

ANNUAL PROGRAM REPORT

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.
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

B. Progress Toward Five-Year Review Planning Goals

Progress made in 2017-8 is described below.

Curriculum

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

[Progress in 2017-8: 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 89 of 261 undergraduate majors. 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 AY 2017-8 and is being offered for the first time in AY 2018-9. There are already 32 of 261 undergraduate majors in this new concentration. During spring 2018, the department chair conducted the initial research necessary to complete the CCTC application for a subject matter waiver program in English and expects to submit the application at the end of AY 2018-9 as part of her sabbatical work in spring 2019.]

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

[Progress in 2017-8: Under the leadership of the Writing Skills Subcommittee, chaired by the English department's composition coordinator, four departments submitted and received approval for a UWSR class for their majors. Efforts in this area will continue in AY 2018-9.]

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

[Progress in 2017-8: All English GTAs, the composition coordinator, three lecturers, and the department chair participated in a winter quarter 2018 portfolio reading of student work from the English 800 and English 700 developmental writing series. After piloting this process from 2012-4, this three-day evaluation session is now an established practice in the department, provides a professional development opportunity for our faculty, especially GTAs, who are usually new to teaching. The assessment also generates information about students' writing development in the remedial program. For the fourth year in a row, students whose portfolios received the top rubric score from four readers and a recommendation from their teacher were waived from the third quarter of the remedial series (English 730 or English 803). The winter 2018 portfolio evaluation revealed that the majority of students in the developmental writing series could state a thesis and organize the development of that thesis adequately, if still formulaically. However, the assessment also revealed that in a number of issues that need to be addressed. Many students still struggled with providing sufficient and appropriate support for their argument essays and with sentence-level editing of their final drafts at a level appropriate for academic audiences. In addition, some developmental sections did not follow the department requirements to use non-fiction texts as the basis for essay and reading assignments. To address these issues, the department implemented a second year of an observation exchange in which colleagues discussed instructional challenges, observed each other's classrooms, and provided peer feedback. Eight English faculty participated in the exchange (one TT, one GTA, and seven lecturers). A third observation exchange is planned for winter 2019. Workshops were also developed to address students' needs identified in the portfolio assessment. The coordinator of basic writing also provided one-on-one support for GTAs who were not following department curricular requirements. Although remediation in the CSU ended in spring 2019, much of what the composition program has learned through the assessment of the developmental writing program has informed the new stretch and accelerated college writing curriculum and the writing lab support class (English 100-101, 102, 103-104, and 109), all of which are baccalaureate-level courses. The assessment process described above also informed the development of a composition faculty handbook for the new first-year composition courses, which are being implemented for the first time in AY 2018-9.]

4. Create graduate-level course equivalent to ENGLQq0WY6000d 1 72.984 73.704 TTm0 g0 G[(1)38(e)-15(v)2

[No progress made in 2017-8. This goal should be reevaluated in light of the new semester system.]

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.

[Existing global literature courses were converted in AY 2015-6 and approved for semesters in AY 2016-

7. Dr. Eileen Barrett's two new major/GE courses, focusing on global women writers and global children's literature, were approved in AY 2016-7 and will be offered in upcoming semesters.]

6. Expand the number of online course offerings in the aim of developing an entirely online minor.

[This goal was met in AY 2016-7.]

7. Develop a service-learning/internship component to the major.

[Progress in 2017-8: The MA in English and the MA in English/TESOL Option each have a well-established internship course and a GTA program which provide professional experience for graduate students who plan to teach in university, community college, or adult school settings. In AY 2017-8, nine graduate students participated in the GTA program. At the undergraduate level, there were two students who completed cooperative education units for an internship or volunteer position found by the student. In addition, Dr. Douglas Taylor, who taught a composition course in winter 2018 for inmates at San Quentin State Prison, explored the possibility of developing a service learning assignment for one of his classes in which his CSUEB students would do research for the inmate newspaper at the prison. In the end, it was not possible to develop this service learning assignment. However, the English department established a committee to develop a new concentration and is exploring possible service learning components focused on social justice for the new concentration.]

8. Explore possibility of low-residency MFA.

[Progress in 2017-8: No progress, other than informal conversations between the chair and Professor Susan Gubernat, was made on this goal in AY 2017-8. It will be re-evaluated during the English department's self-study for its five-year review in AY 2019-20.]

assignment includes a reflective introduction essay for the entire portfolio rather than short reflective pieces for each student paper included in the portfolio.

Sampling Procedure: Forty-six English majors produced portfolios in 2016-7. **Dr.** Margaret Rustick, who taught both sections of Senior Seminar in 2017-8, selected seven sample portfolios

C. Summary of Assessment Results

ENGLISH B.A.

Main Findings: Review of the revised portfolio assignment samples revealed that the department could not fully assess PLO #5 on research using the artifacts included in the portfolio. First, not all students included samples of papers requiring research. In addition, the prompt for the reflective introduction essay was too vague and did not require discussion of particular learning outcomes.

Recommendations for Program Improvement: Revise the portfolio introduction essay prompt in order to better align the assignment with the PLOs.

Next Step(s) for Closing the Loop: In 2018-9, the department will revise the prompt for the portfolio introduction essay to direct students to explicitly discuss how their experiences in the program as well as the artifacts included in their portfolio demonstrate the competence with department PLOs.

ENGLISH M.A. (TESOL)

Main Findings:

PLO #6: Life-Long Learning select life-long learning strategies to	4-Accomplished	3-Competent	2-Developing	1-Limited
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