

California State University, East Bay
5-Year Program Review for
Department of English
AY 2012-2013

Self-Study and 5-Year Plan unanimously approved by faculty on: December 17, 2012

External Reviewer Report received by the program on: April 1, 2013

Program's Response to the External Reviewer's Report Completed on: April 17, 2013

Complete 5-Year Program Review Report submitted to CAPR on: April 23, 2013

SUMMARY OF THE 2012 REPORT

1. Summary:

The English Department at Cal State East Bay entered the 5-Year Review process in the Fall of 2012 with great interest in developing a more granular and detailed assessment of our program's strengths and challenges. In the fall quarter of 2012 we began gathering data and developing a larger sense of what our program had come through and where it was headed. Our self-study, including our initial draft of the 5-year plan was completed and approved by our faculty on December 17, 2012 and copies of this self-study were sent to the university's Committee on Academic Planning and Review (CAPR) on the same date.

After completing the self-study, the English department retained Dr. Susan Bennett of CSU Humboldt to serve as our external reviewer. Dr. Bennett visited our campus over two days on March 12 and 13 in 2013. Her report was submitted to the English department on April 1, 2013. Since that date, the English department has responded to her report and made some adjustments to our original 5-year plan.

On the whole, the 5-year review process has been a task that has required a great deal of labor, but that has also helped the program to address the challenging issues it faces and to develop a greater vision for how the program will develop in future years. The report that follows outlines a number of clear objectives that the English department will strive to achieve during the next review period.

SELF-STUDY

2. Self-Study:

Self-Study Prepared Fall 2012

Approved by Faculty Dec 17, 2012

2.1 Summary of previous review and plan

In February of 2007, the English department invited Dr. John R. Edlund to serve as our external reviewer. In a two-day visit to campus, Dr. Edlund met with students and faculty and closely examined the program materials and statistics gathered in our self-study of that year. Dr. Edlund described our department as a “well-run, well-organized department stretched very thin due to lack of resources.” In short, Dr. Edlund affirmed the quality of the English department and made the following recommendations:

- a. Hire more faculty
- b. Schedule major courses at least two years in advance
- c. Streamline course offerings
- d. Modify New Voices Option
- e. Provide a lecturers representative at dept. meetings
- f. University should direct additional resources to learning clusters
- g. University should restore the Graduate Writing Associate program

In response to Edlund’s recommendations, the departmental review indicated the value of the recommendations but also noted that some were beyond the scope of the English department’s campus influence. While Edlund encouraged the department to hire more faculty, for example, there was very little the department could do to effect this at a time of budget crisis when hiring decisions are controlled by the provost’s office. Other suggestions like scheduling courses two years in advance were described as helpful for English majors, but also difficult to manage when flexibility in scheduling is needed to accommodate university budgets and faculty responsibilities.

Many, though not all, of Edlund’s recommendations were addressed in the English department’s plan for the next 5 years. The department’s plan in 2007-08 listed the following goals

- a. Discuss possible revisions of the major
- b. Eliminate daytime major at Concord
- c. Continue to add GE courses
- d. Design Single Subject Matter Preparation program
- e. Reform undergraduate and graduate advising
- f. Streamline catalog offerings
- g. Develop alumni list
- h. Examine possibilities for reopening Graduate Writing Assistant program

Over the past 5 years many of these issues have been accomplished. Item (a) for example, discussing possible revisions of the major was achieved. In 2011-12, the English major was revised to reduce the number of options available to students and to better position global and ethnic literatures.

Item (b) has also been accomplished. While the English department continues to offer courses at the Concord campus as requested, we do not do so in a way that supports a daytime major in English there.

Item (c) has had some development with new courses added (ENGL 3850, ENGL 4071) that focus on university General Education students.

Item (d) has not been developed and should be. The department needs further work in developing a single subject program, but also should work on developing a minor program, perhaps in self-support, that will help teachers.

Item (e) reform undergraduate and graduate advising has made some progress. Most notably in graduate advising, Professor Eileen Barrett as Graduate Director has taken on the role of meeting with graduate students.

Item (f) has had some progress as some courses have expired out of the catalog for lack of offering.

Item (g) has had some success as we have worked closer with our liaison in university advancement.

Item (h) has been under studied. While the graduate writing assistant program has been a source of some campus interest, it has not been developed due to a lack of university funds.

2.2 Curriculum and Student Learning

a. Since our last review, the English department has assessed or began assessment of the following departmental Student Learning Outcomes (SLOs) at the undergraduate and graduate levels (see both A. Appendix and B Appendix. Assessment Report for details):

- 2011 Assessed whether students could analyze and interpret various texts
- 2011 Assessed undergraduate knowledge of key English language texts in their options: Literature, Creative Writing, Language and Discourse, and Interdisciplinary Language, Literature, and Writing Studies
- 2012 Assessed whether students could communicate in clear and cogent prose
- 2012 assessed Students ability to distinguish among different critical theories and approaches used to analyze literature.
- 2012 assessed student ability to discuss at least one theoretical perspective about language and/or literature.
- 2012 assessed graduate student ability to conduct research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

- 2011, 2012 developed and implemented a voluntary pilot portfolio assessment of student writing in English 730 and English 802. Will implement portfolio assessment of student writing in all sections of English 730 and English 802 in Winter 2013
- b. Based on our collected data the English department took the following actions:
- 2006-2007 Senior Seminar: Formalized and added to curriculum as a English capstone degree requirement
 - 2006-2012 Compared and contrasted indirect and direct data (surveys and essays) between Gateway courses (ENGL 2030, 2040, and 2050) and Senior Seminar
 - 2012 Revised student survey (indirect data) for more useful application; Created a student inventory to assess how actively engaged student writers were and shared data with students. Will correlate the student inventory results with portfolio scores
 - 2012 Students, in consort with the Senior Seminar instructor, revised the holistic rubric for evaluating in-class revisions. The same rubric is now used by English dept faculty to evaluate senior seminar portfolios.
 - Professor Barrett-Graves asked the Alumni Association to provide quantitative data in the form of what kinds of jobs undergraduate and graduate student English majors (both literature and TESOL) have secured upon completing their degree requirements and graduating. No data was forthcoming from the Alumni Association, so Barrett-Graves will schedule a meeting with Alumni Assoc. before Fall 2013 to retrieve available data
- c. The English Department envisions its assessment program five years out as an established system that captures data by evaluating our five SLOs and produces effective program development and curricular change. 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. Moreover, we hope that our assessment process will open wider ranging connections to the rest of the university.
- d. Comparison to other CSUS
- The Department of English at CSUEB offers a BA major (with four student-selected options), a general minor in English, a special minor in Creative Writing, a general MA program, and an MA TESOL (Teaching English to Speakers of Other Languages) program. Our offerings fall well within the average of other English departments at both private and state funded universities with similar faculty and

student loads. In the information that follows, we chose to compare ourselves to local CSU's, to non-CSU local universities, and to other public universities in other states.

	CSUEB	CSUSF	CSUSJ	CSU Sac	CSU Bakersfield	Santa Clara U	Michigan State U.
Major Units	72 quar	45-66 sem	48 sem	45 sem	72-98 quar	60 quar	36 sem
Options	4	4	4	0	7	0	4
Minor Units	32 quar	21 sem	18 sem	21 sem	20 quar	28 quar	no
Foreign language requirement	yes	no	yes	no	no	yes	no
Graduate Program	yes	yes	yes	yes	yes	yes	yes
Single Subject Teaching Preparation	no	yes	yes	yes	yes	no	yes

2.3 Students and Faculty – Academic Statistics from Institutional Research

a. Student demographics of undergrad and grad majors

	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

b. Headcount of ENGL Minors

Sum 2004	Fall 2004	Win 2005	Spr 2005	Sum 2005	Fall 2005	Win 2006
9	21	20	18	14	20	16

c. Faculty Head Count

	2007	2008	2009	2010	2011
T/TT Full Time	12	11	11	12	11
T/TT Part Time	3	2	2	2	1
Lecturer Full Time	3	4	4	3	9
Lecturer Part Time	28	32	32	21	20

d. Course data

ENGL	Sum '07	Sum '08	Sum '09	Sum '10	Sum '11	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Win '08	Win '09	Win '10	Win '11	Win '12	Spr '08	Spr '09	Spr '10	Spr '11	Spr '12
# sections	46	57	42	ND	21	150	160	125	112	126	139	125	111	108	110	126	109	86	108	103
enrollment	927	1049	1006	ND	520	2769	3066	2907	2620	2832	2475	2671	2459	2586	2554	2047	2321	1903	2485	2267
Avg section size	21.5	20.8	25.7	ND	26.2	19.8	20.5	25.7	24.7	23.2	19.8	24.6	24.7	24.9	23.8	18.7	24.5	24.8	24.2	23.5

2.4 Faculty

The English department has not been granted any new searches for faculty in the five years since our last view though we have made requests for a new hire with competencies in composition instruction, global literatures, children's literature, and technical writing. As our university's budgeted allocation has affected college and departmental systems, our department has shrunk as faculty have retired and we have not been able to address gaps caused by their departure. While the number of our faculty has declined, however, our number of majors and served students has not.

2.5 Resources

The department's annual S&S budget has decreased since the previous review although our number of majors has remained fairly consistent for the past two years. This decrease in budget has affected the Department's ability to provide specific opportunities and services for students such as providing registration costs for student attendance at conferences or large quarterly advising events in the department.

However, while our budgeted allotment from Academic Affairs and the CLASS College office has declined, we have attracted resources from other donor sources including bequests from the DeClercq family; the Virginia Ireys fund for future English teachers; funds for Arroyo, our award winning magazine, and for our Distinguished Writers Series; and funds for the Williams and Markos prizes, all in the Creative Writing program.

2.6 Units Requirement

- a. The English major, in all options, requires 72 units of ENGL coursework. Students must earn a total of 180 units to earn a degree from CSUEB.
- b. The English minor requires 32 units
- c. The MA in English requires 48 units
- d. The MA in TESOL requires 45 units

2.7 Transfer Model Curriculum

Students completing a STAR degree in English can complete the BA with just 90 units of coursework after transfer.

3. Five-Year Plan

3.1 Curriculum

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

3.2 Students

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

3.3 Faculty

- 3.3.1 Conduct faculty searches in the areas designated in our 5-year plan. In particular we are looking for potential instructors with skills in global literatures, composition instruction, children's literature, and technical writing
- 3.3.2 Establish regular forums for lecturers and tenure track faculty to share current academic research

3.4 Resources

- 3.4.1 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).

EXTERNAL REVIEWER'S REPORT

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Background

On March 12 and 13, 2013, I spent two full days meeting and interviewing groups of faculty, students, and administrators at CSU, East Bay as part of their 5-Year, English Department Program Review. In addition, I met individually with those requesting a confidential appointment. This report is my evaluation of the strengths and challenges of the English Department based on interviews during those two days, careful reading of the 2012 Self-Study Document prepared by the faculty and Chair of the CSUEB English Department, the English Department Assessment Plan, the Critical Writing Programs report, and the student publications, *Occam* and *Arroyo*. Furthermore, I consulted the CSUEB Course Catalogue describing the Department and its programs, and studied the English Department on-line web page. Finally, I used the *Association of Departments of English (ADE) Bulletin*, Number 132, Fall 2002, as a guide for both my visit interviews and the preparation of this report. The ADE publication includes guidelines for external reviews as well as standards for class size, assessment, professional ethics, scholarship, as well as issues surrounding staffing, hiring, adjunct faculty, and matters of compensation. My subsequent comments are, therefore, influenced by the sources I consulted, as well as the generosity of time and spirit everyone at CSU, East Bay shared with me at every step of the process.

Strengths

Overall, the English Department at CSUEB is infused with energy, optimism, and intellectual rigor. As a group, the English faculty are active scholars and educators attending conferences, publishing in both professional and creative journals, and serving students in the many-faceted field of English. In a time of continued, limited financial circumstances, the faculty continue to develop curriculum, learn new technologies to meet student needs, and extend their areas of expertise to meet the demands of the profession. In spite of limited resources, they have developed a comprehensive assessment plan for English majors, are developing on-line options for students, such as an on-line, advanced vocabulary class, are addressing the many needs of a growing number of international students, and are constantly looking for new ways to lead the, mostly, first-generation student population to greater levels of success, retention, and graduation.

In both my meetings with undergraduates and graduate students, I heard nothing but unrestrained praise for the faculty, appreciation for faculty accessibility, and satisfaction with programs and course content. One undergraduate student stated: “I could have transferred to a number of CSU campuses, but I chose East Bay because recruiters attended a college fair at my community college, and the faculty from English were welcoming, enthusiastic, and made me feel comfortable.” A graduate student commented, “When I decided I wanted a masters degree I chose to stay at CSUEB because the English professors I had as an undergraduate were great teachers, compassionate people, experts in their fields, and at the same time challenging.” A graduate student in the TESOL program had already completed work at a University of California campus, but chose to attend East Bay for her TESOL certificate after hearing from other graduates, and practitioners in the field about the benefits of the program, faculty mentoring, and opportunities for graduate students to blend theory with practice through teaching opportunities.

The single staff person in the English Department expressed appreciation for the positive attitudes of the faculty, and current Chair, in spite of her complicated workload, no additional staff, and multiple programs to serve.

As a reviewer, I cannot emphasize enough the importance of competent and professional support staff for a successful functioning Department. They are usually the first contact with those outside the Department, the School, and the University and set a tone for how the rest of the Department will interact with each other. In the case of the English Department at CSU, East Bay, the sole staff person is often the initial link with students, and students can be encouraged or discouraged from pursuing study on a particular campus depending on this early interaction. The staff member I met and worked with in the English Department was well informed, helpful, friendly, and made me feel welcome during my visit. She made sure I had the materials I needed, and that I had access to data and information. However, I was surprised that a department of this size did not have additional support staff to complete the varied tasks required.

I was impressed by the quality of the two publications produced by the English Department—one for student work, and the other accepting submissions from writers throughout the United States. Both publications are professional looking, and reflect well on the faculty and students in the Department. The fact that funding partially comes from an outside donor appreciative of his education at CSUEB should be a source of pride to the Department and a testament to the hard work of the creative writing faculty. The faculty member in charge of this program, herself, has a national reputation, and has been successful placing graduates into positions of prestige and responsibility. For example, a former editor of the *Arroyo* went from CSUEB to a position with SUNY-Albany press.

The healthy numbers of students choosing the literature option is a positive reflection of the faculty teaching these courses. Both the number and variety of topics covered in this option by a small number of faculty is remarkable. Students with whom I met had nothing but praise for the literature courses they had taken, and felt confident that they were learning skills useful for future employment, or further study after graduation.

The number and range of service courses—both composition and other General Education—offered by the English Department is extraordinary; I was taken aback when a faculty member

mentioned the possibility of developing more general education courses. The composition program alone--organized and developed by a full-time, tenure track, and a full-time lecturer—reflects a commitment to the department and the entire campus worthy of note. As was mentioned in the *Critical Writing Programs* report, Syracuse University identified the CSUEB program “as a national model for developmental education.” Given the diversity of the East Bay student population (first generation students; a growing international student population; many second language learners; and a large commuter student body) the composition program and faculty are charged with an enormous responsibility to meet a myriad of student needs from freshmen through graduate students, to writing in the disciplines, to ensuring that students meet the writing graduation requirements via testing and/or coursework.

The administrators with whom I met acknowledged the tremendous role the English Department plays in serving the needs of students as well as University goals and demands in the face of increasing class size, decreased faculty hires, and limited funds for faculty development, travel, and release time. They acknowledged that class sizes in English courses, especially composition, have been ‘bumped as high as possible,’ and that the Department has lost faculty with no new searches in the past ten years. On the other hand, some faculty travel money has been reinstated, additional resources are being directed to professional development, ‘learning’ money is being tailored for full-time lecturers, money is becoming available for instructional-related equipment, release time is offered for course development and enhancement, and the administrators are optimistic that the creation of the College of Humanities will help direct resources where they are most needed.

Challenges

Many challenges face higher education today not the least of which are limited financial resources at national, state, and local levels coupled with greater demands on post baccalaureate educational institutions --assessment, advising, under-prepared students, technological advances requiring retraining of staff and faculty, physical facilities needing maintenance or replacement, and large numbers of students vying for limited space at the university level, etc. These challenges often result in conditions where too few people are doing too much work for too little reward. Like most California public institutions of higher learning, California State University, East Bay is no exception. According to students, faculty, and staff, the demands on everyone’s time is taking its toll on morale, productivity, efficiency, and innovation, and according to some informants, the workloads are not shouldered equally or equitably. Furthermore, faculty have not received raises regularly, and salaries, overall, have not kept pace with the cost of living, particularly in the Bay Area.

Furthermore, both students and faculty expressed concern about those pressures over which they have no control, but will greatly affect their daily lives, such as the eventual switch from quarters to semesters, move to a new building, faculty retirements with few faculty hires, obstacles to successful graduation rates, a new structure for the College into a College of Humanities, etc.

I have arranged comments made by the different groups with whom I met below; however, I will not reiterate information found in the printed documents I received before and during my stay at CSUEB, as that information is readily available in print and/or on line. Most of the remainder of this report is based on the two days of interviews I had with students, staff, faculty, and administrators.

Students

Recognizing that students often don't have access to the constraints and restraints placed on departments, staff, and faculty when making curricular decisions, teaching assignments, or scheduling decisions, I have, nonetheless, included all of their concerns and suggestions below.

For example, in spite of their satisfaction with the faculty and the content of their classes, **undergraduate students** voiced the following concerns:

- **A lack of opportunities to meet other English majors:**

Students expressed disappointment that, sometimes typical of a commuter campus, there was no designated gathering place or functioning student organization for English majors. Students were greatly appreciative of extracurricular opportunities, i.e., visiting writers on campus, but desired a greater sense of belonging and affiliation as an English major. Because many English majors are transfer students from community college campuses, they indicated that by the time they became acclimated to the campus and all it had to offer, graduation was nearing. A once a semester social, for instance, wasn't adequate to integrate them into the Department community, and by the time they learned of opportunities on campus, they had already missed the event(s).

- **A lack of a clear cut organization for advising:**

Students could not identify a common structure for advising; they were happy with the individual attention they received from specific faculty who encouraged them to choose an advisor based on areas of interest and compatibility, but they felt some need for greater structure early in their program. For example, one student said, "As a major part of senior seminar, I will be expected to bring three different essays to class for revision. These essays are to be older works I have written in other classes. I do not know if this information is given to freshmen English majors at CSUEB, but as a transfer student I was unaware of this expectation until last quarter when my Shakespeare professor advised me to keep an essay...I might be able to retrieve the appropriate materials from my laptop, but it would have been nice to have known this detail earlier. It is always helpful to have information that helps one to think ahead."

In general, students requested a mechanism to improve communication between faculty and themselves to encourage a greater sense of community and satisfying campus life, such as a monthly email from the Department to let them know what was going on and why, what special events on campus might be particularly interesting to them, a large group advising meeting each quarter so that they could meet other English majors, and, perhaps the revival of an English club.

My meeting with the **graduate students** provided little additional information in terms of challenges; they only had praise for both the TESOL option as well as the general masters degree in English. One student commented, "I think the graduate program at CSUEB is greatly undervalued." Another emphasized she chose East Bay because it offered teaching opportunities, and she was "treated as an individual rather than a number." On the other hand, graduate students did mention that once graduate seminars enrolled more than 15 students (twenty students are now required) that the course became less a seminar and more a traditional format for delivering information.

Furthermore, I noticed that of the students I met, they did not know each other, and did agree that, somehow, the institution owed it to the students' professional success to do a better job making sure the larger academic and professional community was aware of the excellence of the degree. In effect, like the undergraduates, they suggested their graduate experience would be enhanced if there were a stronger, identifiable community associated with their program. They were satisfied with their individual educations, but said they would benefit from more collegial opportunities. In other words, like the undergraduates, the graduate students were looking for additional peer interactions, and a sense of community.

Administrative Concerns

My initial meeting with the **Chair of the English Department** provided me with a useful and comprehensive overview of the triumphs and challenges of the Department during difficult fiscal, and uncertain times. Not surprisingly, he was concerned about the extensive role the English Department plays in providing service courses to the University to the potential detriment of the major options and graduate programs. He also referred to the recommendation made in the previous 5-year review not yet met, notably the revival of the undergraduate Single Subject Matter Preparation program.

He was pleased with the substantial number of English majors and growing number of graduate students, but recognized that the stability of the graduate programs depended on considering places and ways to provide on-line options, and other 'self-supporting' programs and certificates to generate funds and protect low-enrolled classes. He also was interested in finding funding sources to send students to conferences, and provide opportunities for faculty to maintain a reasonable teaching load, particularly when the campus switches to a semester system. We also discussed the complications surrounding the graduation 'bottleneck' presented by the graduation writing proficiency exam and alternate courses, and how this negatively impacts the English Department in terms of anticipating last minute scheduling and hiring needs.

Finally, he was worried that moving into the new building would further divide the tenure-track faculty from lecturers, and even students, since the new building was purported to have only offices, not classrooms, and only offices to house tenure-track faculty. Given the frequent reports of isolation and communication gaps within the English Department, his concerns seem validated.

My meeting with the **Dean and Associate Dean** reflected similar concerns, current constraints, and optimistic plans for the future that I had heard from faculty and students. The Dean expressed concern that, overall, there was a split between faculty and administrators in terms of planning, and that administrators were in the position of 'planning in reality, not for when the ship comes in.' She said she was guided by the rhetorical question, "How do we best move forward?" Recognizing that change creates anxiety, she was hopeful that the inevitable switch to the semester system would be as smooth as possible. Additionally, she recognized that on-line teaching was only appropriate and successful for certain subjects and teachers, but also encouraged the English Department to continue to look for ways to be more efficient. Specifically, if the English faculty are committed to a graduate program and smaller classes for composition, then they would need to look carefully at the costs of providing remediation, and

other low-enrolled programs and courses. She pointed out that “transfer students were ‘cheaper’ than freshmen,” and that the English Department might research ways to recruit more transfer students.

The Dean also mentioned that the English Department might look at methods to generate a greater sense of community, and to better distribute information; one faculty meeting a quarter is not enough to make sure all members of the department are well informed, and feel included in the decision-making of the department. She acknowledged that, like the students at a largely commuter campus, faculty live scattered all over and have complicated schedules making meetings and social events difficult to arrange, but building community would be well worth the effort and may take some creativity.

Tenure-track Faculty Concerns

Over the two-day period, I met with most of the full time faculty either in large and small groups or individually. Following is a compilation of their remarks.

One of the recurring concerns I heard among the faculty was the inevitable switch from the quarter system to semesters. They were not only worried about how they would be able to teach the number and variety of courses that students were accustomed to choose among, but also how that would affect faculty work load. They were justifiably concerned that going from a 3/3/2 teaching load¹ to a 4/4 load would take substantial time away from research and creative activities, impact course planning, reading student papers, providing service, and undertaking all of the administrative roles many of them perform. Furthermore, this change will necessitate reconfiguring majors, rewriting course syllabi, utilizing space differently requiring changes in scheduling, and generally disrupting the pace and rhythm that both instructors and student were used to. This change coupled with an eventual change in buildings, and Colleges feels overwhelming especially without additional resources—both human and financial. In addition, they wanted some assurances that the autonomy of the English Department would not be comprised as a result of all these changes.

Likewise, they expressed concern over the Planning for Distinction/Prioritization process. They were concerned that in an effort to ‘stream-line’ the University, the needs of students would be compromised particularly those most vulnerable—second-language learners, under-prepared students, first generation students, and those needing intensive English courses, and individual attention by faculty. They were also concerned with the threat of on-line solutions to not only remediation, but also graduating writing requirements without proper safeguards against cheating.

Although the full-time faculty did not unanimously agree on future directions for the Department, most did concur, when I asked them specifically, that the Department would benefit from:

¹ Dr. Bennett has made an error here in her assumptions about CSUEB teaching load. Faculty at CSUEB teach on a 3/3/3 pattern, not 3/3/2

- a mechanism to encourage more interactions within and among full-time faculty and lecturers
- a cohesive advising procedure for both undergraduates and graduates
- a method to distribute more frequently and transparently information among all interested parties; one person said, “in a data driven climate, the department should be more open with data; sometimes I feel I am flying blind.”
- a way to engage actively departments across the University to participate in the GEAR and take more responsibility for writing across the disciplines
- a renewed interest in an undergraduate secondary English education option

Adjunct Faculty/Lecturer Concerns

Overall, the lecturers I met were professional, well prepared with terminal and appropriate credentials, articulate, and armed with extensive experience. Some are conducting research, publishing, attending professional conferences, and finding ways to reflect on sound teaching practices.

However, like lecturers nation-wide, they lamented a lack of community, a feeling of job insecurity in spite of three-year contracts, and many years of teaching, and what one lecturer called, “a culture of free-lancers.” Lecturers don’t know each other and have no means of communicating with each other. They all expressed an interest in technology training, a formal orientation meeting each semester, a quarterly joint meeting with the full time faculty, and perhaps a yearly retreat which could address some of their questions, training needs, and the building of community.

In addition, tenure track faculty are also concerned about the relationship between lecturers and themselves. One faculty member felt that the move to the new building would make this split even wider since lecturers would have offices elsewhere.

When I mentioned that lecturers can’t expect financial remuneration for participating in extra departmental and university roles nor do they receive credit for collateral duties like tenure-track faculty, lecturers nonetheless indicated they were willing to take on certain additional tasks in an effort to feel more tightly woven into the fabric of the department, that they had a voice, and that their expertise and needs were included in decision-making.

Both tenure track faculty and lecturers favored the possibility of a monthly ‘social hour,’ inclusion in departmental meetings, ex officio membership on designated departmental committees, additional professional development opportunities, and a place to ‘congregate’ and share ideas and curricula.

Staff Concerns

Since the English Department has only one staff member no one would be surprised to learn that the many changes facing the University and Department will create extra responsibilities, and an overwhelming amount of work. Although the staff member did not express this herself, as the outside reviewer, I couldn't help but feel sympathetic to the herculean demands likely to be placed on this single person.

Suggestions and Recommendations

The following section suggests some specific changes and options to explore based on the ADE journal policies and my own experience as English Department Chair at a California State University campus while recognizing current financial limitations placed on the institution. At the same time, any change will require cooperation and concessions from faculty, staff, and administration. Although the previous five-year review suggested some changes not yet met, those with whom I spoke added other concerns, and multiple pressures are currently impacting the CSUB campus. I realize that not all changes can come at once; in fact, changing conditions, and current strengths often determine the challenges that can be addressed. With those constraints in mind, I offer the following recommendations.

1. A mechanism to keep students, staff, adjunct and full time faculty in regular communication with each other could do wonders in building community and improving the culture of the Department.

- Although technology can provide ways to provide regular communication, much of the burden for instituting this would fall on the single staff person. Perhaps the College could support a work-study student or an entry level, full or part time, ASA to assist the ASC in sending regular emails to all English Department students and instructors about events on campus, advising issues, professional development opportunities, informal gatherings, etc. In fact, such a mechanism might have encouraged more students and lecturers to attend the open sessions, which were sparsely attended during my visit.
- Furthermore, I found students at both the undergraduate and graduate levels to be empathetic and sympathetic to the 'imperfections' of their programs when they understood the constraints under which everyone was working. For example, when students learned how schedules needed to be built and classrooms arranged, they understood why they had a classroom that was too small or had inadequate technology. Likewise, they were more accepting of problems in waiting lists and enrollment difficulties when they learned how these decisions are made well in advance. An email to all the English majors once a month would give them a sense of belonging, would support their needs for additional advising, and would encourage them to work toward solutions rather than helplessly complain.
- Additionally, the Department might want to consider sponsoring a Saturday conference once a year changing topics to reflect the areas of expertise of the faculty. Such a conference would showcase faculty and lecturer accomplishments in a different arena than a class, and provide opportunities to build relationships among faculty, staff, students, adjunct faculty, and community members as well as faculty throughout the university. For example, a creative

writing faculty member could present on “Publishing Your Work” which might bring agents, editors, and writers to campus and show students a bridge from the academic to the ‘real world.’ Other topics could include: ESL, linguistics, and rhetorical theory and practice, multicultural literature, etc.

- An orientation and regular professional development opportunities for adjunct faculty would go a long way to bringing them into the academic community. Although adjunct faculty are not paid for additional responsibilities, each one said she/he would be interested in a retreat, an invitation to meet regularly with the full time faculty to exchange ideas, and an opportunity to attend advanced technological training as contributions to his/her career. If monetary remuneration were out of the question for attending additional events, other compensation would be enticing, such as sponsorship to attend a workshop in that person’s teaching or research field, a modest travel stipend to attend a conference, or complimentary teaching materials. Again, this group would appreciate being part of a communication network so they knew fact from rumor, could rely more on each other for the exchange of best practices, could arrange to meet at a common place on their own, and could better plan ahead in all aspects of their careers and lives.

- A quarterly/semester large group meeting for all English majors at both undergraduate and graduate levels for advising and community building purposes would address several problems mentioned by students.

2. The Department with the help of the College, and University as a whole needs to revisit offering a Secondary English/language Arts option.

- The CSU system had as its original mission the preparation of teachers, which then expanded, to providing a solid undergraduate education to the children of California. Although the programs offered through the English Department at CSUEB attract students, bring prestige, FTES, and other benefits to the Department and University, the undergraduate program needs to provide an option for students who want to be teachers to fulfill the mission of the University. Although, currently, students can become eligible to enter a fifth-year credential program in secondary English by passing a test, this pathway is markedly inferior to taking courses and spending time with young people as determined by the California Commission on Teacher Credentialing (CCTC); the test is too easy for some takers who pass in spite of a lack of necessary knowledge and skills, and too hard for other takers, most notably students of color. In fact, providing an option to undergraduates interested in secondary teaching is a matter of both mission and access.

- In addition, the option most vulnerable to elimination by prioritization because of low enrollment—Language and Discourse—is perfectly poised to include both in its title and certain requirements, secondary language arts education; in my researching the courses taught and the competencies of faculty, I think the demands of the CCTC could be met with current faculty and offerings. Admittedly, the previous procedure for gaining CCTC approval was particularly arduous, and other CSU, all UC, and many private school campuses opted not to submit revised documents in lieu of the test-passing route. However, I have been informed that the regulations for approval have been revised, and are more ‘campus friendly.’
- On the other hand, the administration needs to acknowledge that some faculty responsibilities need additional release time to be successful. For example, in the event the Department does resurrect the secondary English/language arts option, an additional faculty member may need to be hired with that specialty to work closely with the Education Department, local schools, and to teach literature for young readers.
- In addition, in surveying other CSU campuses, I learned that most, if not all, CSUs have a minimum of 3 units of release time per semester for composition coordinator and the same for graduate coordinator. Often departments arrange a compromise where a faculty member will teach a large lecture section generating high FTES in exchange for release time to perform an additional duty. Often a creative exchange can be arranged to provide for release time for advising students, student publications, etc. Often release time can ultimately generate additional money depending on the project. This money can then be used to purchase technology, for travel, and to support ‘town and gown’ interaction.
- The University administration needs to reinforce that some problems must be an all university concern, for example, challenges of technology. The growth of technology in academia is a two-edged sword. Technology has the capacity to keep us in touch with each other, to improve our ability to reach a larger number and more diverse student population, and to provide unlimited knowledge and information to our students and us. However, technology is expensive and can be unpredictable. Technological advances require a university commitment and resources to teach users the competencies to use them to capacity, regular maintenance to keep them working, and consistent tech. support to address faculty, staff, and student questions and concerns. On-line teaching, for instance, can become a nightmare under adverse conditions rather than a panacea for delivering information.
- Likewise, the task of teaching university students to think critically, read carefully, and write skillfully is not just the job of an English Department. The amount of time, expense, and expertise devoted to writing instruction by the Department of English at CSUEB—from remedial through graduation requirements, to writing assessment, to classes in ESL, is enormous, and shouldn’t overwhelm the work of the Department in meeting the expectations of English majors. The need to involve all departments throughout the University to take responsibility for the writing skills of their majors is a national movement, and one that CSUEB should consider joining with the help of Deans and administrators across the campus.

3. Miscellaneous comments and suggestions

- One faculty member mentioned the lack of a meaningful assessment system for lecturers. The best assessment not only requires that there be consequences of the assessment, but also that the process be instructive as well as evaluative.

- In regards to the cost of remediation, both in terms of human resources and fiscal commitments, the CSU as a whole, and the national trend has been to rethink remediation, and develop programs to reduce the need for as many special classes. The CSUEB English Department might benefit from taking a closer look at the work the CSU English Council which has been doing on revising composition remediation to see if some of their recommendations appropriately apply to the student population at East Bay.

Summary and Conclusion

Not surprisingly, reading the California State University, East Bay English Department written program review documents, interviewing students, faculty, staff and administrators, and perusing student and faculty publications gave me a complex snapshot of the culture of the Department, its strengths and challenges. Among any diverse group of people with competing needs and focuses, challenges often seem to outweigh the strengths. However, the fact that no matter to whom I was speaking, there was almost universal agreement on what was successful and what needed attention indicates to me there is more agreement than dissention among all vested parties and, therefore, the Department is perfectly poised to address these concerns in a productive and cooperative way.

As a visitor, I came away impressed by the good work that is being done at all levels from the students through the administration that contributes to the positive reputation CSUEB is building within the California State University system. Please do not hesitate to email me if you have further questions or need clarification on parts of this report. Thank you for this opportunity.

Respectfully submitted,

Susan G. Bennett, PhD

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DEPARTMENT RESPONSE TO REVIEWER'S RECOMMENDATIONS

Dr. Susan Bennett's report on Cal State East Bay's English department largely affirms our program's quality and strengths. Dr. Bennett states that "the English Department at CSUEB is infused with energy, optimism, and intellectual rigor," and further claims that "in a time of continued, limited financial circumstances, the faculty continue to develop curriculum, learn new technologies to meet student needs, and extend their areas of expertise to meet the demands of the profession." On the whole, we are pleased with Dr. Bennett's analysis of our program, faculty, students, and staff.

Dr. Bennett's descriptions of the challenges our program faces are insightful and precise. From her interviews with faculty, administration, students, and staff she has identified a number of areas of concern voiced by our department's constituent groups and listed here:

- Undergraduate students described some frustration with unclear advising procedures
- Both undergraduate and graduate students describe a desire for "additional peer interactions, and a sense of community"
- Department administration voiced concern over the graduation bottleneck in connection with UWSR courses ENGL 3000, 3001, and 3003
- College administration emphasized a need for the English department to address issues of efficiency – particularly in balancing needs for small class sizes against the cost of instruction
- Department faculty expressed a desire for greater interaction within and among full-time faculty and lecturers
- Faculty also stated a need for more frequent distribution of information

Dr. Bennett's report also mentioned challenges facing the English department that are also issues facing the larger university community. These issues include the university's possible switch to semesters from quarters, the possible move of the English department to a new building as a result of an organizational change into a school of humanities, and the continuing anxieties produced by the university's Planning for Distinction process. For these three issues, while they are certainly of interest to the English department, their bearing on the larger university community requires a larger response than that possible in this report.

In the remainder of this response, I will address each of Dr. Bennett's suggestions for possible changes and developments within the English department. Dr. Bennett's report divides these suggestions into three components. In the first component, she suggests the development of a mechanism for keeping faculty and students in regular communication with each other as a means of developing community. Specifically, Dr. Bennett suggests that the department take on an added work-study staff member to send out regular announcements electronically, that the department holds a regularly scheduled large meeting for all students when general advising questions can be answered, that lecturers be regularly advised of development opportunities, and that lecturers and faculty hold an annual conference where faculty can discuss their academic research. The English department finds these suggestions for community building to be quite helpful and will seek to implement them during the next evaluation period.

In the second component of her recommendations, Dr. Bennett emphasizes the redevelopment of a secondary education track for the English major. Dr. Bennett argues that developing this area of the major might also be a way of buttressing our Language and Discourse option in the major which at this point suffers due to lack of majors. The English department sees the value in Dr. Bennett's suggestion here and will add the development of the secondary education track to our 5-year plan.

In this second component, Dr. Bennett also addresses the English department's service contributions to the University Writing Skills Requirement (UWSR). In particular, Dr. Bennett states that "The need to involve all departments throughout the University to take responsibility for the writing skills of their majors is a national movement, and one that CSUEB should consider joining with the help of Deans and administrators across the campus." The English department supports this statement wholeheartedly, but it remains a mission that we cannot change on our own. Our intent over the next review period is to reach out to other majors with the hopes of developing writing courses within each major that will take on some of the burden of preparing students for the UWSR and release some of the pressure on our own ENGL 3000, 3001, and 3003 courses. Completing this process, however, will require additional participation from other departments across campus.

In her third component, Dr. Bennett describes the English department's assessment and remediation programs. In the first instance, I wish to respond strongly to the assertion that the department has no meaningful assessment of lecturers. The English department's methods for evaluating lecturers are established by CSU wide policy. We regularly evaluate our lecturers according to the policies established by university administration which include student evaluations, peer reviews, and lecturer teaching portfolio evaluations. If faculty have complaints with this portion of the lecturer evaluation process, they are complaints that the English department cannot address and must be redirected to the university administration. In regards to other factors of curricular assessment, the English department has for the past several years been a model of the assessment process on campus. As detailed in the assessment report (Appendix A) the English department has established a robust assessment plan that evaluates our course methods, student achievement, and the closing of the loop for program improvement.

Regarding the English department's service to university remediation programs, Dr. Bennett's suggestion that we look to see what ideas have most recently come out of the CSU English council, I argue that we have already done so. As indicated in our Composition program report (Appendix B), our English department has maintained a position at the forefront of research on remediation in English. We have most recently made efforts to reduce the number of remedial classes students must participate in by adding a portfolio assessment at the end of the 2nd quarter of remediation coursework. Students who are successful at this marking point may move from remediation courses into regular college-level coursework. This pilot program indicates the great amount of work that English has taken in order to develop our basic writing program without reducing program quality.

Appendix A

English Department 2012 – 2013 Fall Annual Assessment Plan

The Plan (new model):

At the fall 2012 department meeting, the Assessment Co-coordinators, the English faculty, and the English Department Chair agreed to assess the following courses, with a report to be ready by April 2014:

UNDERGRADUATE GATEWAY COURSES [Fall 2012]

English 2040 Introduction to Critical Writing in Poetry
English 2050 Introduction to Critical Writing in Fiction

Data collected: [direct: writing samples from English majors] [indirect: student surveys]

SLO reviewed: [express understandings and interpretations in clear and cogent prose (write)]

Closing the Loop:

Gateway surveys and writing samples (fall 2012) will be compared with data gathered in English 4890/capstone course (winter 2013) to provide statistics for the spring 2014 annual report to afford sufficient time for evaluators to score essays holistically and to tabulate surveys (see the explanation that follows outlining the new methodology for handling data).

New Assessment Paradigm:

An annual assessment plan will begin with the start of each academic year with an annual report prepared by Debra Barrett-Graves at the beginning of the spring quarter. This is a new assessment model for the English Department. Previously, data gathered for a two-year period was used, but not all data was ready to be incorporated into the annual report. To eliminate this issue, the Assessment Co-coordinators and the Department Chair have decided to initiate a new assessment plan designed for each academic year. Based on Barrett-Graves' participation in the Faculty Learning Community (Learning and Assessment), the decision to implement a new assessment model would be more proactive in providing an opportunity for all faculty members to participate actively in assessing their courses; and, in turn, allow for course content modifications to promote student success in the mastery of course content and materials.

The surveys and writing samples from fall 2011 have now been tabulated and scored. These will be compared with the data gathered in English 4890 (Senior Seminar) from the winter 2012 quarter. Data will be incorporated into this report at the beginning of the spring 2013 quarter and submitted to the English Department Chair. See data below.

On-Going Course Assessment:

In addition to the gateway sophomore-level courses being compared to the English major capstone senior-level courses, the following on-going assessment of courses in the English major were assessed as follows:

UNDERGRADUATE SENIOR-LEVEL COURSES [Fall 2012]

English 4251 Shakespeare [quantitative data = 61% (A), 27% (B), 6% (C), 6% (D)] 18 majors

English 4260 Milton [quantitative data = 100% (A)] 20 majors

Data collected: [direct: midterm examination scores from English majors]

SLO reviewed: [analyze and interpret various kinds of texts]

Closing the Loop:

Based on the higher success levels of scores earned on the two midterms, Barrett-Graves believes that having time to focus more fully upon *Paradise Lost* in English 4260 versus four plays—*Titus Andronicus*, *Romeo and Juliet*, *Julius Caesar*, and *Othello*—covered in English 4251 indicates that student success may improve by covering fewer plays. In future course offerings of English 4251, more time will be allocated to the study of the plays being covered, with the result of fewer plays being covered, in order for the students to assimilate the material more comprehensively. An average of 88% of the students enrolled in English 4251 earned an A or a B on the midterm, which consisted of 4 passages explications and 8 character identifications versus 100% of the students enrolled in Milton earned an A on the midterm, which similarly consisted of passage explications and character identifications.

GRADUATE LEVEL COURSES [FALL 2012]

English 6001 Introduction to Graduate Studies

Data collected [direct: information literacy assignment]

SLO reviewed [demonstrate (apply) facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis]

Closing the Loop: This exercise was a new component introduced to the course content of English 6001. It entailed students enrolled in the course to identify an academic conference in which to place their papers related to their major research paper projects. Students also identified several academic journals in which to publish: criteria included preferred style sheets, length, abstracts and bio requirements. In future course offerings, Debra Barrett-Graves strongly recommends the future inclusion of this assignment, as it provides instruction that can be used after graduation related to careers in which research and publication occur.

English 6690: Seminar in African-American Literature

Data collected [direct: information literacy assignment]

SLO reviewed [demonstrate (apply) facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis]

Closing the Loop:

In the fall quarter of 2012, Dennis Chester conducted ENGL 6690 – Graduate Seminar in African American Literature. Twenty graduate students were enrolled in the class. As Chester put together the syllabus for the class, he made plans to assess the course's success in achieving the following Student Learning Outcome (SLO):

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

This particular SLO was embedded within one of the course assignments; students were required to complete an annotated bibliography project consisting of at least three entries. Of the three entries, students were required to find at least one major source focusing on historical, contextual or biographical information about one of the course's primary texts and authors. Students were also required to find at least two contemporary sources (published within the last 5 years) that addressed major themes or figures covered in the course. By completing this annotated bibliography assignment successfully, students would demonstrate their ability to find resources and analyze them.

The submitted assignments showed that the students had an overall familiarity with library research tools and databases like the MLA Bibliography, JSTOR, and Project Muse which are all major sources of information for literature studies. While all of the students showed familiarity with the research tools, however, their analysis of the materials was of varying quality; some demonstrated exceptional analysis while others had significant difficulties in summarizing and explaining key points of the sources that they had selected.

For future offerings of this assignment, Chester intends to shift the focus of the assignment to focus more on the analysis component of the SLO. Largely, our graduate students are aware of where to find resources. In order to emphasize the analysis portion, Chester intends to make the annotated bibliography a hybrid of individual, small-group, and whole-class components:

1. Individual students will locate and provide links to resources on a shared black board page
2. These sources will be analyzed in small groups using blackboards discussion board function
3. As a class, we will discuss in person the articles that generate the most online discussion
4. Students will use these discussions as the basis for individually written annotations which will be posted to a class Wiki page.

While this revision of the annotation project will still undergo further development, Chester thinks it will add new emphasis to an important component of the SLO.

SENIOR ENGLISH CAPSTONE COURSE [Winter 2012]

English 4890: Senior Seminar

Data collected [direct: writing samples from English majors] [indirect: student surveys]

[direct: exit examination]

SLOs reviewed [express understandings and interpretations in clear and cogent prose (write)]

[analyze and interpret various kinds of texts]

Closing the Loop: Indirect survey data from fall 2011 (Gateway courses) and winter 2012 (Senior Seminar) compare 32 to 21 student respondents for the following dispositions being evaluated for this academic year:

Understanding methods of inquiry:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 13 (41%)

Very important: 10 (31%)

Extremely important: 8 (25%)

Senior Seminar respondents:

Somewhat important: 1 (5%)

Important: 6 (29%)

Very important: 7 (33%)

Extremely important: 7 (33%)

Effectively integrating knowledge from many sources:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 8 (25%)

Very important: 12 (38%)

Extremely important: 11 (34%)

Senior Seminar respondents:

Somewhat important: 1 (5%)

Important: 2 (9%)

Very important: 4 (19%)

Extremely important: 14 (67%)

Applying literary theories to the critical analysis of particular works:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 9 (28%)

Very important: 12 (38%)

Extremely important: 10 (31%)

Senior Seminar respondents:

Somewhat important: 0 (N/A)

Important: 5 (24%)

Very important: 9 (43%)

Extremely important: 7 (33%)

Indirect survey data from winter 2012 Senior Seminar indicate the following dispositions (This data is gathered from graduating seniors only):

Point A: Referred to a book or manual about writing style, grammar, formatting issues (15 of 21 responded often or very often).

Point B: Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing and revising (20 of 21 responded often or very often).

Point C: Used a dictionary or thesaurus to find meanings of words (18 of 21 responded often or very often).

Point D: Thought about issues related to formats, in-text citations, and works cite/works consulted pages (17 of 21 responded often or very often).

Point E: Revised a paper two or more times before submitting it to a professor (13 of 21 responded often or very often).

Students in the English Department capstone course take an exit examination that affords an opportunity to analyze and evaluate representative texts from three genres: fiction, poetry, drama, while also composing a discipline-related essay. Both the exit exam passages and the exit exam essays are collaboratively designed with student input. Exit exam scores are based on a total of 20 students, eliminating the outlier who did not take the exam. The scores averaged 100% at the A or B range. Of these 40% earned the A range with 60% earning scores at the B range. The higher concentrations of creative writing students (1/2 of the class) may, or may not, have affected these scores, which are lower than in previous years.

Closing the Loop/Direct Data for Gateway Rankings:

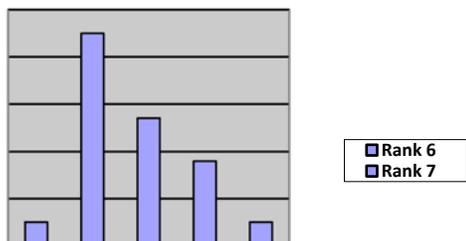
SOPHOMORE GATEWAY ESSAYS (fall 2011)

Findings indicate the following holistic scores:

[1 essay @ 6 (.5%)] [10 essays @ 7 (.45%)] [6 essays @ 8 (.27%)] [4 essays @ 9 (.18%)] [1 essay @ 10 (.5%)]

[Percentages calculated on a pool of 22 essays.]

At the sophomore level, 50% of the students demonstrate a need for additional writing remediation, with 50% of the students who demonstrate writing competency.



Rank 6 = 5%

Rank 7 = 45%

Rank 8 = 27%

Rank 9 = 18%

Rank 10 = 5%

Direct Data for Senior Seminar Rankings/Closing the Loop:

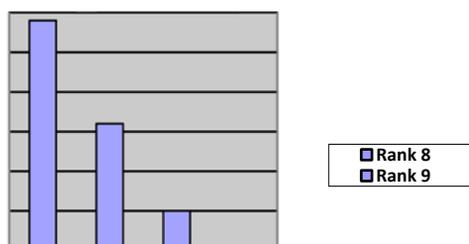
SENIOR SEMINAR PORTFOLIOS (winter 2012)

Findings indicate the following holistic scores:

[1 essay @ 4.5] [1 essay @ 6] [11 essays @ 8 (58%)] [6 essays @ 9 (32%)] [2 essays @ 10 (10%)] [Percentages calculated on a pool of 19 essays. Two scores were omitted as being outliers. See below for explanation.]

At the Senior level, no students call for further writing remediation, while 100% of the students demonstrate writing competency.

It should be noted that the lower two scores in bold that appear above resulted directly from students' failure to submit an assignment or either to submit the correct assignment. Eliminating those two scores, the portfolio rankings for winter 2012 are in line with those of prior years:



Rank 8 = 58%

Rank 9 = 32%

Rank 10 = 10%

ASSESSMENT MODEL RECOMMENDATIONS:

Based upon her work in two assessment learning communities (winter and spring 2012)—Faculty Learning Community on Learning and Assessment and Faculty Assessment Coordinator Team—Barrett-Graves designed a curriculum map based on the English Department's new option: Literature. At the final fall 2012 English Department meeting, faculty members were given the curriculum map to select courses to be assessed for the 2013-2014 academic year with the goal of improving learning through assessment methods and practices. Gateway courses and Senior Seminar will be assessed every academic year as this provides a direct data sample indicating the developing skills of English majors' ability to write in clear and cogent prose.

Further Assessment Data:

English 3080: Introduction to Critical Theory in Literature:

Data collected: [quizzes and anonymous survey]

SLO reviewed: [Student knowledge of critical theories and approaches to analyzing literature]

Assessment of Student Learning

English 3080, Winter 2012

Eileen Barrett's narrative follows:

In winter quarter 2012, I organized English 3080 students into groups of five students who worked together throughout the quarter. I used their status in the English major—for example, we began with graduating seniors—to distribute knowledge and comfort with the major among the groups. Students began working together on the first day of class, and they have given me their group names (you can imagine). I wanted to see if this collaboration would help them achieve the student learning outcomes (SLO): Course SLO: “Students will be able to distinguish among different critical theories and approaches used to analyze literature.” Department SLO: “Students graduating with a B.A. in English from Cal State East Bay will be able to discuss at least one theoretical perspective about language and/or literature”

The course begins with developing knowledge of the definitions and characteristics of the 11 different critical theories. I assign students Robert Dale Parker's *How to Interpret Literature*, I use power points to explain different theories and their application, and we practice applying the approaches immediately on a Chopin story and a Brooks' poem. Students write weekly graded journals on the Arthur Conan Doyle Sherlock Holmes stories and their criticism, which helps them to identify the theories as practiced by critics. They take a midterm, write a paper on one novel, and work together on a presentation on another novel.

This quarter I also used five quizzes that focused on students' ability to define and identify the characteristics of the different critical approaches. Every Tuesday, our class session began with students taking these quizzes first individually and then as a team. The quizzes were worth 15% of their grades, and through a collaborative process the students have agreed that the individual grade would be 5% and the team grade 10%. Each of the quizzes has five multiple choice questions that either asked students to match a definition with the name of the theory, or to read a critical passage and identify the primary theory that is being applied in the passage.

At the end of the quarter, I conducted an anonymous survey to ask students how much the quizzes and the team collaboration helped them to define and distinguish among the critical theories. I also asked them to write in their final self-evaluation about the effectiveness of each of the activities, and to provide an overall view on their learning in the course.

Results of the Survey:

Although only twelve of the thirty students responded to the ten-question survey, their feedback provides a useful snapshot of the most and least effective strategies and assignments.

More than 90% agreed or strongly agreed that “Writing the journals in which I applied the theories helped me to understand the theories better” and that “The midterm exam helped me to understand and apply the theory.” One hundred percent agreed that “The individual quizzes helped me to understand the theory,” although only 75% agreed or strongly agreed that “the team quizzes helped me to understand the theory.”

Eighty-three percent agreed or strongly agreed that “Writing the paper on *Go Tell It on the Mountain* and its criticism helped me to understand and apply the theory”; however, only 67% agreed or strongly agreed that “Researching and preparing my presentation on *My Year of Meats* helped me to understand and apply the theory” and that “Using the worksheets while reading Baldwin's novel helped me understand and apply the theory.” One hundred percent agreed that “The course has increased my ability to distinguish among and apply different critical theories to interpretations of literature.”

In response to the open-ended question “Please let us know what helped you understand and apply the theories,” students wrote:

a) having class discussion about the theory and how it applied specifically to the stories was helpful.

b) The concise explanations on the quizzes.

c) Really great course, and professor.

d) What really helped me was viewing these theories through short stories, like the Sherlock Holmes collection, because it made it easier to see the theories in action and to compare them to each other. I didn't like using the theories for whole novels, because it felt like one or two static theories throughout. It was harder to understand the theories this way. I did not like the presentation, and not because I don't enjoy doing presentations. I didn't find the value of doing these presentations on different topics than the theories themselves; if they were on just each theory it would have been more understandable. Over all I did very much enjoy the class and the knowledge I gained from it will help me for the rest of my academic career.

e) What helped me most was being able to discuss the theories with classmates. Hearing them in plain English rather than the way the textbook presents them was invaluable.

f) The theories were all helpful and they were taught in a way that one could apply them to real-life and academia.

g) Both class and group discussions played a great role in helping me understand these theories. I've struggled with understanding critical theory for a very long time, and constantly doing individual, group, then class work, in that order, helped me to first apply what I thought I knew about theory, then discussing it among my group, then hearing the theories as a class really helped embed these theories into my mind.

Students were thoughtful about the course in their self-evaluation, which focused on questions about their learning. Unfortunately only twelve submitted these electronically, but these responses too also provide a useful snapshot. Feedback from their self-evaluations:

a) I found this class to be extremely useful and it almost seems a shame that it is not a requirement earlier on in college. I had no knowledge of any of the different styles of criticism, now I feel I have a good grasp on them. I am applying all aspects of my life, not just other English classes. When I criticize something in my head, I will joke with myself about what style I am using. It is great in literature because I feel like it better helps me empathize with other readers; if somebody likes a story for certain qualities, than you can sort of see how they are looking at it. It is also right on par with what I am expected to know and it definitely helped me when I had to take the four-part English CSET test.

b) Introduction to Critical Theory of Literature is a great class and I enjoyed going each morning. With group and class discussions, as well as the overall structure of the class, I enjoyed showing up and learning about theories and how to apply them. I now can apply all the theories we learned in class to other literature I read in the future. I have already found myself discussing theories in my other classes when talking about literature I have read. Overall, this class was very informative and I feel confident I learned a lot about theories and will be using them in my future.

c) If there was one thing I could change about myself concerning this course, is having taken this course a lot earlier in my college career. I would imagine this course being more useful if I had taken this when I should have, instead of taking this class, merely as a requirement to graduate. I think all that I have learned in this class would have helped my understanding of my previous classes when we'd analyze novels using theory—but at that time, I had absolutely no idea how to apply, for example, Marxist theory to anything, and it was a theory that was brought up the most often. I've read a pretty decent amount of scholarly journals concerning the application of the Marxist theory, but even then, I didn't understand it fully. Being in this class helped me to understand how we could apply these theories, and why these theories are being applied. Learning the why and how were during our group and class discussions, and hearing my peers apply the theories I've struggled with and explain these theories REALLY helped my understanding.

d) As I approach an end to the class, I have learned to be confident in taking the text for what it's worth. I've learned that in order to understand the text means not just to research the

author, but in taking the text for what is written. By utilizing the theories consistently during the quarter, I have also been able to apply them to other classes I am in (and will be in soon). I feel the amount of hours I've put into understanding these critical theories will keep me on top of other classes and research papers with confidence from here on out.

e) Looking back on this class, I can't help but get the association between Deconstruction and "unraveling" out of my head. That's definitely going to stick with me for a lifetime! Humor aside, I think I've left with a small but powerful arsenal of critical theories that I can effectively apply to anything I may come across in the rest of my college years. The Feminist, Marxist, and Historical theories are definitely my favorite not only because they can apply to so many different things but because I find myself being more passionate about them than any of the others. I'm really excited to use some of these theories in future classes, seeing as I've been using the New Criticism approach for years without even knowing it! I think what I've learned in this class will be truly invaluable when it comes to writing well rounded and thought provoking papers in the future. And hey, when college is over, I'll sound really cool at dinner parties.

f) Now that I have completed this class I have already used a psychological approach for a paper in one of my other classes. I think that psychological theory will always be my favorite because it was the first theory that my group was presented with. I think that all of my essays will be much stronger from now on and I am excited to see how the better understanding of literature will help me in the future. Not only can I know apply these critical theories to literature, but I can also apply them to movies, media, and even life.

g) Overall I think that the critical theories we learned in this class are very important and I will use them a lot in my future. I learned a lot in this class and thought that the professor was outstanding. Each discussion made me learn something new about the readings. I think that this class has improved my way of thinking about literature and how I can go deeper into analyzing the meaning of different writings. I feel that I worked very hard in this class and I am very proud of my work. Each time I read now I think of what critical theory connects to the story and how I could analyze it further.

h) Final Reflections: I have thoroughly enjoyed this course. I have learned much more than I thought I would and I feel I am on a more solid footing for my major. In fact, I used the concepts many times in at least two other English courses I was taking during our class discussions. I appreciate the learning experience.

i) The idea that really sticks with me is that every text either resists or supports an ideology or culture. I find it immensely helpful to frame the piece's inherent and unavoidable bias (it has to take a stand, one way or another) in these terms. I really put this to use in my other literature class this quarter, ENGL 4411, and used this technique in the essay I wrote for that class on marriage in Jane Eyre—where does the text support the traditional views of marriage, and where does it innovate?

j) I now can apply all the theories we learned in class to other literature I read in the future. I have already found myself discussing theories in my other classes when talking about literature I have read. Overall, this class was very informative and I feel confident I learned a lot about theories and will be using them in my future.

k) I now know which theories I consider myself a “critic” of; deconstruction, feminist, Marxist and queer. I have found that my favorite is deconstruction, something I never would have found if I had not taken this class. An idea I had from the theories and their application to literature was from deconstruction. I now know that deconstruction does not have to be applied solely to the meaning of a text, but it can be applied to a character’s life and traits as well. I have already started to apply the theories in my other English classes, in my English 4636 class we read *Sister Carrie* by Theodore Dreiser, I wrote a deconstructive and marxist analysis on the text. I plan on using the theories in my essays from now on.

l) All in all, I did learn a lot and am able to apply this new knowledge to all of my future English classes. Even in my personal reading I am finding that I use some of these techniques. In this class I have learned that my favorite theories are Psychological, Deconstruction, and New Historical/Cultural.

Closing the Loop:

The good news is that students complete the course confident in their ability to apply several critical theories to works of literature. They find the journals, quizzes, and papers effective strategies. They also identify a problem area with the presentations and the group project, the area of the course where I, too, had the most concerns. As a result of this feedback, I plan to change the final assignment from a group project to a paper or take-home essay in which students apply post-colonial, queer, race theory and cultural studies to the final novel. I will continue to use the group work and the regular quizzes, both which foster collaboration in the classroom. I’ll also continue to gather feedback from the students to assess my instruction and their learning, per Eileen Barrett.

ALUMINI ASSOCIATION DATA [TRACKING POST GRADUATE SUCCESS]

Barrett-Graves asked the Alumni Association to providing quantitative data in the form of what kinds of jobs English majors have secured upon completing their degree requirements and graduating. Data was requested for both undergraduate and graduate majors. [Not all English graduates report their data, but this will still provide a snapshot of successful employment post graduation.]

No data was forthcoming from the Alumni Association, so Barrett-Graves will schedule a meeting with the Director of the Alumni Association prior to the fall 2013 quarter in an effort to retrieve available data to be included in the annual report that will be prepared at the beginning of the spring 2014 quarter to afford the Alumni Association sufficient time to process and prepare the data report.

Appendix B

Critical Writing Programs

Submitted by Margaret T. Rustick
Coordinator of Composition

Overview

The composition program includes ten different courses that meet GE writing requirements classes. These classes, from beginning composition for English learners through upper-division courses to satisfy the university writing skills requirement, are staffed primarily by 15-20 adjunct faculty and 10-15 graduate teaching assistants in our master's programs in Literature and TESOL. In all our writing courses, we emphasize integrated reading and writing through rhetorical awareness of writers' varied audiences and purposes. Although we focus primarily on academic literacy, we encourage students to see writing as a way to make connections between their personal lives and professional goals.

One of the unique features of our composition program is its link to the General Education first-year experience clusters. We support our university's efforts to build strong learning communities during the freshman year, and the cohort model is reinforced in composition courses connected to the GE clusters. In addition, students who place in our lowest quartile of developmental writing stay with the same instructor and classmates, again linked to their GE clusters, for three full quarters. Although this structure has required significant effort to maintain, as discussed below, the sense of community that builds over the three quarters is essential to the success of these students not only in composition, but in their first-year GE courses as well. During research on first-year experiences, Syracuse University identified our program as a national model for developmental education based on the instructional support we offer "at risk" students who are fully integrated into the university community, taking courses alongside "non-remedial" students. In this arrangement, the composition teacher becomes a crucial resource for students who might otherwise slip through the cracks. The Composition Faculty Handbook included at the end of this report explains our program philosophy, course structure, and cluster connections in more detail.

Challenges

Like everyone at CSU East Bay, the composition program has faced challenges from budget cuts and changes to key personnel. During the past five years, we have worked with new people in virtually every administrative position: President, Provost, VP of Academic Affairs, Dean, Department Chair, and even Coordinator of Composition. While each unit in the university has its own story to tell, the composition program has specific difficulties due to the labor-intensive nature of writing instruction, CSU policies affecting developmental writers and graduation, and changing student demographics resulting from intensive efforts to recruit international students. The system-wide focus on increasing graduation rates has also identified areas that impact the writing program. Consequently, our efforts during the past five years have focused on the following:

- increased number and lower entry English skills of international students,
- reduced funding available for developmental courses linked to GE clusters,
- mandated Early Start program,
- graduation "bottlenecks" in UWSR courses: English 3000, 3001, 3003.

Until 2010, English learners took developmental composition alongside bilingual students who, though potentially fluent in spoken English, demonstrated significant second-language errors on an in-class diagnostic essay written the first day of class. As our international student population changed, we found it necessary to create a separate track--English 725, 730, 735--which parallels the sequence for native English speakers but is taught with greater attention to cultural differences, as well as vocabulary and grammar. In addition, we revived English 2000, a vocabulary class, which is not part of the composition program but helps supplement language acquisition skills that are reinforced in the writing classes. English 700 courses are often taught by our TESOL master's students, who also offer presentations and work as tutors in the Student Center for Academic Achievement (SCAA). Although the separation of native and nonnative speakers has some disadvantages for the students, most notably their lack of contact with American students, we have worked to keep the 700 and 800 courses aligned as much as possible. TESOL Coordinator Sarah Nielson and I work closely to that end as we both teach TESOL graduate courses and we make decisions about the 700 course curriculum together.

Budget cuts have been most severely felt in our developmental composition classes. When funding was more readily available, we were able to open new sections of English 801 as the need arose for a particular GE cluster. Since we could not predict how many sections of which cluster theme we needed, this arrangement required support from the Dean and Provost. As class sizes increased and we tried to maintain sections of 801 for each cluster, teaching loads were extremely varied; one teacher might have 29 students while another had 11 or 12. In addition to this imbalance, attrition impacted the subsequent enrollments in English 802 and 803, to such an extent that we were forced to combine sections in winter and spring, disrupting the continuity with the teacher and learning cohort. Given our ten-week quarters, continuity with the instructor was the single most important factor in our students' success because they were losing valuable instruction time when they moved to another section. After closely examining enrollment trends, we determined that we could guarantee the Dean a 20:1 student-faculty ratio over the course of three quarters if we started 801 in the fall with 25 students per class. We also asked the Dean's office to keep in mind that this is program average, and not to target individual classes that might dip lower. Enrollment charts in the section on developmental composition show that we have been successful in achieving the goal of balancing class sizes and meeting our target. In addition, we eliminated a one-unit support course, English 989, and reduced the cost of the composition program by approximately \$100,000.

Our goal during the past five years has been to maintain the integrity of the program while, at the same time, acknowledging the severity of the budget. At the urging of administrators, we have examined a number of possibilities, and we received a grant to explore options such as online or hybrid courses, larger class sections, or reducing time in remediation through a "stretch" course. Although the emphasis on teacher continuity in our 800-series already meets many of the ideals of stretch courses, we needed to collect data to see how we might reconfigure the sequence in order to maximize the benefits of as little money as possible, to get the biggest bang for the buck, so to speak.

We received a grant in 2010, which we utilized to run trials of online supplemental instruction, to survey university faculty about the writing students were doing in their courses, and to initiate a portfolio at the end of English 802 to assess students' preparation for the "regular" credit-bearing composition course, English 1001. We found substantial obstacles for both teachers and students when we attempted to implement online instruction. Since many students are on financial aid, they could not purchase access codes until their checks arrived, so we determined that no publisher-ready materials could be used in the first quarter. Although the teachers selected for this pilot were computer savvy, they also found the adoption process difficult for themselves and for their students. We have determined that, at best, we might adopt a hybrid model in the 800 series, but we could not force all teachers or students into that model. The cluster links do not allow students to choose which section of composition they take, so a student who did or did not want to work online would not have any choice in that matter. Nor were there any savings by reconfiguring our courses into "jumbo" lecture sections with small discussion sections taught by graduate assistants. We found no way to substantially reduce the amount of work writing teachers devote to reading papers and individual conferences.

Our portfolio project to investigate the skills of our students at the end of English 802 fortuitously provided us with a baseline from which to evaluate the impact of Early Start. Our Early Start plan piggy-backed on the portfolio and our investigation of alternative stretch models. We were not able to move students ahead after 15 hours of instruction during the summer, but we will evaluate them all at the end of their first 20 weeks of instruction. If Early Start has made any impact on their writing by planting the seeds during their summer courses, we hope to see the evidence of that growth at our upcoming portfolio reading, and students who demonstrate readiness may be waived from the third course in the sequence. When we piloted the portfolio prior to Early Start, only 2% of the submissions were deemed ready for English 1001. Although that number may not change much, we are eager to see how this year's students compare to those from the pilot in 2011 and 2012. We are also poised to follow a select group of students from Early Start through their remedial writing courses and beyond. This assessment project will yield important information not only for the composition program, but for the university and for other researchers investigating student retention and writing development. For more details on our basic writing program, the initial funding request and final report for the Basic Writing Redesign Grant, enrollment statistics, and charts demonstrating student skills are included in the section on Basic Writing.

A final challenge that remains a concern is the number of students who fail to meet the University Writing Skills Requirement in a timely fashion. Our students can satisfy this requirement either by writing a passing the Writing Skills Test (WST), a timed, on-demand essay, or by completing designated courses that we refer to as "first-tier" (English 3000 and 3001 for nonnative English speakers) and "second-tier" (English 3003). Students can opt into first-tier courses without ever attempting the exam, or they may be placed there on the basis of their test score. Students in first-tier courses submit a portfolio at the end of the class for board scoring, which determines if they have satisfied the writing requirement, if they need to take a second-tier course, or if they need to repeat the first-tier course. Historically, 25-30% of the students who opt to take the first-tier course fulfill their UWSR at the end of that course, about 60% are required to take a second-tier course, and another 10-15% must repeat the first-tier course. Since many students delay attempting to meet this requirement, either by exam or by coursework, in

many cases their graduation can be postponed. Another group of students who are impacted by the UWSR are graduate students who did not graduate from a CSU or meet the requirement through one of the other state-approved methods.

We received a grant to try to improve pass rates on the WST, targeting students who had failed the exam once and who were planning to attempt it a second time. Many students who attempted once either did not want to risk failing again, or they attempted a second time but had no preparation and so failed again. Our grant allowed us to provide four weeks of instruction to small groups of students, taught by experienced writing instructors, at no cost to the students. We had hoped that such a course could be offered through self-support. While the pass rate did not improve significantly, most discouraging factor was that students in the program reported that, while they thought the experience was helpful, they would not pay for it. Based on these results, we did not move forward with the proposed self-support WST preparation course; however, we did identify areas of weakness in student writing that helped us consider changes to the curriculum in English 1001 and 1002. Although we have not yet been able to assess the impact of these changes since students do not take the WST until their junior year, we are pleased with the additional insights and curriculum we were able to develop as a result of this grant.

While we have made every effort to accommodate students who need UWSR courses, including offering some sections fully online to avoid time conflicts, we continue to search for ways to alleviate the problem. The Writing Skills Subcommittee (WSS), currently chaired by the Coordinator of Composition, supports the development of a Writing Across the Curriculum program, which could foster more confidence in students by increasing their writing ability. The committee is in the process of writing a proposal for this program. Meanwhile, we have developed a plan for graduate courses that can, with approval of the committee, satisfy the UWSR. To date, four graduate programs have chosen to submit courses for this option, and the WSS continues to monitor and support writing in the majors as an alternative to current practice.

Faculty Morale

Although faculty morale is not listed as a specific challenge faced by our composition program, it is certainly an area that deeply concerns me as Coordinator of Composition. Over the past five years--and possibly beginning a bit sooner--I have noticed a steady erosion of morale in the writing program. In addition to the constant budget cuts, a few other factors have come into play, some of which may seem minor but that do have an overall impact on the program. Six years ago we moved to our current building, where faculty offices are located in maze of hallways, and our TAs are housed in a "bullpen" office in the corner somewhere. We have no central meeting place where lecturers regularly see each other or program directors. We also changed our class schedules so that, whenever possible, teachers work on a Monday/Wednesday or Tuesday/Thursday schedule, and when they are on campus, most faculty teach back-to-back classes with office hours and preparation in between. Consequently, there is very little casual personal or professional interaction, which was a hallmark of the writing program when I arrived in 2001.

We maintain an email discussion list for composition faculty and a second list for graduate teaching assistants. This format has often been a lifeline for teachers, as well as a place for communicating essential information and building camaraderie, but it has become substantially less active, more perfunctory. We also have a long tradition of weekly workshops, originally led by lecturers and others who had things to share with their colleagues. As fewer and fewer lecturers volunteered to lead the workshops, the responsibility has fallen more on program directors and the workshops are attended primarily by graduate students who are more inclined to listen than to participate or lead discussions. I am hopeful that we can revive these important informal opportunities for interaction, because a writing program with a positive, enjoyable, collegial culture goes further than a paycheck toward compensating teachers for the hard work and long hours teachers spend helping improve student writing.

Faculty in our composition program continue to support the philosophy articulated in our faculty handbook. We believe in the value of helping student writers increase rhetorical awareness and develop effective reading, writing, and critical thinking skills. We promote teaching these skills through integrated instruction, helping students see that becoming a stronger writer is about much more than fulfilling some university requirement.

One-Time Funding Proposal:

Faculty Expectation Survey and Redesign of Basic Writing Curriculum

Initiator: Margaret Rustick, Composition Coordinator, and Michael Rovasio, Director of Basic Writing, English Department

Total Funds Requested: \$20,250

Database creation = \$500

Materials for students and for faculty survey = \$1,000

Portfolio readers = \$750

Course release for two 800-level teachers involved in the project = \$8,000

Release time for Director of Basic Writing to conduct and analyze the faculty-expectations survey, redesign curriculum on the basis of results = \$10,000

Brief Description:

In order to reduce the cost of remedial writing instruction and align curriculum with faculty expectations, we propose to design a "hybrid" basic writing course for students who place into the three-quarter composition sequence (English 801, 802, and 803). Approximately one-third of our incoming freshmen enter at this level, and effectively meeting their needs is a costly undertaking. In this pilot program, we will create a hybrid course to implement in two sections of basic writing. We will also replicate the study done in 1996-7 (RSCA II Grant) in order to clarify faculty expectations vis-à-vis student composition skills. On the basis of the results, Mike Rovasio, director of basic writing, will undertake a revision of the basic writing curriculum in spring 2011, which may include recommendations for reducing instruction time and implementing software.

Expected Outcomes:

In research we conducted last year using an online diagnostic version of the English Placement Test (EPT), we discovered wide variations in students' abilities in the ten subsets of skills assessed by the test. The results of this study help explain why teaching basic writing is so difficult. The problem is not that students are uniformly low in all skills, but that their strengths and weaknesses are so diverse. Consequently, basic writing teachers often individualize instruction, which is what our teachers did when they had 12-15 students per section. That approach was highly successful, with 90% of our freshmen fully remediated in one year and our native freshmen outperforming transfer students on the WST. But our success rate has fallen as class sizes have doubled, and we must redesign our basic writing to reflect the realities of the current budget. To that end, we will pilot a hybrid composition class, including one weekly class meeting with an instructor combined with an online program targeting specific skills identified in students' diagnostic test results. In addition, we will collect information from across the campus to align curriculum with student needs and faculty expectations.

Strategic Impact:

The current cost for basic writing is in excess of \$300,000 per year. Implementing a hybrid model could reduce that cost substantially. Furthermore, data from the faculty survey will help us better prepare students with the writing skills faculty expect. If our basic writers are better prepared to meet those expectations, faculty across the campus may be more inclined to assign writing, providing students with more opportunities to practice and develop skills necessary to satisfy the University Writing Skills Requirement and to graduate without having to take additional composition courses.

Timeline:

Fall 2010--Curriculum design will begin to develop the hybrid course. Faculty survey will be developed and data base will be created to collect information.

Winter 2011--Four sections of English 801 (approximately 100 students) will be participate in the study. Progress will be assessed through a portfolio collected at the end of winter quarter. Faculty survey administered.

Spring 2011--Analysis of data and redesign of basic writing curriculum.

Potential Barriers:

In order for this program to be successful, the hybrid course must be carefully designed to meet students' needs. As developmental readers and writers, the target student population may have difficulties working in the online environment, which is why we have opted for a hybrid course rather than a complete online version of basic writing. We believe regular face-to-face contact with a faculty member will be essential to monitoring student difficulties in the online environment. Additionally, expanding this program to include more basic writing courses will require training of composition faculty, as not all teachers are equally competent in online instruction. Regardless of the success of the online component of our proposal, we believe the faculty survey and close examination of the basic writing curriculum will allow us to improve the quality of instruction, thereby increasing student success in subsequent courses, as well as on the Writing Skills Test.

Basic Writing Redesign Grant: Final Report

Margaret Rustick

June 30, 2012

Background:

Currently the basic writing program is comprised of seven prebaccalaureate courses, three for international students who are learning English (725, 730, 735) and four for "proficient" English speakers (801, 802, 803, 910). While these courses, taught exclusively by contingent faculty, were described in a Lumina study as a "national model" for developmental education, successfully remediating nearly 90% of the students enrolled, we undertook this grant to see what, if anything, we could do to respond to the changes in the academic environment on our campus. Since more than 60% of our freshmen take developmental composition courses, this program plays an important part in the first-year experience of the majority of our freshmen, and since students report that their composition teachers play a pivotal role in introducing students to the university, we are determined to keep this program as strong as possible despite the challenges.

Over the past five years, we have made a number of changes to the program, primarily in response to budget cuts and the needs of our English learners. We increased class size from 12 to 25, eliminated the one-unit English 989 requirement, and changed the EPT cut score from 151 to 147 for English 1001, from 141 to 139 for English 910. These changes saved the department approximately \$100,000. We also modified our earlier ESL composition classes (804, 805, 806), which formerly enrolled bilingual, generation 1.5 students who were fluent in spoken English but struggled with writing, in order to focus on the more intensive language needs of international students. In addition to the budget issues that precipitated many of these changes, we have responded to the doubling of the freshman class, with the increase from ten clusters to the present eighteen, maintaining our commitment to first-year learning communities despite the challenges of meeting the scheduling and content needs of nearly twice as many cluster themes with no increase in resources. At the urging of the administration and in the hope that online resources could benefit our faculty and students, we began this investigation funded by this grant to better understand our students, the writing expectations of faculty across the university, and potential ways to respond to the present situation.

Procedures:

During our initial funding period in 2010-11, two instructors, Margaret Rustick and Maureen Newey, piloted McGraw-Hill's online diagnostic tools and self-paced instruction for sentence errors. However, students were not able to use financial aid vouchers to purchase access codes, and repeated difficulties with logins and start up delayed students until nearly half way into the ten-week quarter. Of those who were able to login, less than half completed more than two activities. Participation was minimal and any benefits were undermined by difficulties associated with the first trial run. We continued investigating alternative materials through the end of the 2010-11 academic year. After several meetings with Nick Carbone, the composition media specialist at Bedford St. Martins publishers, we adopted a textbook from Bedford that came with online elements instructors could add to their Blackboard sites, including multiple-

choice reading comprehension questions that would require minimal time from instructors to implement and grade.

Due to problems encountered with the online component, we were not able to compare students in those classes to traditional courses, but we continued with our portfolio assessment in order to establish a baseline. We collected approximately 100 portfolios from students at the end of English 802 in winter quarter 2011. At this reading, we carefully reviewed materials students submitted, and based on that review, we determined two students could possibly progress to English 1001, with one on the borderline. Since English 1001 is no longer part of the GE cluster system in spring quarter, however, we had no guarantee those students would be able to begin English 1001 in spring. And, since no official policy existed and the cost saving for the students and the university would be negligible, we did not advance those two students but had them remain with their instructors for 803 in spring. The lack of available seats in English 1001 in spring quarter and the disruption of cluster connections and teacher continuity remains a concern that we will have to address should we make changes to the structure of the basic writing sequence.

At the end of summer 2011, Mike Rovasio and Margaret Rustick met with the composition teachers to introduce the new textbook and explain the online tools available from the publisher. While teachers were enthusiastic about having new options, Blackboard had just been updated and many instructors who were teaching that summer found learning to work with the changes too time consuming for them to commit to additional development. Likewise, teachers expressed their concern over job security, and they were distrustful of the purpose for developing online instruction. Rather than improving instruction, many faculty worried that the university's goal was to eliminate their jobs. Even those willing to participate were quickly discouraged by the amount of additional work necessary for them to learn new programs and monitor student participation. In short, they felt they could accomplish more, with less effort, through traditional teaching methods. Consequently, when we reviewed English 802 student portfolios at the end of winter 2012, we did so knowing that their teachers had made minimal use of the online materials we provided. As in the previous year, only two students out of the 100 who submitted portfolios were deemed potentially ready for English 1001.

During the spring quarter, Mike Rovasio and Margaret Rustick developed a faculty survey, adapting questions from the 1998 survey that was used to develop the current program and another survey instrument used to examine statewide faculty assumptions about college writing in community college, CSU and UC. Our survey was administered through Survey Monkey, reducing the anticipated expense of developing a database. Eighty-three faculty responded to the survey, delivered through university email, and seventy-eight of those completed it. The survey results are attached, and we continue to analyze the data in order to make plans for future curriculum and programmatic changes.

General Findings:

Portfolio assessment at the end of English 802, after two quarters of instruction, reveals approximately 2% of students may be able to move directly into English 1001, bypassing one additional quarter of remedial instruction. This pass rate was the same for teachers who did not

use the online components and those who did make use of them. Since the teachers who used the online materials most extensively did so voluntarily, we were unable to assess the time, effort, or success rate of teachers who are less technologically proficient.

Contingent faculty are highly resistant to technological solutions that would potentially reduce the availability of work. Consequently, developing and implementing online instruction requires faculty time and buy-in that they are reluctant to give. Since no online components are fully self-sustaining and hybrid courses require as much if not more effort, faculty viewed any reduction in "seat time" as an increase in workload for less pay.

In previous studies, the two strengths in the developmental writing program have been documented: its link to GE freshmen clusters, and the value of staying with the same teacher and classmates for three courses in the sequence. In addition, students in the 800 series have commented on the importance of the personal relationships they establish, the availability of their teachers, and the amount of individual attention they receive. Although students in the technologically enhanced courses performed as well as those in traditional courses, since their teachers were still providing as much individual and face-to-face attention as they had before, it is impossible to say that a different format would negatively affect students. It is clear, however, that successful teachers put in as much individual time, if not more, whether students were online or in person.

Eighty-three faculty members responded to the survey conducted in April, 2012. 45% of those respondents came from CLASS, 31% from Science, 13% from CEAS, and 11% from CBE. Approximately half of all faculty report that their students' writing quality has declined in the last 3-5 years, and the other half state writing quality has stayed about the same. Although faculty perceptions of a decline are a concern, it is worth noting that this response is similar to the original survey we conducted in 1998, echoing a pervasive phenomenon observed by scholars since mandatory freshman composition was implemented at Harvard in 1871.

The survey results, which are attached, contain a wealth of useful information about which skills are required, where faculty expect students to receive instruction in those skills, and what kinds of writing they assign--all of which will be beneficial for planning composition curriculum. One factor of substantial concern is that 21% of the respondents note they have reduced the amount of writing they assign, and most report that reduction was due to class size increases and the amount of time required to grade student papers. Given the importance of writing in the Student Learning Outcomes, the push for larger classes, and the necessity of sustained practice over time to improve writing ability, this trend does not bode well.

Conclusions:

While we will be making some curricular adjustments based on the survey results and we have discovered a significant need to support writing across the curriculum, particularly in upper division courses, the structure of the basic writing program makes it especially difficult to change without further compromising the features that have made it successful. Given faculty concerns over their workload and the difficulty students encountered getting access to online platforms, we recommend that any future attempts to implement online instructional components

require minimal investment from teachers. Materials must be pre-designed, easy to use, and reliable. Every effort must be made to assure that teachers' workloads do not increase, and we must recognize how easily frustrated students in this population can be. The proven success of the three-course sequence, also referred to as a "stretch" model by other campuses, should not be abandoned under any circumstances. Any reconfigurations of the basic writing program should recognize the potentially dire consequences of disrupting that sequence, of continuing to increase class sizes, and of further eroding the foundations of the composition program.

Budget:

Task	Budget	Expended as of June, 2011	Expended as of June, 2012	Balance
Project Coordinator	\$10,000	\$2,000	\$8,000	\$0
Portfolio Reading & Materials	\$1,750	\$1,295	\$0	\$455
Curriculum Implementation	\$8,000	\$0	\$8,000	\$0
Survey Design and Data Base	\$2,250	\$0	\$2,000	\$250
Materials	\$3,000	\$0	\$0	\$3,000
Totals	\$25,000	\$3,295	\$18,000	\$3,705

One-Time Funding Proposal: Writing Skills Test Intervention

Initiator: Margaret Rustick, English Department

Total Funds Requested: \$21,000.

\$5,000 for one course "buy out" of Composition Coordinator to act as program administrator, overseeing student recruitment, curriculum development, data analysis, and, if the pilot is successful, marketing through College of Extended Learning. \$16,000 for two adjunct composition instructors (\$8,000 each) to develop curriculum beginning Summer 2010 and instruct students Fall 2010 and Winter 2011.

Brief Description:

The goal of this program is to increase students' chances of passing the university Writing Skills Test (WST), thereby decreasing the demand for subsequent courses that are both costly to the university and can potentially delay students' graduation. Composition faculty will work to develop and deliver instruction for students who have failed the WST. If the pilot program is successful, these preparation courses could be offered through the College of Extended Learning at minimal cost to students. While initial efforts will focus on students who have already taken the WST, it may be possible to extend this program in the future, making it available to students before they attempt the exam.

Expected Outcomes:

Approximately 3,500 students take the WST each year, with an average pass rate of less than 60%. Of the estimated 1400 students annually who do not pass the WST, about 300 students have failed the exam more than once. Meeting the needs of students who have failed the WST costs a minimum of \$200,000 each year, about one quarter of which is spent for students who have failed the WST more than once and who have no option but to take classes. Although the Student Center for Academic Achievement offers workshops providing general advice, the university currently has no instructional support specifically intended for students preparing to take the WST. While EO 802 appears to prevent us from offering existing composition classes through Extension, it does not prohibit the proposed exam preparation course.

Strategic Impact:

We have not attempted anything like this before; therefore, it is difficult to predict the rate of success. However, since the goal is to offer this course through the College of Extended Learning, it will be a one-time university expenditure aimed at reducing a significant ongoing demand on our limited funds. If we are able to reduce the demand for composition courses that satisfy the University Writing Skills Requirement (UWSR) by 10%, we will recoup the cost of this project. Furthermore, since passing the USWR is a graduation requirement, students who have failed the WST twice are now prevented from graduating until they take a designated course. Currently, the lack of funds for offering those courses has created an impasse, and approximately 300 students were waitlisted this quarter, unable to enroll in the course necessary for their graduation. Increasing pass rates on the WST, which this proposal is designed to do, is therefore essential to improving graduation rates.

Timeline:

Summer 2010--identify and contact students who have failed the WST to recruit student participants; develop curriculum

Fall 2010--continue recruiting students; deliver curriculum to first round of students; collect data from students who retake the WST; modify curriculum as needed

Winter 2011--deliver curriculum to second round of students; collect data from students who retest

Spring 2011--prepare a final report on all collected data and, if successful, develop marketing and outreach campaign

Potential Barriers:

If the program is successful, students in the future will have to pay for this test preparation course through the College of Extended Learning, and we will need to be sure the cost is not so high as to discourage students from taking the course. While the curriculum will be design will target specific skills, another substantial concern is how quickly we can improve those skills, particularly vocabulary and grammar of nonnative speakers who make up a substantial portion of this population. We believe we can meet the needs of some students and increase their pass rates, but clearly there are other students who will require more extensive instruction than this program is intended to deliver. Determining which students will benefit most from this kind of course and making that information clear to students will be a challenge.

WST Intervention

Final Report

June, 2011

Participants:

Margaret Tomlinson Rustick, project coordinator

Sally Cooperman, instructor

Dale Ireland, instructor

Description and Accomplishments:

During the winter 2011 quarter, instructors Sally Cooperman and Dale Ireland met with 29 students for four weeks. On the basis of student feedback and test results, the instructors revised the curriculum and met an additional 24 students during the spring quarter. Of the 53 students who participated in the program, 27 have not yet retaken the WST, 10 have passed their WST requirement, and 16 saw no change in their score. While these results have been somewhat disappointing, the project has given us important insights into the needs of our students.

Of the two areas most likely to cause difficulties for students on the WST, native speakers tended to score lowest in their ability to explain and expand on evidence. Not surprisingly, nonnative English speakers struggled substantially with vocabulary and sentence-level errors, and there was little instructors could do in a limited amount of time to improve those skills. Consequently, we leave this project with renewed concerns about when and where our growing international population will receive adequate ongoing support for their language development. Likewise, we hope faculty are aware of the difficulty native English speaking students have in developing sufficient evidence and to use logical reasoning to support conclusions. These are skills that must be integrated across the disciplines if our graduates are to be successful in the workplace.

Another insight that arose as a result of this project was our students' lack of awareness of their own limitations. When surveyed, many students did not recognize the factors affecting their weak performance on the WST, and they believed they simply had a "bad day." The lack of improvement in their second attempt, even after instruction, suggests a more systemic problem that the writers themselves do not realize.

On a more positive note, students who responded to the email invitations to participate in this project were extremely grateful to the university for providing this assistance. Many respondents also expressed their gratitude for answers to questions that they had about the graduation writing requirement. Many times these students' questions could be answered simply by referring them to the appropriate link on the Testing webpage. Others were referred to the SCAA for short term workshops. In both cases, the questions suggest that some students are still having difficulty knowing where to go for information. It seems likely that students who struggle with writing may need additional assistance locating and interpreting information about requirements such as the WST.

Implementation:

A Blackboard Organization has been created as a repository for all materials developed in the course of this project. It is not yet clear who will oversee or teach the course, if it is offered through DCIE. However, when and if that does happen, materials are available for those individuals. Given the results, if this course is offered through DCIE as originally planned, we highly recommend continued monitoring of subsequent WST scores to assure that students are benefitting from the prep course. The course can be available in Fall 2011, but other measures, as described below, should also be implemented.

Strategic Impact:

The initial purpose of this project was to reduce demand on courses that fulfill the University Writing Assessment Requirement (UWSR) by increasing the number of students who retake and pass the WST. While our results do not indicate that the proposed Prep Course would have significant impact on the number of students passing the WST, it does indicate that we should seek other avenues to improve communication with students about the WST, to expand options for students to fulfill the UWSR in courses, and to continue efforts to increase writing instruction throughout the university.

A more immediate result of this project has been the beginnings of a process for enrolling in courses that satisfy the UWSR, including English 3000, 3001, and 3003. In doing so, we hope to ensure class space for graduating seniors, and to prioritize students on the basis of 1) the number of units they have completed, and 2) the number of times they have attempted the WST. While this project may not significantly increase the number of students graduating, it will likely result in less effort by faculty and university personnel to address the needs of these students.

To assess the effectiveness of these measures, we need to continue monitoring the number of students attempting the WST, the number of students satisfying the UWSR through other means, and the waitlists for UWSR classes.

Roadblocks:

We received excellent support from the Testing Office, without which this project would not have been possible. The main obstacle we faced came from the difficulty of getting appropriate paperwork processed in the CLASS office in order to get access to funds.

Writing Skills Test (WST) Intervention (Margaret Rustick)

ID	Work	Completion time	Budget	Expended	Balance
1	Curriculum Design and Instruction	Completed	\$15,000	\$12,000	\$3,000
2	Project Coordinator	Completed	\$5,000	\$5,000	\$0
3	WST test fees		\$1,000	\$500	\$500
Grant Total			\$21,000	\$17,500	\$3,500

Appendix C

Appendix to Department of English Self-Study

M.A. TESOL program self-study

5-year review

Submitted by Sarah Nielsen

1. Program Summary

The M.A. in English/TESOL option program at California State University East Bay (CSUEB) is a generalist program which serves a diverse student population. In past years, one-fifth to one-third of the M.A. TESOL students were international students. In the two current cohorts, international students make up more than 50% of M.A. TESOL students, with the majority from China and Saudi Arabia. Among the resident students, most have at least some experience using a language in addition to English and represent a wide range of ethnic backgrounds. Students also vary in the amount of teaching experience they bring into the program, ranging from extensive to almost none. Most students, both native English speakers (NES) and non-native English speakers (NNES), are women and have to balance their graduate studies with work, family responsibilities, or both. Their ages range from 20-60, with the majority in their mid-twenties and early thirties.

M.A. TESOL students are also diverse in their long-term career goals. Some plan to teach in adult schools, community colleges, or intensive English programs in the U.S. Others have or will obtain public school teaching credentials in order to teach English learners in the K-12 system. Still others plan to teach in secondary and post-secondary institutions outside the U.S. A few pursue doctoral work in education and applied linguistics departments.

The M.A. TESOL program is organized by cohorts. Since the program's inception, cohort size has ranged from sixteen to twenty-six students. Cohort size since the last review period is reported below.²

Cohort	No. of Students
2008-2010	18
2009-2011	26
2010-2012	18
2011-2013	16
2012-2014	21

² These data and others reported here are based on the M.A. TESOL coordinator's records and may show some variation from institutional data.

The program is designed to take two years to complete, though a few students have completed it in one year when scheduling has allowed for this option. Acceptance requirements include an undergraduate degree in English, linguistics, communications, or a related field. Applicants without an appropriate degree can complete the prerequisite courses as listed in the catalogue or complete a TESOL certificate program from an accredited institution. Additional requirements for all applicants include an undergraduate GPA of 3.0 or higher, two letters of recommendation, a writing sample, and a statement of purpose. Though not required, applicants with prior teaching or tutoring experience and those who are bilingual are preferred. NNES applicants who do not hold an undergraduate degree from an institution where the language of instruction is English are also required to demonstrate English proficiency with a TOEFL score of 79 or IELTS score of 6.5. Once admitted, all M.A. TESOL students must demonstrate competency in academic writing through a timed test or GWAR-approved courses.

In order to receive an M.A. in English with a TESOL option, students must complete a forty-five unit sequence of courses. Courses and their typical sequence are given in the chart below.

<p>Fall Year 1 English 6501-Theory and Practice of TESOL I (4 units)</p> <p>English 6504-Morphology and Lexical Semantics (4 units)</p>	<p>Winter Year 1 English 6502-Theory and Practice of TESOL II (4 units)</p> <p>English 6750-Theory and Practice of Composition (4 units)</p>	<p>Spring Year 1 English 6506-Sociolinguistics (4 units)</p> <p>English 6508-Supervised Teaching & Tutoring in ESOL (4 units)</p>
<p>Fall Year 2 English 6503-Second Language Acquisition (4 units)</p> <p>English 6509-Computer Assisted Language Learning (4 units)</p>	<p>Winter Year 2 English 6507-Testing and Evaluation in ESOL (4 units)</p> <p>English 6510-Pedagogical Grammar (4 units)</p>	<p>Spring Year 2 English 6909-Departmental Thesis (5 units)</p>

The M.A. TESOL curriculum includes collaborative projects, internships, and a capstone requirement, all of which are considered high-impact practices by AAC&U because of the positive effects these practices have on student learning. Three courses in the program include a major collaborative/group project. For example, in English 6502, student teams develop and present workshops on various aspects of academic writing for the Student Center for Academic Achievement (SCAA), our tutoring center on campus. In addition, all students complete a teaching internship, usually in our composition program or in the American Language Program, the intensive English program at CSUEB. The internship requires not only extensive hands-on work with a mentor teacher in a classroom over a 10 week period, but also regular reflective journals or blogs in which students discuss the learning and professional experience they gain in the internship. Some second-year students also participate in a paid internship, the graduate teaching associate (GTA) program, which provides a year-long appointment to teach in our composition program. GTAs from the TESOL program are typically assigned to teach sections for international and multilingual writers. Finally, all M.A. TESOL students complete a departmental thesis which includes a portfolio of

student work and a capstone project. A full description of the departmental thesis requirements can be viewed at <http://www20.csueastbay.edu/class/departments/english/englgrad/ma-tesol/thesis.html>.

In 2008, the M.A. TESOL curriculum was updated to include a specific focus on information literacy. After informal discussions about the information literacy needs of students during their M.A. studies and in their professional life as educators after graduation, the M.A. TESOL coordinator and the librarian assigned to English decided to collaborate on developing a curriculum that embedded information literacy activities and assignments throughout the core courses of the M.A. TESOL program. These courses include English 6501 (Theory and Practice of Teaching ESL I), English 6502 (Theory and Practice of Teaching ESL II), and English 6508 (Supervised Teaching/Tutoring in ESL). The information literacy activities and assignments in these courses focus on common information needs of TESOL professionals. These activities and assignments are also designed to provide meaningful practice and application of more general information literacy principles across the core M.A. TESOL courses. More information about the information literacy curriculum can be found at <https://sites.google.com/site/tesolcsueb>.

In 2012, the M.A. TESOL coordinator and the 2010-2012 cohort of students developed program learning outcomes and a plan to assess these outcomes. The process used to develop PLOs and the assessment plan are discussed in more detail in section 2. 2 below.

2. Self-study

2.1 Summary of Previous Review and Plan

In the previous 5-year review, the M.A. TESOL coordinator identified three areas needing attention.

The first area was enrollment and the need to increase cohort size. That goal has been accomplished. From 2003-2008, average cohort size was 15 students. From 2008-2012, average cohort size was 20 students.

The second area needing attention was in course offerings. In the last 5-year review, input from recent graduates and employers of our graduates indicated an important gap in our curriculum in terms of students' knowledge of English grammar and best practices for teaching grammar. Based on that finding, TESOL faculty Charles Debose and Ke Zou first offered an English 6900, Topics in English, on pedagogical grammar, as an experimental course. This eventually became English 6510, Pedagogical Grammar. The course replaced the second quarter of the practicum, English 6508-Part 2.

The third area needing attention was in prerequisite courses, and the proposal to lower the number of units of prerequisites required for applicants not holding a B.A. in English, linguistics, communications, or a related degree. No action has been taken on this proposal, but the M.A. TESOL coordinator plans to address this issue when the campus moves from a quarter system to a semester system.

2.2 Curriculum and Student Learning

An overview of the M.A. TESOL curriculum is provided in the program summary above. This section focuses on assessment of student learning in the program. From 2004-2011, student learning in the program was assessed in the following ways: course grades and capstone evaluation using a 4-point rubric developed by the departmental thesis committee in 2003. The chart below provides a summary of student performance on the departmental thesis.

Cohort	Graduates to date	Thesis 4 Excellent	Thesis 3 Good	Thesis 2 Adequate
2008-2010	14	6	4	4
2009-2011	19	11	8	0
2010-2012	15	4	7	3

Since 2008 with the implementation of the information literacy curriculum, assessment of this part of the program has been done through reflective essays written at the end of each of the first-year core classes. Over this period, 124 reflective essays have been collected and analyzed. Reflective essays are read quarterly, often resulting in immediate changes to the curriculum. Some of these changes have been minor, such as clarifying an assignment or relocating student-generated web reviews on the TESOL website to make them easier to find. Other changes have been more substantive. For example, reflective essays from the pilot year of the curriculum revealed that a majority of students had difficulty using library databases as required for research assignments in their other M.A. classes, a finding that led to the re-sequencing of information literacy assignments in the first and second core courses in the program to better meet the immediate needs of new M.A. students.

The 124 reflective essays were also re-analyzed as a group after the third year of implementation of the information literacy curriculum. Forty-nine essays (40%) in this group contained highly positive comments about the curriculum and multiple examples of concepts learned. Fifty-two essays (42%) contained largely positive comments about the curriculum and at least one example of a concept learned. Seventeen essays (14%) contained largely negative comments about the curriculum with few or no examples of concepts learned. Six essays (5%) revealed significant confusion about the curriculum or were too vague to assess. In these reflective course essays, the three most commonly reported learning gains were increased awareness of TESOL resources, a better understanding of how to track and manage searches, and improvement in the ability to locate and evaluate appropriate sources of information for research assignments.

In 2011-2012, the M.A. TESOL coordinator received additional training in assessment through funding from Academic Programs and Graduate Studies (APGS). Based on this training, she collaborated with second-year students in her English 6507, Testing and Evaluation in ESOL, on a class project to develop program learning outcomes, a curriculum map and an assessment plan using Bachman and Palmer's approach detailed in *Language Assessment in Practice*. As students in the program, their input was invaluable in this process. As new TESOL professionals, participating in the development of a programmatic approach to assessment is a type of experience that employers in TESOL fields are looking for. The final learning outcomes, curriculum map, assessment plan are provided below.

Assessment Plan Summary

The new M.A. TESOL assessment plan is summarized in the chart below.

Academic Year	Assessment Tasks
2012-2013	<ol style="list-style-type: none"> 1. Use new PLOS to develop new analytic rubric for departmental thesis assessment 2. Pilot new rubric with spring 2013 students enrolled in departmental thesis units 3. Align PLOs with new ILOs 4. Continue assessment of information literacy 5. Make changes to the program as needed 6. Include PLOs in university catalog and post them on the departmental website
2013-2014	<ol style="list-style-type: none"> 1. Include PLOs in syllabi for M.A. TESOL courses starting this year and in all subsequent years 2. Revise departmental thesis rubric based on 2012-2013 pilot 3. Assess departmental theses using revised rubric 4. Continue assessment of information literacy 5. Assess one ILO (critical thinking) for student entering and finishing the program 6. Make changes to the program as needed
2014-2015	<ol style="list-style-type: none"> 1. Assess departmental theses with analytic rubric 2. Continue assessment of information literacy 3. Assess one ILO (communication) for students entering and finishing the program 4. Make changes to the program as needed
2015-2016 and beyond	Continue with plan established in 2014-2015 until all ILOs have been assessed once and then begin the cycle again.

Other Assessment

The M.A. TESOL coordinator keeps records on employment secured by M.A. TESOL graduates. To date, she has used an informal technique to collect data on the employment of M.A. TESOL students after graduation. Approximately once per month, the coordinator meets one or more former students for coffee. These meetings are usually initiated by the graduates, but in some cases the coordinator makes the invitation. Regular informal meetings like these have provided both information on current employment of graduates as well as information about strengths and weaknesses in the M.A. TESOL program based on the graduates' professional experiences after graduation. The chart below provides a summary of the position types secured by 19 of our graduates from the cohorts between 2008 and 2012. Note that new TESOL professionals often work multiple part-time jobs, and this is reflected in the numbers reported below.

Position Type	Number of M.A. TESOL Graduates 2008-2012
Tenure-track faculty community college	1
Adjunct faculty community college	3
Adult school faculty	3
Intensive English program faculty	7
Non-profit training/materials development	1
Adjunct faculty at 4-year college (U.S.)	7
Full-time faculty at high school or college level (abroad)	5
Other/non-teaching	4
Further education (Ph.D., credential, 2 nd M.A.)	4

In addition to the informal coffee catch ups with graduates, APGS provided graduate programs in English with results from the graduate survey they sent out to all CSUEB graduates in summer 2012. Although the survey did not separate M.A. in English from M.A. in English/TESOL option students, it is reasonable to assume that at least some of the students who responded to the survey were M.A. TESOLers. The key finding of the survey is that graduates were satisfied with the overall quality of the English graduate programs. Average scores of 4 or above on a 5-point scale were reported for many specific areas about the programs such as quality of instruction, advising, intellectual rigor, etc. The survey indicated that the graduate programs could do a better job in a number of areas including admission processes, finding employment after graduation, and course offerings.

2.3 Students, Advising, and Retention

The program currently uses the following strategies to recruit new students: keeping program information on the English department website current, attending all graduate recruitment fairs offered on campus, hosting an annual TESOL job workshop, and buying an ad on TESOL.org, an important international professional organization for ESOL teachers and those in related careers. The program coordinator also meets regularly with prospective students during office hours and individual appointments. The program coordinator also does most of the advising for students in the program. This is done individually in office hours and by appointment as well as in large groups during annual program meetings (i.e., winter quarter thesis preparation meeting, spring quarter thesis support meetings).

The M.A. TESOL program has a number of annual community building activities. Before school starts in fall, the M.A. TESOL coordinator hosts a pizza party for new and continuing students. This provides a low-stress way for new students to ask questions about the program and for continuing students to share their experiences in the program so far. At the end of the academic year, the M.A. TESOL coordinator hosts a graduation party to celebrate the accomplishments of the graduating cohort. This year international students from China suggested the program add a Lunar New Year party, which we did in February. This event brought M.A. TESOL students from all around the world together to learn about and experience some typical Lunar New Year practices.

To help students build a sense of their larger professional community, M.A. TESOLers are also encouraged (and in some classes required) to engage in professional development activities beyond the classroom. One such activity is hosted by the M.A. TESOL program: the annual ESL entry-level job workshop. This winter workshop includes a panel of recent M.A. TESOL graduates, TESOL professionals from community colleges, adult schools, and intensive English program as well as people knowledgeable about teaching English abroad. Students receive a packet with extensive information on locating and evaluating job announcements, writing cover letters and CVs, and preparing for interviews. TESOL certificate students from local certificate programs are also invited to this event as a way to generate interest in applying to our M.A. program. In addition, between 2008 and 2012, two M.A. TESOL students have presented at national or state professional conferences and three at regional or local conferences. All M.A. TESOL students who take English 6502 contribute web reviews to our M.A.

TESOL Information Competency website (URL given in section 1 above), and in doing so, have an early experience sharing their knowledge with a wider professional community.

The majority of students who enter the M.A. TESOL program complete the program within a 3-year period. A summary of the demographic and graduation data collected by the M.A. TESOL coordinator from 2008-present are provided in the chart below.

Cohort	Students in Cohort	Resident Students	International Students	Female	Male	Graduated
2008-2010	18	12	6	13	6	14
2009-2011	26	20	6	22	4	19
2010-2012	18	15	3	16	2	15
2011-2013	16	7	9	13	3	
2012-2014	21	8	13	19	2	

2.4 Faculty

Current faculty teaching in the M.A. TESOL program are listed below.

- Charles DeBose, Ph.D., Professor Emeritus, areas of expertise include sociolinguistics, U.S. dialects, and language policy.
- Sarah Nielsen, Ph.D., Associate Professor, M.A. TESOL Coordinator, areas of expertise include teacher training, extensive reading materials development, English for academic purposes, and writing to learn in the sciences.
- Margaret Rustick, Ph.D., Associate Professor, Composition Coordinator, areas of expertise include composition, rhetoric, and instructional technology.
- Ke Zou, Ph.D., Professor, areas of expertise include general linguistics, syntax, and morphology.

The last person hired for the TESOL program was the program coordinator in 2004. Three tenured faculty in English (one compositionist, two linguists) have retired in the last few years, The TESOL program and

the composition program could both benefit from hiring someone with a background in composition and English for academic purposes/applied linguistics.

2.5 Resources

Like all programs, resources are scarce in the M.A. TESOL program. Many program events are paid for by donations from the M.A. TESOL coordinator. GTAs in the composition program could use more computers and computer supplies for the GTA office. On the brighter side, the librarian assigned to English has used her limited budget to significantly increase the TESOL-related collections in paper formats, e-books, and subscription databases.

3. Five-year Plan

The five-year plan for the M.A. TESOL program depends in large part on institutional changes currently being considered on our campus. If the M.A. TESOL program is cut during Planning for Distinction, the next two years will be focused on phasing out the program. If the program survives this process, it may be faced with moving from a quarter system to a semester system. If we move to a semester system, the M.A. TESOL coordinator will develop a proposal to change from a two-year program to a one-year program. Based on conversations with current and prospective students, she believes this change would appeal to international students, a growing population in the M.A. TESOL program, and could increase overall enrollment in program. In this scenario, local students could choose to complete the program in one or two years.

Although results from Planning for Distinction and the change to a semester system are still unknowns, there are several areas that the M.A. TESOL program should work on in the next five years under any scenario.

Course Offerings: The APGS student survey indicated that students would like more variety in course offerings. For a cohort program, this is hard to implement, but the department is considering offering a summer course that could be substituted for another M.A. TESOL class. This is something that our international and local students alike request often. Also, given the increasing number of international students who struggle with their academic writing and the movement on campus toward more discipline-based GWAR classes, the M.A. TESOL program should develop a writing in the discipline class for international and resident students who have not met the GWAR in other ways.

Enrollment: The M.A. TESOL should develop additional strategies for increasing enrollment, possibly including the development of joint degree programs with universities abroad and the use of social media.

Program Assessment: The M.A. TESOL program assessment plan include in section 2.2 above should be implemented.

APPENDIX D

External Reviewer's Curriculum Vita

Current Contact Information

Susan G. Bennett
 80 Old Forest Lane
 Eureka, CA 95503
 (707) 845-8158
sgb1@humboldt.edu

Post- Secondary Education

The Ohio State Univesity

B.S. in Education with a major in English/Curriculum and Instruction—1968

The University of California, Berkeley

M.A. in Curriculum and Instruction with an emphasis in English/Lang.. Arts—1971

Ph.D. in Curriculum and Instruction—English/Language Arts—1977

Dissertation: The Relationship Between Adolescent Boys Levels of Moral Developemnt and Their Responses to Literature

Life Credentials

State of California—Secondary English Language Arts; Community College English

Related Work History

English/Lang. Arts teacher—Sierra Vista Jr. High School La Puente, CA—1968-70

Assistant Professor, College of Education, the University of Texas, Austin, 1978-1985

Associate Professor, College of Education, the University of Texas, Austin, 1985-87

Associate Professor, Department of English, Humboldt State University, 1987-1994

Professor, Department of English, Humboldt State University, 1995-2009

Professor Emerita (FERP) , Humboldt State University, 2009-present

Selected Courses taught and Areas of Expertise:

Young Adult Literature/Children's Literature

Writing Workshop (freshman composition; writing for prospective secondary English teachers; writing for prospective elementary teachers, graduate students in the Master of Arts in the Teaching of Writing program)

Methods in secondary English/language arts

Composition Theory

Administrative Experience

Chair of the English Department, Humboldt State University, 2004-2009

Director--Texas Hill Country Writing Project—1980—87

Director—Redwood Writing Project—1987-2005

Composition Director, Humboldt State University, 1995—99

Service to the Profession, University, Community

Manuscript Reviewer—English Journal, 1996—present

Member of the University Faculty Personnel Committee—two terms

Member of the College Faculty Personnel Committee—one term

Member of the English Department Faculty Personnel Committee—present

National Writing Project, proposal reviewer, 1998—2008

California Writing Project Advisory Board, 1992—1998

Outside Reviewer, English Department, Central Washington University, Sonoma State University

Publications, Presentations, Research Interests

Approximately two dozen academic articles on : Assessment; writing methods; young adult literature

Over thirty professional presentations at the national, State, and local levels on:

Writing workshop; response groups; fishbowls; designing a National Writing Project site, etc.

Current Projects

A young adult novel; short stories; creative non-fiction

References

Dr. Mary Ann Creadon, Chair—English Department, Humboldt State University

(707) 826-3758 maryann.creadon@humboldt.edu

Dr. David Stacey—Professor, English Department, Humboldt State University

(707) 826-3176 david.stacey@humboldt.edu

Dr. Greta Vollmer—Professor, Sonoma State University

Greta.vollmer@sonoma.edu

Appendix E

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).]

DEPARTMENT OF ENGLISH

ANNUAL REPORT 2009-2010

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

1. Revisions of Major, Minor, and Graduate Programs: 1) The department's proposal to combine and revise the current British/American literature option and New Voices option of the major and to revise the current Core of the major is due to come before CIC and the Academic Senate later this spring. The thrust of this revision is to introduce a significant 'global' component into the newly combined literature option and to acknowledge that what once were "new voices" in the discipline are now mainstream voices of the modern canon. The revised major will also better prepare students for the CSET, the standardized examination required of those who wish to pursue a secondary credential. 2) A proposal to revise the English minor has been put on hold for the time being. 3) A significant restructuring of the M.A. (literature/composition) program has been approved by the Academic Senate and will be put into effect in fall 2010.
2. Consolidation of Concord Offerings: Because of the current budget crisis, the department has been forced to discontinue its major at the Concord campus. English will offer only courses required for the Liberal Studies blended program, the pre-nursing program, and PACE on that campus in the future.
3. Additional Lower-Division and Upper-Division General Education Offerings: It has seemed, to us, inappropriate, in the current budget situation, to compete with fellow departments, many of whom depend upon general education to sustain their majors, by adding to our current list of general-education offerings.
4. Revised Single Subject Matter Preparation Program: The department discontinued its Single Subject Preparation Program effective June 30, 2009. English majors who plan to pursue the secondary credential must now pass the CSET. (We believe that the revision of the undergraduate major discussed above will better prepare students to pass the CSET.)

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

6. Streamlining of Undergraduate Course Offerings: The department has made increased use of the “course banking” process, by which seldom offered courses can be suspended, pending improvements in budget and staff availability.

7. Development of a Department Alumni List: The department worked with University Advancement, last year, to refine the list of English alumni that office maintains. We made good use of this list in soliciting support for our new literary review, *ARROYO*. We will continue to refine and expand the existing list in the coming years.

8. Reviving the Graduate Writing Associates Program: The current budget crisis has put a hold on this program for the time being. Recent proposals to distribute the UWSR certification process to departments may offer new incentives to revive this program.

[CAPR suggestions that the department seek additional tenure lines and 1.0 lecturers have been pushed to an indefinite future because of the budget situation.]

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

<http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.pdf>

<http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-4.pdf>