



ACADEMIC SENATE

Committee on Academic Planning and Review

ANNUAL PROGRAM REPORT

College	CLASS
Department	English
Programs	B.A., M.A.
Reporting for Academic Year	2016-7
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020
Department Chair	Sarah Nielsen
Date Submitted	10/20/2017

I. **SELF-STUDY**

A. **Five-Year Review Planning Goals**

English completed its most recent five-year review in the 2012-2013 academic year. The goals from that review are listed below.

Curriculum

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

Students

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

Faculty

1. Conduct faculty searches in the areas designated in our 5-year plan.
2. Establish regular forums for lecturers and tenure track faculty to share current academic research

Resources

1. The Department will investigate the development of courses and programs that would be appropriate for offerings in the university's department of Continuing Education (DCIE).

B. Progress Toward Five-Year Review Planning Goals

Progress made in 2016-7 is described below.

Curriculum

1. Re-establish the Secondary Education – English Language Arts Concentration within the major.

[Progress in 2016-7: As part of the semester conversion process, English requested discontinuation of the language and discourse option in the B.A. program after AY 2017-8. The discontinuation was based on low enrollment in the option, only 13 students in a department serving approximately 250 majors (undergraduate and graduate). The department developed a new concentration, English language and literacies, in order to lay the ground work necessary to apply to the California Commission on Teacher Credentialing (CCTC) for a subject matter waiver for this option within the B.A. program. This new concentration was approved in spring 2017 and will be offered beginning in AY 2018-9. The CCTC application for a subject matter waiver program in English will be prepared in AY 2018-9.]

2. Re-initiate efforts to develop UWSR satisfying writing courses within each major.

[Progress in 2016-7: The English department played a leadership role in this area in AY 2016-7 with three of our faculty members serving on the Writing Skills Subcommittee, one as chair of the committee and the other two contributing disciplinary expertise in composition and TESOL. The subcommittee developed policies and procedures to facilitate the development and approval of writing courses within the majors which would also satisfy the UWSR. A number of departments have already submitted such courses, which the Writing Skills Subcommittee will review in AY 2017-8.]

3. Close the assessment loop on recently piloted remedial coursework.

[Progress in 2016-7: All English GTAs, the composition coordinator, the basic writing coordinator, four lecturers, and the department chair participated in a winter quarter 2017

Students

1. Develop more effective communication strategies with students as an effort to build greater community and identification among majors.

[Progress in 2016-7: The department website was updated to include more information about department events, scholarships, and literary contests. The department hosted a fall social in November that included an open mic, a retirement party in May for a long-time and much loved professor, and a graduation party in June for undergraduate and graduate majors. In addition, the department increased advertising for its Distinguished Writers speakers' series, literary contests, and literary magazine launch events. Efforts to improve the website, expand department social and co-curricular events, and improve bulletin boards will continue in AY 2017-8.]

2. Enhance recruitment efforts of students at local community colleges.

[Progress in 2017-8: No progress was made on this goal.]

3. Further develop advising practices in order to keep students better informed about their progress toward major completion and possibilities for after graduation.

[Progress in 2016-7: The chair sent quarterly emails to students to encourage them to meet with their advisor to plan courses for the subsequent quarter. The department coordinator developed and distributed via Blackboard a half-sheet flyer with quarterly course offerings listed for each degree program. This information and advisors' office hours were also included on a bulletin board outside the department office dedicated to advising information. Moving forward this information will also be included on the department website. The English automated degree audit report (DAR) went live in summer 2016 and was revised to improve its accuracy in winter 2017. Department faculty received training on the DAR in fall 2016. The M.A. DARs were completed in summer 2017.]

Faculty

1. Conduct faculty searches in the areas designated in our 5-year plan.

[Progress in 2016-7: The department welcomed two new tenure-track faculty, one in the area of African American literature and the other in North American environmental literature. The department applied for and was granted a tenure-2(t)-16(h)23(e)12(a)-10(r)E7q0.00000912

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

B.A. degree in English:

Students graduating with a B.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts;
2. express their understandings and interpretations in clear and cogent prose;
3. discuss at least one theoretical perspective about language and/or literature;
4. demonstrate knowledge of key English language texts in their options: Literature, Creative Writing, Language & Discourse, and Interdisciplinary Language, Literature, and Writing Studies;
5. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection a

Sample Characteristics: Both international and local student portfolios were represented in the sample. New teachers and experienced teachers were also represented in the sample. Capstone projects included course and unit designs, annotated bibliographies, and qualitative studies.

Data Collection: Portfolios were collected at the end of winter quarter 2017 and spring

D. Assessment Plans for Next Year

In 2017-8, the department will continue to use the entry and exit survey for indirect assessment. The portfolio prompt for Senior Seminar will be standardized. A B.A. portfolio assessment will be included in the department retreat again in August 2018. The use of the exit exam in Senior Seminar to assess PLO #3 will be piloted. The department will develop methods to better capture and share assessment results through university and departmental theses as well as M.A. exit exams. By the end of the 2017-8 academic year, the department will articulate and share publicly a new approach to program-level assessment. For the B.A. PLO #5 will be assessed. For the M.A. English and TESOL, PLO #4 and #6, respectively, will be assessed.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Both the B.A. and M.A. programs have experienced declining enrollment over the last three years, but GE offerings have increased during the same period. The decline in majors mirrors a national trend in the humanities, but the department is hopeful that re-establishing our subject matter waiver program will attract more local students who want to pursue teaching credentials after completing their B.A. The increase in advertising for the M.A. programs seemed to have benefitted the M.A. English more than the M.A. TESOL. Dr. Ke Zou did some targeted recruiting in China, which resulted in an increase in TESOL applications, but a number of the students who were accepted chose other universities or had to re-apply because of difficulties with obtaining a visa to study in the U.S. The department has discussed the possibility of putting the M.A. programs online, but so far, the majority of faculty do not want to pursue this possibility. It may be our only hope to save the two M.A. programs, however.

A second important trend seen in the CARP program data is the decrease in FTES and FTEF in major classes and the increase in FTES and FTEF in our GE offerings. The department plans to develop more GE courses at the lower-division level and has submitted two proposals to participate in the first-year-experience pathways when semesters begin in fall 2018.

Another important trend seen in the CAPR program data is the decline in lecturers and GTAs. This decline was felt most acutely during summer 2017 when it became clear that enrollment of first-year students was down for 2017-8. English had to cancel 14 fall sections, with three GTAs and six lecturers affected by the cancellations. Increasing our GE offerings may offset some of this loss of work for our lecturer faculty.

B. Request for Resources

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