



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

DATE SUBMITTED: March 3, 2014
DESIGNATION CODE: 13-14 CAPR 18

TO: The Academic Senate
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 13-14 CAPR 18: Five-year Program Review for English
PURPOSE: Action by the Academic Senate
ACTION REQUESTED: Acceptance of the 2012-13 Five-Year Program Review of the English BA and MA Program in the College of Letters Arts and Social Sciences at California State University East Bay; and it is recommended that the Program continue without modification. The date of the next Five-Year Review is 2017-2018.

BACKGROUND:

At its meeting on May 2, 2013, CAPR invited members of the Department of English to orally present the outcome of their Five-Year Review process completed in 2012-13 and submitted to CAPR for review in 2012-13 as prescribed in the Academic Program Review Procedures (08-09 CAPR 23 (revised)). The Department of English Chair, Dr. Dennis Chester, presented a summary of the English BA and MA Program's Five-Year Review to CAPR, and participated in a question and answer session.

OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR:

The English Program submitted a detailed self-study, including a summary of the previous Five-Year Review; progress made on that review; a Five-Year Plan based on the AY 2012-13 review; assessment planning and response documents; the outside reviewer's report; the program's response to the outside reviewer; and four appendices reviewing specific assessment and development efforts.

CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW:

Program

1. The English Program has made significant contributions over the past five years toward advancing the University's Mission and Shared Commitments through supporting communication skills development for students across campus and preparing hundreds of English graduates for careers in the Bay Area. The English Program confers a B.A. degree with four options in Creative Writing, Interdisciplinary Language, Literature and Writing Studies, Language Discourse, and Literature. The program confers an M.A. degree with options in English Literature, Composition and Creative Writing as well as Teaching English as a Second Language. The English Department produces one nationally recognized publications, *Arroyo Literary Review* as well as *Occam's Razor*. The External Reviewer for the English Program's Five-Year Review reported that "the English Department at CSUEB is infused with energy, optimism, and intellectual rigor", and noted that the program was described in Syracuse University's *Critical Writing Programs* report "as a national model for developmental education".
2. The English Program has made significant progress toward meeting its five-year goals set in 2006. Faculty members collaborated to streamline course offerings, modify options to better meet student

needs, implement a new Upper Division C4 GE course, and develop undergraduate and graduate advising. In addition, the English Program formalized and implemented a Senior Capstone course. The English Program has made significant progress in developing its assessment program and has begun working with the Alumni Association to gather feedback from graduates. External donor funding from a number of sources has been secured to support the program's publications and student development. Proposals to develop a Single Subject Matter Preparation Program and reopen the Graduate Writing Assistant Program were curtailed by budget constraints. The English Program's plans for the next five years include re-establishing the Secondary Education—English/Language Arts option, developing UWSR writing courses within each major, making changes in remedial coursework, developing a service learning/internship component in the major, further developing student advising, expanding on-line course offerings with the objective of an on-line minor, and developing courses and programs through DCIE.

3. The English Program's Five-Year Review did not include data from the Office of Institutional Research about the make-up of students and faculty members in the English Program so no comment can be made about their support for the University's commitment to diversity and inclusiveness.
4. During the past five years, the English Program has made concerted efforts to assess student learning and to use assessment results to close the loop in several curricular areas. The English Program referenced their five Program Learning Outcomes (PLOs) and stated that these have been mapped to courses, and one appendix provided evidence that six PLOs have been mapped to the TESOL MA Program. The program has identified Assessment Coordinators and has developed annual assessment plans. Outcomes of direct and indirect assessment for both undergraduate and graduate courses were described. Analytic assessment in the Senior Seminar Capstone course is carried out through an exit examination, and holistic assessment is completed for Senior Seminar Portfolios. Surveys of graduating seniors give indirect evidence of students' experience with the program. For each of the assessment processes reviewed, narrative descriptions of efforts to close the loop were provided, including curricular revisions, course modifications, assignment improvements, and changes in the assessment tools. The English Program has committed to developing a culture of assessment and inquiry in which an annual assessment process will capture data for all PLOs to be used for program development and curricular change.
5. The outside reviewer was impressed with what the English Program has accomplished at all levels to promote student success and to support faculty in achieving academic excellence. She acknowledged the budget challenges faced by the CSU system, but encouraged pursuit of much needed resources for additional faculty members and support staff, as well as collaboration with programs across the campus to develop coursework (including remedial and second language). She encouraged the program to sponsor events to build community, to provide faculty development opportunities for adjunct faculty, and to further develop communication and advising support for students.

Resources

1. The challenges facing the English Program in staffing courses and meeting administrative support needs are similar to those faced by programs across the campus, but the program faces the additional demand of providing a large number of required service courses for CSUEB's diverse student body. Since 2006 the program has lost three T/TT faculty members and has not had a new faculty hire in ten years. Data was not provided in the Five-Year Review about SFR but the report presents evidence that the average section size has increased significantly over five years, and during the program's presentation to CAPR, Associate Dean Guo confirmed that there has been a huge increase in SFR for writing courses.
2. The program relies on one staff member to meet the "herculean demands" of supporting all department activities. Lack of adequate space for adjunct faculty offices or rooms for meetings and faculty/student gatherings was also addressed.

CAPR RECOMMENDATIONS FOR CONTINUATION OF THE PROGRAM:

It is recommended that the BA and MA in English continue without modification. CAPR also

recommends that the program pursue the following:

- The English Program provided a thoughtful overview of progress made since their last Five-Year Review, although the review did not include the data to provide evidence of support for diversity and inclusiveness among faculty and students. The program is encouraged to work with the Office of Institutional Research to compile and evaluate up-to-date data about the makeup of the student and faculty bodies, and to use that data to plan efforts to support diversity and inclusiveness. The plan should be developed in enough detail that specific progress toward achievement of the plan could be described as part of the Annual Program Report to CAPR. During the next five years, the program should actively respond to the support needs of the diverse student body and faculty team in the English Program. The Five-Year Review also did not include data about student retention; again, work with the Office of Institutional Research to document and track student success measures (e.g., graduation rates and years-to-completion), giving particular attention to minority student trends. Develop and document efforts to recruit minority English students and, when given the opportunity, to recruit faculty members.
- The English Program is to be commended for its efforts to build and document sustainable assessment efforts. During the next five years, schedule regular opportunities for administrators, faculty members, and students to gather and plan for assessment of learning, support for student success, and program development. Continue to create annual assessment plans, ideally during the Spring Quarter for the following academic year. CAPR supports continued efforts to complete a combination of direct and indirect assessments of learning, and to describe findings and responses in the Annual Report to CAPR. Map the Program's five Program Learning Outcomes to the University's Institutional Learning Outcomes (ILOs), and make available the curriculum map linking PLOs to course SLOs. Continue efforts to coordinate with Alumni Affairs to track graduates, document employment, and follow up with indirect assessment of graduates' experiences of the program once they are employed. The program is encouraged to seek support in these endeavors from the CLASS representatives on the Educational Effectiveness Council (currently Jiansheng Guo, Luz Calvo, and Patricia Drew).
- Based on their Five-Year Plan, representatives from the English Program should work with the Provost's office to address faculty and staffing resource allocation needs to provide adequate coverage for expanded course offerings, increased enrollment, increased space, student advising, and program administration. The English Program has done a commendable job in developing and expanding its course offerings and maintaining enrollment without commensurate increases in staff support or tenure/tenure track positions, but should be concerned about the impact that insufficient resources will have on student learning and success.

DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW: AY 2017-2018