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 groundwork 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.
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 GWAR 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 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 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
- **GWAR 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 profession 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**

*NOTE: This section will be submitted on or before December 7, 2018.*

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.