

English Department Annual Report 2011-2012

College of Letters, Arts, and Social Sciences
California State University, East Bay

1. Brief Self-Study

The English Department did not complete an annual review for AY 2010-2011. This current review responds to issues raised in the annual report from AY 2009-2010. During this two-year period, the department has accomplished a number of significant goals including implementing our newly designed major; receiving continued praise for Arroyo, our national literary magazine; awarding scholarships and prizes to more than a dozen students; maintaining an exciting series of visiting writers; and developing an assessment program recognized as a university model.

Challenges for the program's immediate future include a slight decline in number of majors and its impact on enrollments. This problem, however, is one faced by all of the disciplines of the humanities. The English department will have to find new ways to attract students and to make the discipline more directly in line with our student aspirations. In addition, legislative actions such as SB 142 and other questions about departmental certification of our TESOL language program will also need to be monitored and responded to. We have initiated a pilot of the CSU mandated Early Start Program and will continue to follow directives from the Chancellor's office. Finally, the English department continues to service the University's University Writing Skills Requirement (UWSR). The department is developing mechanisms for servicing this university need while also meeting budgetary restraints.

Our goals for 2012-2013 include the following:

- 2012-2013 is a required year for the English Department's 5-year Review
- Develop an online minor in English to be approved through CIC
- Development of an online waiver program for English teachers for the CSET special certification through DCIE
- Review the capstone experience for the English graduate program
- Develop outreach to community colleges and local high school faculty to recruit new graduate students.

2. Assessment

The Department's assessment program has been spearheaded by Professor Debra Barrett-Graves. She has implemented an assessment model wherein student work is consistently assessed on an annual basis, as is data collected from student surveys. Graduating seniors are given the same survey as entry level students but with additional questions added at the end answered by graduating seniors only. This information provides Assessment Team members with an understanding of how our majors feel about their level of skill improvement. After an eight-year tracking period, our current findings confirm that significant improvement of skills has occurred. The outcomes and dispositions of the English surveys—the indirect data collected at both the sophomore

and senior levels—have quantitatively validated improvement of skills related to our outcomes. A clear correlation exists between our direct and indirect data from the sophomore to the senior level.

What will be most interesting in our assessment future—over the next five-year period—is in comparing trends from the initial years of data collection, when we were establishing our assessment processes and gathering data, with the next period of data collection. When a trend has been established, the English Department Faculty can review for discussion purposes the implications, either in the form of issues or opportunities. By using a collaborative decision-making process, the Assessment Team and the English Faculty members will be able to comprehend the broader picture of the implications that have already resulted and will continue to emerge from our comprehensive assessment plan. The feedback loop thus provided will promote discussion among faculty about shared standards for evaluating student work, in terms of assessment, accountability, and the resulting instructional and institutional improvements.

In the fall quarter of 2013, Dr. Barrett-Graves will be evaluating the ways in which graduate students demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis. Aline Soules, CSU, East Bay, Librarian, and Dr. Barrett-Graves will pilot an information literacy/research project for the students in Dr. Barrett-Graves' Introduction to Graduate Studies (English 6001). The involvement of the university librarian seeks to expand the culture of assessment and inquiry to include campus-wide participation, rather than remaining in a compartmentalized climate of assessment that lacks wider ranging connections to the rest of the university.

Margaret Rustick and Mike Rovasio are currently collecting data that pertains to the lower-level composition courses. Applicable scores on both graded written products and pass/fail rates will be documented. Data should be available by fall 2013.

The English Department's vision for five years' out would be to continue capturing data by evaluating our five SLO's in another ongoing cycle of assessment. Ideally, all faculty members will become vested in a culture of assessment and inquiry being used to facilitate student learning. Ownership of the assessment process will result in the application of best learning practices to enhance student learning, whereby learning becomes an integral component of our assessment procedures.

3. Statistics from Institutional Research

- a) Five year Fall quarter enrollment data comparisons (please next page)

California State University, East Bay
APR Summary Data
Fall 2007 - 2011

English					
	Fall Quarter				
	2007	2008	2009	2010	2011
A. Students Headcount					
1. Undergraduate	199	220	207	178	179
2. Postbaccalaureate	4	2	3	1	0
3. Graduate	82	78	85	63	79
4. Total Number of Majors	285	300	295	242	258
	College Years				
B. Degrees Awarded					
	06-07	07-08	08-09	09-10	10-11
1. Undergraduate	70	55	57	57	65
2. Graduate	40	47	35	34	27
3. Total	110	102	92	91	92
	Fall Quarter				
	2007	2008	2009	2010	2011
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	12	11	11	12	11
2. Part-Time	3	2	2	2	1
3a. Total Tenure Track	15	13	13	14	12
3b. % Tenure Track	32.6%	26.5%	26.5%	36.8%	29.3%
Lecturer Headcount					
4. Full-Time	3	4	4	3	9
5. Part-Time	28	32	32	21	20
6a. Total Non-Tenure Track	31	36	36	24	29
6b. % Non-Tenure Track	67.4%	73.5%	73.5%	63.2%	70.7%
7. Grand Total All Faculty	46	49	49	38	41
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	14.3	12.8	9.0	10.3	9.8
9. Lecturer FTEF	46.5	32.3	22.2	19.7	24.8
10. Total Instructional FTEF	60.8	45.1	31.2	30.0	34.6
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	200.6	178.4	212.8	193.3	184.9
11b. % of FTES Taught by Tenure/Track	27.9%	22.5%	27.5%	27.7%	24.5%
12a. FTES Taught by Lecturer	518.7	614.4	561.3	505.3	570.4
12b. % of FTES Taught by Lecturer	72.1%	77.5%	72.5%	72.3%	75.5%
13. Total FTES taught	719.3	792.8	774.1	698.6	755.3
14. Total SCU taught	10790.0	11892.0	11612.0	10479.0	11329.0

D. Student Faculty Ratios					
1. Tenured/Track	14.0	13.9	23.7	18.8	18.9
2. Lecturer	11.2	19.0	25.3	25.6	23.0
3. SFR By Level (All Faculty)	11.8	17.6	24.8	23.3	21.8
4. Lower Division	11.0	17.8	24.6	24.8	23.1
5. Upper Division	15.6	20.0	29.6	24.6	21.6
6. Graduate	8.4	9.5	16.1	9.6	12.2
E. Section Size					
1. Number of Sections Offered	150.0	160.0	125.0	112.0	126.0
2. Average Section Size	19.8	20.5	25.7	24.7	23.2
3. Average Section Size for LD	19.2	19.7	25.6	25.0	23.3
4. Average Section Size for UD	22.8	25.1	29.0	26.9	23.4
5. Average Section Size for GD	15.0	14.2	17.8	13.6	20.5
6. LD Section taught by Tenured/Track	9	7	8	8	7
7. UD Section taught by Tenured/Track	20	17	16	16	14
8. GD Section taught by Tenured/Track	14	16	18	12	9
9. LD Section taught by Lecturer	87	100	72	65	78
10. UD Section taught by Lecturer	19	20	11	11	18
11. GD Section taught by Lecturer	1	0	0	0	0

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

b) Student demographic data for Fall 2011

Fall 2011										
	Degree Level								TOTAL	
	Bachelor		PostBaccalaureate		Master		Ed. Doctor			
	Gender		Gender		Gender		Gender		Gender	
	Female	Male	Female	Male	Female	Male	Female	Male		
	3	3			1	2			Female	Male
Black, non-Hispanic					1				4	5
American Indian or Alaska Native	5	2			1				1	
Asian	1								6	2
Pacific Islander	9	1			1				1	
Hispanic	13	9			6	3			10	1
White	79	49			38	15			19	12
Race/ethnicity unknown	4	1			11				117	64
Nonresident aliens	114	65			59	20			15	1
total	5	3							173	85