The English department has had one full-time ASC for many years and was pleased to welcome a second part-time ASC to the department. Her main duties in English were to support the Arroyo Literary Magazine. In summer, the new ASC was transferred and a hiring process for a new part-time ASC began.

**Resources:** The English department does not require additional office space, classroom space, or equipment at this time.

**Assessment:** Assessments of the B.A. and M.A. programs were conducted and are described in detail in the sections below.

**Other:** There are no other issue to report on at this time.

## II. SUMMARY OF ASSESSMENT

### A. Program Learning Outcomes (PLO)

#### B.A. degree in English:

Students graduating with a B.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts;
2. express their understandings and interpretations in clear and cogent prose;
3. discuss at least one theoretical perspective about language and/or literature;
4. demonstrate knowledge of key English language texts in their options: Literature, Creative Writing, Language & Discourse, and Interdisciplinary Language, Literature, and Writing Studies;
5. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

#### M.A. degree in English:

Students graduating with an M.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts in clear and cogent prose;
2. discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning);
3. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis;
4. demonstrate the ability to learn independently.

#### M.A. degree in English with the TESOL Option:

Students graduating with an M.A. degree in TESOL from Cal State East Bay will be able to:

1. communicate effectively in the profession both orally and in writing;
2. apply information literacy principles in their work as TESOL professionals;
3. draw on knowledge of language ability to shape their instructional choices;
4. use pedagogical content knowledge appropriate for a particular group of language learners;
5. integrate principles of diversity and inclusiveness in their classrooms;
6. select life-long learning strategies to stay current in the profession.

English B.A. and M.A. programs align with the communication and critical thinking ILOs.

### **Program Learning Outcome(S) Assessed**

#### **PLOs Assessed in 2016-7**

B.A. PLO: demonstrate knowledge of key English language texts in their options: Literature, Creative Writing, Language & Discourse, and Interdisciplinary Language, Literature, and Writing Studies

M.A. PLO: integrate principles of diversity and inclusiveness in their classrooms

### **Department Assessment History**

From 2003-2012, department assessment efforts were led by Dr. Debra Barrett-Graves. For the B.A. program, she developed program learning outcomes, a student survey for indirect assessment of learning, and a capstone course that included an exit exam and a portfolio representing student work over the course of their degree program. The survey results were reported annually as were the grades in the capstone course. Each year, two to three faculty also assessed one PLO through a major assignment in an upper-division English course and reported narrative findings and grades. A similar process was used for the M.A. English program while the M.A. English/TESOL option

program used a rubric to conduct annual secondary assessment of the departmental thesis required in the program. Between 2012-2016, Dr. Eve Lynch and Dr. Ke Zou each led department assessment efforts for two years, continuing the practices established in 2003. Recognizing that the department's assessment procedures needed to be improved to reflect current best practices in assessment (e.g., using rubrics rather than grades for program-level assessment), the chair initiated a process to transform department assessment. Specific details about steps taken in 2016-7 to develop a more robust and meaningful approach to B.A. and M.A. assessment are included in the sections below.

## **B. Summary of Assessment Process**

### **ENGLISH B.A.**

**Instrument(s):** Portfolio developed by senior English majors in their capstone course. The portfolio was established in 2003 and includes a resume, a cover letter for a job, one lower-division paper with a reflective introduction, one research-based paper with a reflective introduction, and one student-selected paper written in a major class.

**Sampling Procedure:** Forty-three English majors produced portfolios in 2016-7. Ten portfolios were selected for secondary assessment. Portfolios are stored in a box in the chair's office, and every fourth portfolio was pulled for the assessment.

**Sample Characteristics:** English majors in each option (literature, creative writing, language and discourse, interdisciplinary studies) were included in the sample.

**Data Collection:** Portfolios were collected at the end of the quarter in winter 2017 and spring 2017 by Dr. Debra Barrett-Graves and Dr. Margaret Rustic, respectively.

**Data Analysis:** At the English department retreat in September 2017, faculty reviewed the program learning outcomes. Each then read the ten sample portfolios and took notes on the features of each portfolio. The review of portfolios was followed by a discussion of student achievement and shortfalls in light of the program learning outcomes as well as a brainstorming session about new approaches for program and institutional assessment.

### **ENGLISH M.A. (TESOL Option)**

**Instrument(s):** TESOL exit rubric, revised in 2012; department thesis projects (portfolio including narrative reflection on learning experiences in the program, CV, sample course papers, sample lesson plans and teaching journals, and capstone project). The department thesis portfolio was created in 2003 as was the original exit rubric.

**Sampling Procedure:** Portfolios created by the fourteen students who completed the department thesis in 2016-7 with Nielsen underwent secondary assessment for PLO #5.

**Sample Characteristics:** Both international and local student portfolios were represented in the sample. New teachers and experienced teachers were also represented in the sample. Capstone projects included course and unit designs, annotated bibliographies, and qualitative studies.

**Data Collection:** Portfolios were collected at the end of winter quarter 2017 and spring quarter 2017 by Nielsen.

**Data Analysis:** The TESOL exit rubric was used to score and analyze the department theses. The narrative reflection on students' learning experiences in the program, sample lesson plans, sample papers from sociolinguistics and second language acquisition, and in some cases the capstone project were used to determine scores for PLO #5.

## C. Summary of Assessment Results

### ENGLISH B.A.

**Main Findings:** The reading of portfolios from Senior Seminar revealed that the department could not assess PLO #3 related to key texts using the artifacts included in the portfolio. Because faculty also took open ended notes on the portfolios they read, other main findings included (1) improvement across the sample in writing about literature when lower-division and upper-division papers were compared, (2) varied ability to use literary criticism and theory to develop a literary analysis, and (3) consistent weakness in students' cover letters for jobs.

**Recommendations for Program Improvement:** In 2017-8, the department will review the exit exams used in Senior Seminar with an eye toward using these exams to evaluate PLO #3 about key texts. The exit exam always includes identifications of key literary texts and brief literary analyses of excerpts of these tests and would be helpful in secondary assessment. To address the concern about the poor quality of the cover letters in the portfolios, faculty teaching Senior Seminar in 2017-8 will include more direct instruction and provide opportunities for students to write multiple drafts of the letter and receive more feedback on those drafts.

**Next Step(s) for Closing the Loop:** In winter 2018, the department will set aside time at department meetings to code exit exams for key texts to be used for future assessment of PLO #3. The faculty member teaching Senior Seminar in winter 2018 and spring 2018 will develop and pilot activities/materials to address weakness in students' cover letters and share the results with the department at the end of the academic year.

**Other Reflections:** The issue of students' not always being able to use literary scholarship and theory to support their own interpretation of an author's creative work was seen largely as an



expected and acceptable outcome because B.A. students, even at graduation, are still fairly new members of the communities of practice within English studies.

**ENGLISH M.A. (TESOL)**

**Main Findings:**

PLO #5: Diversity and Inclusiveness	4-Accomplished	3-Competent	2-Developing	1-Limited
Use knowledge of diversity (cultural, linguistic, educational, experiential, learning style, ability, age, gender identity, sexual orientation) to create inclusive learning environments	<b>2 portfolios</b>	<b>11 portfolios</b>	<b>1 portfolio</b>	<b>0 portfolios</b>

Although being aware of and sensitive to diversity and using classroom practices that encourage inclusiveness are emphasized in most MA TESOL classes, only two of the fourteen narrative reflections on learning in the program discussed these issues. Sample lesson plans and papers, however, showed evidence that the TESOL students were able to recognize and plan for the needs of a diverse group of language learning students. Not surprisingly, the two portfolios that showed the most achievement in PLO #5 were experienced teachers working with either diverse adolescent or adult language learning populations.

**Recommendations for Program Improvement:** The prompt for the narrative reflection on learning in the program could be revised to better reflect the exit rubric criteria.

**Next Step(s) for Closing the Loop:** During the 2017-8 academic year, faculty teaching in the TESOL program will review and consider revisions to the prompt for the narrative reflection.

**Other Reflections:** The MA TESOL program has not offered its annual job workshops in two years, but should organize expanded versions of the workshops to include other MA students as well as English B.A. and minor students.

#### **D. Assessment Plans for Next Year**

In 2017-8, the department will continue to use the entry and exit survey for indirect assessment. The portfolio prompt for Senior Seminar will be standardized. A B.A. portfolio assessment will be included in the department retreat again in August 2018. The use of the exit exam in Senior Seminar to assess PLO #3 will be piloted. The department will develop methods to better capture and share assessment results through university and departmental theses as well as M.A. exit exams. By the end of the 2017-8 academic year, the department will articulate and share publicly a new approach to program-level assessment. For the B.A. PLO #5 will be assessed. For the M.A. English and TESOL, PLO #4 and #6, respectively, will be assessed.

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

#### **A. Discussion of Trends & Reflections**

Both the B.A. and M.A. programs have experienced declining enrollment over the last three years, but GE offerings have increased during the same period. The decline in majors mirrors a national trend in the humanities, but the department is hopeful that re-establishing our subject matter waiver program will attract more local students who want to pursue teaching credentials after completing their B.A. The increase in advertising for the M.A. programs seemed to have benefitted the M.A. English more than the M.A. TESOL. Dr. Ke Zou did some targeted recruiting in China, which resulted in an increase in TESOL applications, but a number of the students who were accepted chose other universities or had to re-apply because of difficulties with obtaining a visa to study in the U.S. The department has discussed the possibility of putting the M.A. programs online, but so far, the majority of faculty do not want to pursue this possibility. It may be our only hope to save the two M.A. programs, however.

A second important trend seen in the CARP program data is the decrease in FTES and FTEF in major classes and the increase in FTES and FTEF in our GE offerings. The department plans to develop more GE courses at the lower-division level and has submitted two proposals to participate in the first-year-experience pathways when semesters begin in fall 2018.

Another important trend seen in the CAPR program data is the decline in lecturers and GTAs. This decline was felt most acutely during summer 2017 when it became clear that enrollment of first-year students was down for 2017-8. English had to cancel 14 fall sections, with three GTAs and six lecturers affected by the cancellations. Increasing our GE offerings may offset some of this loss of work for our lecturer faculty.

## **B. Request for Resources**

1. Request for Tenure-Track Hires: The English department is requesting a tenure-track hire in Latino/a literature or Asian-American/Asian/Pacific Islander literature with desired sub-specialties in children's literature, young adult literature, folklore, and/or world literature. The rationale for this request is multifaceted. First, a successful candidate in either Latino/a or Asian-American/Asian/Pacific Islander literature with one of the desired sub-specialties would help the department in its efforts to re-establish our subject matter waiver program for students wishing to pursue a teaching credential after completing an English B.A. The department is hopeful that our declining enrollment could be stabilized or even turned around if prospective students knew they would not have to take the CSET English to qualify for a credential program after graduation. To be approved as a subject matter waiver program in English, students must acquire knowledge a full range of U.S. literature, not just the traditional literary canon dominated by white male authors. In addition, students in waiver programs are required to take course work in world literature and in children's/young adult literature. The department currently does not have a tenure-track faculty member in any of these areas.

A second reason for this request is based on the shifting distribution of major courses compared to GE. A successful candidate with the specializations requested could help the department not only develop more relevant course offerings for majors but also for GE students, which might also help the department meet its enrollment targets as the responsibility-based budging process becomes the Darwinian reality on our campus.

Finally, department faculty felt strongly that this request was preferable to a more general request for a tenure-track hire in English education because it would better reflect the diversity of our campus community and potentially be useful in recruiting more majors and minors to the English department.

2. Request for Other Resources: The English department is not requesting other resources at this point.