



ANNUAL PROGRAM REPORT

College	CLASS
Department	English
Programs	B.A., M.A.
Reporting for Academic Year	2017-8
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020
Department Chair	Sarah Nielsen
Date Submitted	10/15/2018

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.
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 2017-8 is described below.

Curriculum

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

[Progress in 2017-8: 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 89 of 261 undergraduate majors. 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 AY 2017-8 and is being offered for the first time in AY 2018-9. There are already 32 of 261 undergraduate majors in this new concentration. During spring 2018, the department chair conducted the initial research necessary to complete the CCTC application for a subject matter waiver program in English and expects to submit the application at the end of AY 2018-9 as part of her sabbatical work in spring 2019.]

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

[Progress in 2017-8: Under the leadership of the Writing Skills Subcommittee, chaired by the English department's composition coordinator, four departments submitted and received approval for a UWSR class for their majors. Efforts in this area will continue in AY 2018-9.]

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

[Progress in 2017-8: All English GTAs, the composition coordinator, three lecturers, and the department chair participated in a winter quarter 2018 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 fourth 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 2018 portfolio evaluation 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 assessment also revealed that in a number of issues that need to be addressed. Many students still struggled with providing sufficient and appropriate support for their argument essays and with sentence-level editing of their final drafts at a level appropriate for academic audiences. In addition, some developmental sections did not follow the department requirements to use non-fiction texts as the basis for essay and reading assignments. To address these issues, the department implemented a second year of 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, one GTA, and seven lecturers). A third observation exchange is planned for winter 2019. Workshops were also developed to address students' needs identified in the portfolio assessment. The coordinator of basic writing also provided one-on-one support for GTAs who were not following department curricular requirements. Although remediation in the CSU ended in spring 2019, much of what the composition program has learned through the assessment of the developmental writing program has informed the new stretch and accelerated college writing curriculum and the writing lab support class (English 100-101, 102, 103-104, and 109), all of which are baccalaureate-level courses. The assessment process described above also informed the development of a composition faculty handbook for the new first-year composition courses, which are being implemented for the first time in AY 2018-9.]

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

[No progress made in 2017-8. This goal should be reevaluated in light of the new semester system.]

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 AY 2015-6 and approved for semesters in AY 2016-

7. Dr. Eileen Barrett's two new major/GE courses, focusing on global women writers and global children's literature, were approved in AY 2016-7 and will be offered in upcoming semesters.]

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

[This goal was met in AY 2016-7.]

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

[Progress in 2017-8: 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. In AY 2017-8, nine graduate students participated in the GTA program. At the undergraduate level, there were two students who completed cooperative education units for an internship or volunteer position found by the student. In addition, Dr. Douglas Taylor, who taught a composition course in winter 2018 for inmates at San Quentin State Prison, explored the possibility of developing a service learning assignment for one of his classes in which his CSUEB students would do research for the inmate newspaper at the prison. In the end, it was not possible to develop this service learning assignment. However, the English department established a committee to develop a new concentration and is exploring possible service learning components focused on social justice for the new concentration.]

8. Explore possibility of low-residency MFA.

[Progress in 2017-8: No progress, other than informal conversations between the chair and Professor Susan Gubernat, was made on this goal in AY 2017-8. It will be re-evaluated during the English department's self-study for its five-year review in AY 2019-20.]

Students

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

[Progress in 2017-8: The department website was updated to include more information about department events, scholarships, and literary contests. The department hosted a retirement and graduation party in June for retiring faculty as well as undergraduate and graduate majors. In addition, the department increased advertising for its Distinguished Writers speakers' series, literary contests, and literary magazine launch event. Efforts to improve the website, expand department social and co-curricular events, and improve bulletin boards will continue in AY 2018-9. Department faculty also underwent training in the use of The Bay Advisor and began using it to communicate with and provide more support for struggling English majors. In the AY 2018-9, the department plans to expand its use of this advising platform.]

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 2017-8: The chair sent quarterly emails to students to encourage them to meet with their advisor to plan courses for the subsequent quarter and for fall semester. 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. This information is also now 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 and went live in spring 2018.]

Faculty

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

[Progress in 2017-8: The department conducted a successful search for a new tenure-track faculty member 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 2017-8: The department continued its weekly composition workshop series each quarter, which focuses mainly on pedagogy and largely serves GTAs and new lecturers. The department also continued its Occasional Tuesday Talk Series for a second year and offered two faculty presentations for the department and wider campus community.]

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 informal discussions about a self-support MFA.]

C. Program Changes and Needs

Overview: The Department of English had many accomplishments in 2017-8 including a successful tenure-track search, the publication of its undergraduate literary magazine, readings by four well-known authors who presented at the Distinguished Writers series, the launching of our department's graduate DARs, and the continuation of two initiatives started in AY 2016-7 and aimed at improving scholarship dissemination as well as teaching and learning in

the department (Tuesday Talks and an optional observation exchange). Much of the other department work during the 2017-8 academic year centered around final preparations for semester conversion: submitting/revising GE and other graduation requirement proposals; advising students with a particular focus on students transitioning from quarters to semesters; and developing Q2S “crosswalk” advising forms as well as semester-based major checks for our M.A., B.A., and minor programs.

Curriculum: The major curricular focus in the English department during AY 2017-8 was developing course-level benchmarks, teaching resources, and faculty handbooks for our composition program under semesters. Four separate teams of lecturer faculty developed these materials for (1) our new stretch college writing program (English 100-101, 103-104, 109); (2) our new accelerated college writing program (English 102); (3) our second composition course (English 200); and (4) our first- and second-tier GVAR courses (English 300, 301, 302). The composition faculty handbooks developed in AY 2017-8 can be found [here](#). In addition, Mr. Michael Rovasio, the Coordinator of Basic/Stretch Writing, worked with his stretch writing curriculum team to develop a two-day training retreat to support composition faculty in the successful implementation of the new stretch writing curriculum. Twenty two faculty members (20 lecturers, 2 tenure-track) participated in the training retreat. The English department is deeply grateful for the funds provided from Semester Conversion and EO 1110 implementation/Graduation Initiative 2025, which allowed the department to develop these curricular materials and provide the faculty training on the new curriculum.

The chair also wants to formally recognize the lecturer faculty teams whose hard work and expertise were instrumental to the development of these high-quality materials and professional development opportunities.

- Stretch College Writing Team: Mr. Michael Rovasio (lead), Ms. Michelle St. George, Ms. Sally Baxter, and Ms. Hilary AcMoody
- College Writing Lab Team: Mr. Michael Rovasio and Ms. Michelle St. George
- Accelerated College Writing Team: Ms. Michelle St. George and Ms. Pat Raburn
- Second Composition Team: Ms. Dore’ Ripley and Ms. Sally Baxter
- GVAR Composition Team: Ms. Georgie Ziff, Ms. Marina Sapozhnikov, and Ms. Dale Ireland

Students: Both the undergraduate and graduate programs have seen declining enrollments over the last five years, though there was a slight uptick in undergraduate majors between fall 2016 and fall 2017. 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 also plans to use the new advising platform to target students in other disciplines to add an English minor that could support the development of their professional communication skills and deepen their understanding of diversity and inclusiveness principles. At the graduate

level, more general and targeted advertising was done in 2017-8 as well as initial discussions about transforming the M.A. English program into a hybrid program and the M.A. TESOL program into a one-year program.

Faculty: The English department was grateful to have received permission to conduct a search in 2017-8 for an early and early modern English literature specialist to replace our Shakespeare specialist who retired in spring 201. The search was successful, and the department was pleased to have Dr. Christine Gottlieb join our faculty. From fall 2016 to fall 2017, the number of regular faculty (12 to 11) and lecturer faculty (35 to 33) fell while GTA numbers remained steady at seven.

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 in AY 2017-8 Her main duties in English were to assist with budget and procurement. In spring 2018, the new ASC left for a better paying job at SJSU and the 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: The English department collected exit portfolios of undergraduate and graduate student work during winter and spring 2018 to use for program assessment.

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 written communication and information literacy ILOs.

Program Learning Outcome(S) Assessed

PLO ASSESSED IN 2017-

B.A. PLO: demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

M.A. PLO: select life-long learning strategies to stay current in the profession.

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. In 2016-7, the department began the process to develop a more robust and meaningful approach to assessment by revising the portfolio assignment for the B.A. program after assessment of these portfolios revealed that they did not align well with all the department's PLOs.

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 included 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. The revised portfolio

assignment includes a reflective introduction essay for the entire portfolio rather than short reflective pieces for each student paper included in the portfolio.

Sampling Procedure: Forty-six English majors produced portfolios in 2016-7. **Dr. Margaret Rustick**, who taught both sections of Senior Seminar in 2017-8, selected seven sample portfolios which represented high, mid, and low performance on the assignment.

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 2018 and spring 2018 by Dr. Rustic.

Data Analysis: At the English department meeting in November 2018, faculty reviewed the new portfolio assignment and a student samples of the reflective introduction essay. The review of portfolios was followed by a discussion of student achievement, alignment of the revised portfolio assignment with the PLOs, and additional revisions needed for the portfolio assignment.

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 eight students who completed the department thesis in 2017-8 with Dr. Sarah Nielsen underwent secondary assessment for PLO #6.

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 spring quarter 2018 by Dr. 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 reflective teaching journals, and in some cases, the capstone project were used to determine scores for PLO #6.

C. Summary of Assessment Results

ENGLISH B.A.

Main Findings: Review of the revised portfolio assignment samples revealed that the department could not fully assess PLO #5 on research using the artifacts included in the portfolio. First, not all students included samples of papers requiring research. In addition, the prompt for the reflective introduction essay was too vague and did not require discussion of particular learning outcomes.

Recommendations for Program Improvement: Revise the portfolio introduction essay prompt in order to better align the assignment with the PLOs.

Next Step(s) for Closing the Loop: In 2018-9, the department will revise the prompt for the portfolio introduction essay to direct students to explicitly discuss how their experiences in the program as well as the artifacts included in their portfolio demonstrate the competence with department PLOs.

ENGLISH M.A. (TESOL)

Main Findings:

PLO #6: Life-Long Learning	4-Accomplished	3-Competent	2-Developing	1-Limited
select life-long learning strategies to stay current in the profession.	3 portfolios	4 portfolios	1 portfolio	0 portfolios

Although on-going professional development is emphasized in most M.A. TESOL classes and addressed in particular assignments in the program (e.g., report on attendance at a professional conference or workshop), three of the eight narrative reflections on learning in the program failed to discuss their approach to life-long learning as a TESOL professional.

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 2018-9 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 three years, but should organize expanded versions of the workshops to include other M.A. students as well as English B.A. and minor students.

D. Assessment Plans for Next Year

In 2018-9, the department will form an assessment committee to create a more detailed and comprehensive assessment plan for its semester programs. In addition, the assessment committee will revise the reflective introduction essay prompt for the B.A. exit program, which will be used in two sections of Senior Seminar in spring 2019.

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. TESOL program more than the M.A. English program in AY 2017-8. The department began discussions of transforming the M.A. English program into a hybrid program and the M.A. TESOL program into a one-year program instead of its current two-year structure. In AY 2018-9, department committees will more formally explore these options to save our M.A. programs as well as discuss more seriously discontinuing both programs.

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 long term to develop more GE courses at the lower-division level and submitted two proposals to participate in the first-year experience pathways in fall 2018.

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

More positive trends for the department include low DFW rates in remedial, GE, and major classes as well as a slight improvement in faculty diversity.

B. Request for Resources

Request for Tenure-Track Hires: The English department is requesting a tenure-track hire in creative writing with desired sub-specialties in creative non-fiction and undergraduate/graduate literary magazines. The rationale for this request is multifaceted. First, creative writing is the department's largest concentration in our B.A. program, currently enrolling 89 of our 261 majors. Our fiction writer plans to retire at the end of AY 2019-20. The other two tenured creative writing faculty are currently in the FERP program. The FERP faculty who specializes in creative non-fiction will finish her FERP term in AY 2019-20. The other FERP faculty who specializes in poetry still has four years of FERP after AY 2018-9. In short, the department's greatest need for this popular concentration is for a fiction writer with a desired sub-specialty in creative non-fiction.

Second, the English department made changes to its core curriculum during semester conversion. All English B.A. students are now required to take a lower-division creative writing class. This has created more need for full-time faculty to teach these introductory courses.

A final reason for this request is based on the high level of student engagement and success that the creative writing program has produced because of the hard work and expertise of our tenured creative writing faculty. In the last five years, at least six graduates of the English B.A./creative writing option have won major literary awards in their area of writing and one has secured a six-figure contract from a major publisher for a series of novels. In addition, the department's two literary magazines are overseen by tenured faculty, but fully run by students. Indeed, the students who make up the editorial staff of *Occam's Razor* and *Arroyo Literary Review* gain valuable professional work experience in all aspects of literary publishing. The creative writing program is also responsible for the Distinguished Writers Series, which brings well-known writers to campus to read their work and answer questions about their profession. Distinguished Writers events are free and open not only to creative writing students, but also to the entire campus and the larger communities we serve. With a new creative writing hire, the department would be better able to continue these valuable programs as the current FERP and tenured faculty complete their university service.

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