To: The Academic Senate

From: Committee of Academic Planning and Resources (CAPR)

Subject: Department of English Five-Year Review

Action Requested: Approval of CAPR’s Report on the Department of English Five-Year Review and continuation of the program without modification

I. BACKGROUND

I.1 Overview Description of the Program

The Department of English offers a Bachelor of Arts degree in English, a minor in English, and a minor in Creative Writing, as well as two distinct Master of Arts degrees, one in English literature and the other in Teaching English to Speakers of Other Languages (TESOL). During the 2002-03 academic year, the Department of English has sixteen tenure and tenure-track faculty members and three faculty members participating in the Faculty Early Retirement Program. The Department also has 10 lectures with three-year contracts. For the past five years, student enrollment in the major programs has remained fairly consistent, ranging from 172 to 209 for the undergraduate major and from 62 to 85 for the graduate programs.

The Department of English also provides university-wide services. The Department is involved in the freshman cluster program. Each of the freshman clusters is connected to the English composition courses. The writing assignments in these composition courses are linked to the themes explored in the discipline courses of the cluster. Preliminary results demonstrate the educational effectiveness of this structure. Students who have completed the cluster program score higher than other students in all areas where writing competency is assessed. In addition to offering composition courses, the Department of English offers disciplinary courses in the cluster program. The Department is also involved in three sophomore clusters. The Department offers University-wide service by offering undergraduate majors developmental writing courses for students who need such help. A professor with retreat rights to the English Department is Director of the University Writing Skills Center where students can receive needed help in developing their writing skills. Thus, the Department of English is crucial to the University in meeting the literacy needs of our students.

I.2 Overview of the Documents Submitted to CAPR

In compliance with CAPR’s Policies and Procedures for Five-Year Reviews and Plans (00-01 CAPR 7), the Department of English submitted to CAPR the four required documents: (a) a comprehensive Self-Study, (b) a plan for the development of the program for the next five years, (c) an outside reviewer’s report, and (d) the Department’s response to the outside reviewer’s report. The self-study included the following sections: (a) summary of the last program review, (b) applications for new tenure-track positions since the last review, (c) the Department’s assessment plan, (d) quantitative evidence, (e) comparison with other programs in the U.C. and CSU systems, and (f) achievements of the Department since the last review. Thus, the English Department submitted to CAPR all required documentation for the five-year review.
II. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY

II.1 Last Program Review

At the time of the last review, Dr Susan McLeod, the outside reviewer, identified several strengths of the English Department: the curriculum was flexible and accommodated new, non-Euro-centric literatures, emphasized strong writing skills, and had a strong graduate program, citing especially the TESOL program. Dr McLeod also had suggestions for improvement:

1. Consider adding courses in technical writing;
2. Consider a capstone experience;
3. Reduce the size of the expository writing classes to 25;
4. Broaden the scope of the Asian/Filipino-American Literature course;
5. Establish a centrally-funded university writing center;
6. Develop a plan for hiring more full-time tenure-track faculty; and
7. Form a cadre of permanent non-tenure track faculty to ensure consistence and coherence of the curriculum.

The Department reported that it either has implemented or is beginning to implement nearly all of the above-mentioned recommendations.

Technical writing. Several of the faculty are interested in establishing a minor in technical writing that would appeal to students majoring in a variety of disciplines. Plans are being made to offer a course in technical writing to serve as an indicator of the interest across campus in such a minor.

Capstone experience. Chair Marilyn Silva recommended that the Department incorporate a portfolio assessment into a senior seminar. This course has been offered once in Spring 2002; although it was offered again in the Spring 2003 quarter, because of low enrollment it was cancelled. The low enrollment is attributed to a problem in getting information about the course to students in a timely fashion. The course will be offered again next academic year.

Expository writing course. The class size for the ENGL 1001, Expository Writing, has been reduced from 30 to 25.

Asian/Filipino-American Literature course. When the Department revises its major, the catalog description of this course will be revised.

University Writing Center. In Fall 2002, the University established the Student Center for Academic Achievement, a centrally funded math and writing center. Dr Emily Nye, with retreat rights to the English Department, has been named director. The Department of English plans to incorporate the use of the Center into its many writing courses.

Plan for full-time tenure-track faculty. Since the last five-year review, the English Department hired eight new tenure-track faculty and acquired one faculty member who moved from a university position to the Department (for a total of nine new faculty). Seven faculty have left the Department. The Department is currently recruiting for two tenure-track faculty.

Cadre of permanent non-tenure-track faculty. The new Collective Bargaining Agreement has given the English Department the cadre of non-tenure-track faculty recommended by the outside reviewer. The Department currently has 10 lectures with three-year contracts.

II.2 Department Goals in the Previous Plan

The English Department has either achieved or is working toward the nine goals specified in the last five-year review. These goals are as follows:

1. Coordinate the writing curriculum. The Department has developed an integrated program of developmental and regular composition, along with a cadre of writing instructions.
2. Implement subject matter preparation program. The English Department has developed and implemented a new undergraduate program to prepare students to be secondary school English teachers.

3. Offer a comprehensive major in the study of the English language and its Literature. The 2002-2004 University Catalog contains the details of this revised major.

4. Improve advisement. The Department reports that it still has some additional work to complete.

5. Conduct outcomes assessment. The Department has developed and distributed an assessment questionnaire. A new course has been developed and offered that provides a systematic assessment of the skills acquired by the English majors.

6. Support faculty’s scholarly and creative work. Support to the faculty has occurred in the form of encouraging junior faculty to present at conferences and publish in refereed journals and of making information on grants for release time and travel known to them.

7. Strengthen ties with K-12 and the community. This goal has been achieved through the Department’s participation in the Collaborative Academic Preparation Initiative, sponsored by the CSU. In this program, a number of writing instructors from CSUH work with high schools to improve the delivery of instruction at the secondary level. In addition, Professor Warriner organized a conference on writing that brought together instructors from the high schools, the community colleges, and the universities for dialog on composition pedagogy.

8. Improve student writing in all disciplines. The Department’s involvement in the general education cluster program has helped toward the achievement of this goal.

9. Explore innovative collaboration in teaching. Involvement in the cluster program has helped the Department meet this goal also.

II.3 Application for New Tenure-Track Positions Since the Last Review

The Department has been successful in getting every tenure-track position it has requested since the last review. This academic year, two searches are being carried out: a literature generalist and a new Director of TESOL. Next year, the Department plans to request positions in Asian-American literature and children’s literature. If pilot courses show a strong and continued interest in the minor in technical writing, a tenure-track position for that minor might also be requested.

II.4 Department of English Assessment Pilot

During the 2001-2002 academic year, the Department of English revised its assessment plan to include a survey and a capstone course that incorporated a portfolio project and an exit examination. The survey was placed on Blackboard and notices were sent to English majors requesting that they complete the survey. The response rate for the survey was low, and the Department is working on alternative ways of distributing the survey.

The capstone course provided valuable information regarding the skill level of the English majors. English majors are weak in the research methods used in their field, and they are uncomfortable with literacy and linguistic theory. These areas will be incorporated into courses throughout the major, not simply in the theory courses, as they are now. In general, the capstone course was considered a success, and the Department hopes to include it among the required courses for the major.

The Department has taken steps toward a revised assessment plan. Included in this plan is a clear statement of eleven outcomes all students must demonstrate, mainly by the papers they will include in their portfolios. The exit exam to be given in the capstone course will also be used to measure the level of students’ knowledge of key English language texts. Students will be asked to respond to questions regarding self-assessment.

The Department of English student enrollment has been relatively stable over the
five years—ranging from 234 (in 1999) to 288 (in 1998). Current enrollment is 259
students. In 2002, the SFR for full-time faculty was 14.64, and the SFR for part-time faculty was
19.01. The percentage of FTES taught by lecturers has remained steady at around 75%. This high
percent is due, in part, to the large number of sections for composition courses offered by the
Department. The Department has been successful in its recruitment of minority faculty and students.
Thirty-one percent of all tenure-track faculty are minorities, and 21 percent of lecturers are
minorities.

III. OUTSIDE REVIEWER'S COMMENTS AND THE DEPARTMENT’S RESPONSE

Dr. Susan McLeod, the reviewer for the last outside review, visited the English Department
on February 24 and 25 to conduct her review of the Department.
She met separately with the Chair, the Acting Director of Faculty Development, some lecturers,
undergraduate and graduate students, probationary faculty, senior faculty, the Director of the Center
for Academic Achievement, the Director of Composition, and the Interim Dean and Associate Dean
of the College of Arts, Letters, and Social Sciences. Thus, she was able to gather the necessary
information to conduct a valid review of the Department.

The reviewer presented many strengths of the Department: (a) the most obvious strength of
the Department is its focus on excellent teaching, (b) the writing courses in place for both ESL and
native speakers are models for working with under-prepared and well-prepared writers. (c) The
Department has developed a model assessment plan for the major. The pilot version of the capstone
course did exactly what such a course should do: provide a feedback loop into the program for
improvement.

In addition, Dr. McLeod presented areas of concern. First, the structure of the Department
was a concern. She reported that the Department looks like two departments, one made up
primarily of tenured and tenure-track faculty, teaching most of the courses in the major, and the
other made up primarily of adjunct faculty on part-time appointments, teaching most of the courses
in the writing program. She adds that this situation is not uncommon in other English departments.
She reports that the Department must continue in its efforts toward acquiring more tenure-track
faculty. The number should be brought up to 20, as recommend in the last five-year review.

The second area of concern is one of growing the major. Students (both graduate and
undergraduate) reported that they often had difficulty registering for the required courses. Dr.
McLeod also reported that a number of undergraduates indicated an interest in writing, not only
creative writing, but technical writing.

The third area of concern involved the graduate program. Graduate students complained
about not knowing when courses would be offered. Dr. McLeod suggested forming a scheduling
committee that could map out the schedule for two years in advance.

Dr. McLeod presented ten recommendations to the Department. Below are the
recommendations and the Department’s response to each:

Recommendation 1: The Department members should revisit its mission statement and decide,
based on that statement or a revision of it, what the resulting administrative structure of the
Department should be.

Department’s Response: While it is true that similar situations at other universities have led to
tensions resolved only by splitting the department, such fears for the English Department at CSUH
seem at present to be unwarranted. First, our lecturers are unusually devoted to the Department. In
addition, many lecturers also teach literature, linguistics/TESOL, or creative writing. Some of the
regular faculty also teach writing skills courses. Therefore, such a change is not necessary at this time.

**Recommendation 2:** The Department should develop a long-range hiring plan for full-time tenure track faculty, to bring the total up to at least 20.

**Department’s Response:** In fall of 2003, the Department will have 16 regular tenured/tenure-track faculty and an additional four FERP faculty. Given the difficult budget situation, the Chair decided not to request a tenure-track search for 2003-2004. English has been given at least one search every year for over 10 years. The English Department will ask for new hires in subsequent years.

**Recommendation 3:** The Department should consider allowing an elected representative of the lecturers to attend faculty meetings to give the lecturers a voice in the work of the Department.

**Department’s Response:** The Department is convening a committee to craft a set of by-laws that will include a provision for lecturer representation. The exact nature of that representation remains unclear at the present.

**Recommendation 4:** Consider an administrative structure that would relieve the Chair from sole responsibility for scheduling.

**Department’s Response:** The Chair has distributed preference sheets to the regular and temporary faculty requesting quarter-by-quarter preferences. Also, a new administrative structure will be considered. This matter will be referred to the Committee to Form the By-Laws.

**Recommendation 5:** Consider making the English major more flexible after the core courses are completed, so that students have more options. Appoint a committee to map out major course offerings over two years.

**Department’s Response:** At its May 3, 2003 retreat, the Department considered the recommendation to add flexibility to the major by eliminating specific requirements in each option and decided against it. The elimination of requirements may encourage students to select courses based on convenience rather than on educational value. The faculty do not want to sacrifice breadth for convenience. A mapping committee will be formed as discussed in Recommendation 4.

**Recommendation 6.** Consider a technical and professional writing minor that might eventually be combined with creative writing to form a writing option within the major.

**Department’s Response:** The Department is presently considering a technical writing minor and has a plan under consideration. There is no support, however, for combining creative writing with technical/professional writing. A student interested in both could conceivably choose the option in creative writing and a minor in technical writing.

**Recommendation 7.** Consider appointing a committee that would map course offerings over a two-year period so that students can plan ahead and so that courses will fill.

**Department’s Response:** This committee would be the same one as discussed under Recommendation 4.

**Recommendation 8.** Study the placement data for MA graduates in English to determine what the “market niche” is or should be for those receiving the MA. This study could serve as a feedback loop to determine whether the present curriculum is satisfactory or needs to be fine-tuned.

**Department’s Response:** Placement data for MA TESOL graduates will be collected and analyzed. The faculty believe, however, that such data for the literature MA would be meaningless; it is a
traditional English MA that students take for a variety of reasons, including enrichment and as a gateway to further graduate study at the Ph.D. level.

IV. PROGRAM'S FIVE-YEAR STRATEGIC PLAN
The Department of English has a number of plans for improvement, most of them curricular. These plans are as follows:

IV.1 Curricular Changes
1. Revise the major: The most important change that needs to be made is to require one of the two capstone courses, ENGL 4090 and ENGL 4890. This change is crucial to assessment efforts.
2. The creative writing option must be amended to require the sophomore poetry workshop.
3. Design a minor in technical writing.
5. Continue to teach the theory in ENGL 3080, and discuss ways to incorporate the application of this theory into other courses.
6. Revise ENGL 3020, Advanced Expository Writing, to incorporate research in the major.

IV.2 Students
1. Build the creative writing option.
2. Work with the American Language Program and with Continuing and Extended Education to offer the Master's in TESOL partially off site in foreign countries.
3. Continue to offer major courses at the Contra Costa Campus and during evenings at the Hayward Campus.
4. Improve advisement.

IV.3 Faculty
1. Increase the number of tenure-track faculty.
2. Hold an annual retreat in the Spring quarter.

IV.4 Resources
1. Demand for remedial courses has increased. Thus, the major may be losing ground to remediation. Given the current budget crisis in the State, the Chair is considering raising course capacities so that the Department can maintain delivery of writing and literature instruction to an increasing number of students.
2. Offerings in technical writing are expected to increase enrollment in English courses.

V. CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW

V.1 Program
Since the time of the last five-year review, the English Department has devoted much effort to meeting its stated goals. The Department has worked diligently on developing a valid assessment plan, strengthening its ties to the K-12 schools and community, making curriculum changes, and supporting faculty scholarly and creative work. The one goal that the Department reported still needed some work, improving advisement, was included in its new set of goals.

The English Department is to be commended for successfully carrying two main missions in its discipline--scholarly studies and service to the University. For the first of these two missions, providing scholarly programs in its field, the Department offers degrees in literature, creative writing, and TESOL. For the second mission, providing courses in writing, the Department offers
both remedial and regular college level instruction for students across the campus. The Department is involved in the freshman and sophomore clusters and offers remedial writing courses. The Department is closely involved in the work of the University's Writing Center.

Clearly, to maintain the balance between these two missions, the Department must consider both in much of its program planning. It is an ongoing consideration. Although lecturers teach much of the instruction for remedial writing courses, some of the tenure-track faculty are involved in this effort. The Department's concern about maintaining a balance between the two missions is reflected in the hiring of two tenure-track faculty with expertise in Rhetoric and Composition Studies. In turn, some lecturers teach literature courses. CAPR supports the Department in its goal to develop a minor in technical writing, a goal that will extend the writing mission of the Department and recommends that the Department include this mission in their Department mission statement, thus giving more validity to their University-wide efforts.

The Department is also to be commended in its efforts to provide scholarly studies in non-Western literature. The major option, New Voices in English Literature, shows respect to other cultures and responds to the interests of the diverse student population attending CSUH.

V.2 Resources

Because of the crucial role that the English Department serves on our campus, CAPR recommends that it be given all support possible in its request for new hires. Of special consideration should be tenure-track positions for expertise in non-Western literature and writing. CAPR also recommends that the Department be given the resources necessary to guarantee that its literature mission does not lose ground to remediation. The Department should not suffer because of its willingness to service the University.

V.3 CAPR Recommendation for Continuation of the Program
Continue the program without modification.

V.4 Date of the Program's Next Five-Year Review
Academic year 2006-2007