ANNUAL PROGRAM REPORT

College	Letters Arts and Social Sciences
Department	English
Program	ENGL BA
Reporting for Academic Year	2021-2022
Last 5-Year Review	2019-2020
Next 5-Year Review	2024-2025
Department Chair	Dennis Chester
Author of Review	Dennis Chester
Date Submitted	Oct 1, 2022

I.   <u>SELF-STUDY</u>

    A. Five-Year Review Planning Goals

In our 5-year review completed in AY 2019-2020, we stated the following key objectives for our program:

    Objective 1: To improve Graduation Success Rates for students majoring in English
    Objective 2: To provide CSUEB students with high quality instruction in a program of study that is informed by the discipline, rigorous, and meaningful
    Objective 3: To increase student enrollment in major coursework

    B. Progress Toward Five-Year Review Planning Goals

In the second year of our 5-year cycle, AY 2021-2022, ENGL continued upon our processes from the previous year. In terms of graduation rates, we awarded 57 undergraduate degrees to ENGL majors in Spring 2022, seven less than the 64 we awarded in the previous year, but still a significant accomplishment and an increase from our low-point of 34 undergraduate degrees awarded in 2018-19 and equivalent to our rate pre-semester conversion. Regarding faculty development and the maintenance of high-quality instruction – our full-time and part-time faculty have remained committed to our academic discipline and have presented papers at national conferences on different aspects of our academic discipline. The department has also made continuing efforts to develop and share teaching strategies with our faculty in order to improve student success rates. Finally, in terms of enrollments, data from pioneer insights shows our majors headcount for Fall 2021 as 152 majors. At present census date, institutional data for Fall 22 shows the department with a headcount of 158 active and enrolled ENGL majors, a slight increase. Though the number of majors has not changed dramatically, this headcount stability is important and is accompanied by a similar stability in SFR. With an SFR of 22.6 in 2021-2022, though we were unable to increase this number, it remained within 1 point of our SFR high of 23.5 in Fall of 2020.

C. Program Changes and Needs

Overview:
The past academic year has left the department with two key issues that must be addressed. First, in AY 2021-2022, the English department continued to face the ongoing challenges brought by the Covid-19 pandemic. As we resumed partial face-to-face coursework our program sought a path forward that would best serve student and university needs. As our department moves forward, we are working to find the balance between online and face-to-face instruction. Second, 2021-2022 also saw campus policy changes that will impact our department in future terms. Particularly, the development of our campus's new University Writing Requirement (UWR) presents new tasks and responsibilities that the department will need to address in 2022-2023.

Curriculum:
In 2021-22, our ENGL BA curriculum sought and received approval to deliver all courses in online instruction modalities (though we are not advertised as an online program). This approval will allow us much more flexibility as we seek out our best balance between different instructional modalities. For AY 2022-23, our aim is to continue with the GE certification of our courses, but also to explore and design new curricular models for discussion by the department. Developing new curricular models will no doubt impact both our major and minor coursework.

Students:
According to pioneer insights, our overall number of majors has been stable at 145 -154 majors for the past four years (2018-2021). In Fall 21, 75% of our majors where transfer students while the remaining 25% were native frosh students. This percentage of native frosh students has declined from 44% in 2016 to 25% in Fall 21. Our aim as we go forward is to design our program in such a way that we may increase our share of native frosh students while maintaining our solid number of transfer students.

Faculty:
In 2021-2022, we did not take on any new faculty members. We also lost several tenured and lecturer faculty members to retirement. Our overall total FTEF which had already declined in 2020-21 would continue drop in 2021-22. Luckily, we were granted approval to conduct two Tenure-track faculty searches in 2021-22 which both concluded successfully with new faculty beginning in the 2022-23 AY.

Staff:
Our Staff needs have been ably served by Ms Mica Barreiro, our department ASC

Resources:
The English department occupies a collection of 15 offices in the Music Building. Our department's most significant resources are the more than 500 FTES the department serves each semester through our major and through the composition program that we operate for the university

Assessment:
For AY 2021-2022 we completed an assessment of our department PLOs as discussed in part II below.

DEI Initiatives:
At our ENGL department retreat in May 2022, we discussed actions that the department could take to address DFW rates and achievement gaps in ENGL coursework. At the retreat, our colleagues Drs. Michael Lee and Eve Higby led our faculty through an examination of DFW data coming from our own courses. In addition, our department made the decision to study ways to restructure our name, degree and concentrations to diminish legacies of colonial racism in the discipline and to more accurately reflect contemporary academic work in writing and literature. We concluded the year with a plan to develop a proposal for such a title and curricular change over the next academic year.

Other: *(e.g., major program modifications)*

II.   **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

A.   **Program Learning Outcomes (PLO)**

PLO 1 analyze and interpret literary genres represented by a range of texts	Thinking and Reasoning; Communication; Diversity; Collaboration; communication
PLO 2 write in clear and cogent prose	Thinking and Reasoning
PLO 3 demonstrate knowledge of key English language texts, including multicultural works	Thinking and Reasoning; Communication; Diversity
PLO 4 use critical theory to examine literary texts	Thinking and Reasoning; Diversity
PLO 5 conduct research relevant to the discipline of English studies and analyze connections among literary works and social issues	Thinking and Reasoning; Communication

Program Learning Outcome(S) Assessed
For AY 2021-2022 we assessed our PLO#3: demonstrate knowledge of key English language texts, including multicultural works

The last time PLO#3 was specifically addressed was in the 2016-2017 academic year. In that year, we assessed a portfolio of student work that showed their engagement with a variety of different texts. Results of that assessment showed students achievement in this area, but also revealed the difficulties of finding shared "key English language texts" across all concentrations. In addition, our assessment revealed varied levels of student achievement in the ability to use literary criticism and theory to analyze those key texts.

B. **Summary of Assessment Process**
   Instrument(s):
   A portfolio of student work developed by senior English majors in the capstone course ENGL 499. The portfolio includes a resume, a cover letter for a job application, one lower-division paper with a reflective introduction, one research-based paper with a reflective introduction, and one student-selected paper written in a course for their major concentration.

   Sampling Procedure:
   Forty-four senior English majors enrolled in ENGL 499 in Spring 2022 and submitted portfolios. 12 portfolios were selected for secondary assessment

   Sample Characteristics:
   Portfolios by English majors in every option (Creating Writing, Languages and Literacies, and British/American Literature) were included in the sample

   Data Collection:
   Portfolios were collected electronically at the end of the Spring 22 semester by Dr. Margaret Rustick, the faculty of record for ENGL 499.

   Data Analysis:
   For the English department retreat in Spring 2022, student portfolios were shared with faculty to read and take notes on before the meeting. At the meeting, faculty reviewed our program learning outcomes then discussed our findings about the portfolios and student achievements and shortfalls.

C. **Summary of Assessment Results**

Main Findings:
Similar to our experience in 2016-2017, we found some difficulty in assessing whether students had full knowledge of "key texts" based on their portfolio submissions, as the nature of the assignments included does not provide students an opportunity to discuss texts in a way that would demonstrate a wide breadth of knowledge

Recommendations for Program Improvement:
To address the difficulties in assessing this PLO, the department aims to add new materials to our assessment process prior to the next time this PLO is assessed. In our department retreat, we discussed the possibility of drafting a survey that would capture student knowledge and perceptions of texts agreed upon as "key" by ENGL dept faculty. The department is also examining the use of the exit exam used in ENGL 499 as a means of assessing student accomplishment of PLO #3

Next Step(s) for Closing the Loop:
At our department retreat in Spring 2022, our discussion of the student portfolios revealed other incidental information about student achievement in some of our other PLO, most notably the portfolios are very effective for PLO#2 and #4. As we prepare for our Spring 2023 retreat, we will look for more efficient ways to assess all of our PLO.

Other Reflections:

D. **Assessment Plans for Next Year**

For AY 2022-2023, we will assess PLO #4: use critical theory to examine literary texts. As in 2021-2022, we will collect student work in our senior seminar ENGL 499 portfolio and will examine the work as a department at our spring retreat.

III.   **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**
        Discussion of Trends & Reflections

   Notable Trends;
   As discussed in our Self-Study above, our number of majors has increased slightly from 152 in Fall 2021 to 158 active majors in Fall 2022. Nevertheless, although we have a steady amount of student majors, they are apparently enrolling in fewer units. The total number of FTES our department produces has declined from 730 in 2017 to 529 in Fall of 21. This decline in FTES is consistent across both our upper division ENGL major courses AND our lower-division composition service courses which reflects the broader problems in enrollment that are happening across the entire campus. Our SFR has continued to oscillate between 22 and 23.5 over the past 5 years, no doubt influenced by changes in number of faculty and students. Our course fill rate over time has declined in the wake of policy and demographic changes enacted in response to Covid.

   Reflections on Trends and Program Statistics:
   To increase efficiencies of enrollment, our program must develop a strategic departmental position on online instruction for courses in the major. At present, our scheduling of online and on ground courses in the major is based on a loose analysis of instructor training and interest, anecdotal reports on student preferences, and a general campus drive to increase our on-ground offerings following the lifting of Covid restrictions. To be successful we will need to develop a more specific plan of action for planning course schedules in multiple modalities.

A. **Request for Resources** *(suggested length of 1 page)*
    1. Request for Tenure-Track Hires: provide evidence from trends provided
        The ENGL dept completed two successful hires during the 2021-2022 school year. Professors Sara Borjas (Creative Writing) and Katie Bramlett (WAC Specialist) have both begun their work in the department this year. At the end of 2022-2023, two of our currently FERPing faculty will conclude their service to the department. The ENGL dept is not seeking a new faculty hire for AY 2023-2024.
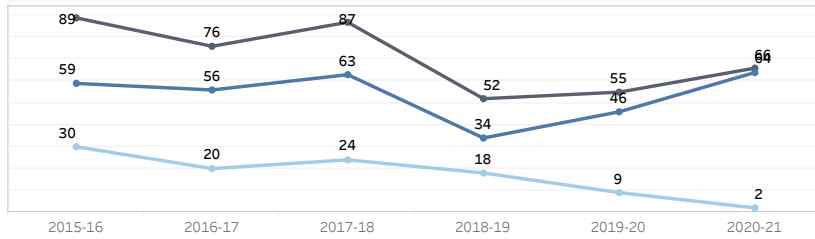
    2. Request for Other Resources
        The ENGL dept specifically seeks additional resources that would support the Writing Across the Curriculum (WAC) program, a faculty-led service that helps to integrate writing instruction into a broad range of university subjects. We seek support from Academic Affairs not only in the form of faculty assigned-time for the department's designated WAC specialist, but also in terms of a specified monetary budget for supporting WAC-focused events and trainings like Faculty Learning Communities and Workshops on Writing Pedagogy. The WAC Specialist position is a crucial role in the university's efforts to move students toward satisfaction of the newly designated University Writing Requirement (UWR) and graduation.

Degrees Awarded Dashboard: AY 2020-21, College: CLASS, Program: English
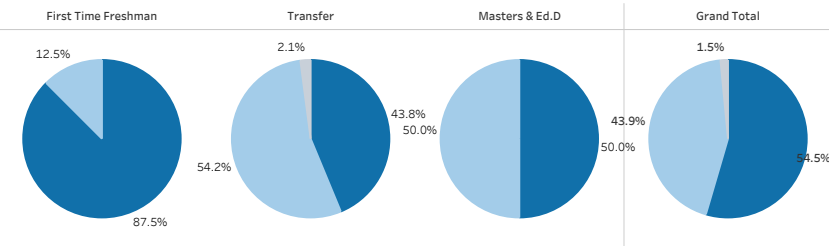Funding Source: All, Program Type: All

6-year Trends: Degrees Awarded

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	89	76	87	52	55	66
Undergraduate	59	56	63	34	46	64
Graduate	30	20	24	18	9	2

■ Undergraduate   ■ Graduate   ■ Total

Select Demographic Variable: URM

First Time Freshman	Transfer	Masters & Ed.D	Grand Total
12.5% / 87.5%	2.1% / 54.2% / 43.8%	50.0% / 50.0%	1.5% / 43.9% / 54.5%

■ URM   ■ Non URM   ■ International

Time to Degree Years (and Headcount)

	First Time Freshman	Transfer	Masters & Ed.D
Grand Total	5.1 (16)	2.1 (48)	3.0 (2)
CLASS English	5.1 (16)	2.1 (48)	3.0 (2)

Academic Year
2020-21

College
○ CBE
○ CEAS
● CLASS
○ CSCI

Program
English

Funding Source
All

Delivery Mode
All

APR Coursework Data: Summary: Fall Term as of Census

FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021		
		FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CLASS	ENGL	730.3	33.0	22.2	694.5	29.8	23.3	654.9	29.8	22.0	551.8	23.5	23.5	529.6	23.5	22.6
	Total	730.3	33.0	22.2	694.5	29.8	23.3	654.9	29.8	22.0	551.8	23.5	23.5	529.6	23.5	22.6
Grand Total		730.3	33.0	22.2	694.5	29.8	23.3	654.9	29.8	22.0	551.8	23.5	23.5	529.6	23.5	22.6

Make a selection in the table above to filter charts further
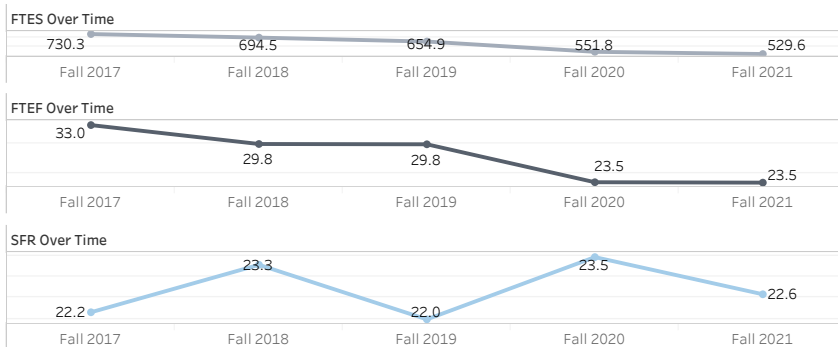
Instructor Category
- Non-tenured, Non-TT
- Tenured, Tenure-track

Enrollment

College

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total	15,528	15,855	15,435	14,525	14,705	14,641	13,499
CBE		2,702 (17%)	2,598 (18%)	2,601 (18%)			
CLASS	4,888 (31%)	4,893 (31%)	4,717 (31%)	4,529 (31%)	4,776 (32%)	4,715 (32%)	4,337 (32%)
Undergraduate	6,034 (39%)	6,191 (39%)	6,022 (39%)	5,522 (38%)	5,519 (38%)	5,516 (38%)	5,162 (38%)

Major

English

190 (100%), 165 (100%), 168 (100%), 145 (100%), 149 (100%), 154 (100%), 152 (100%)
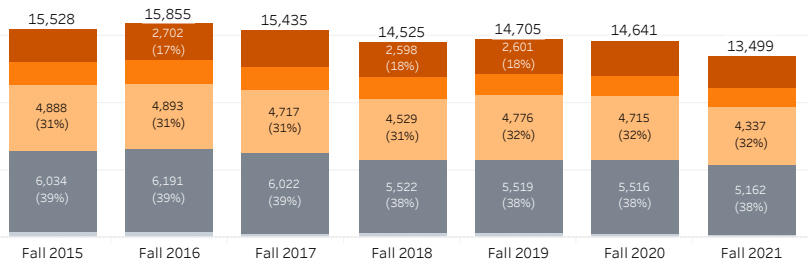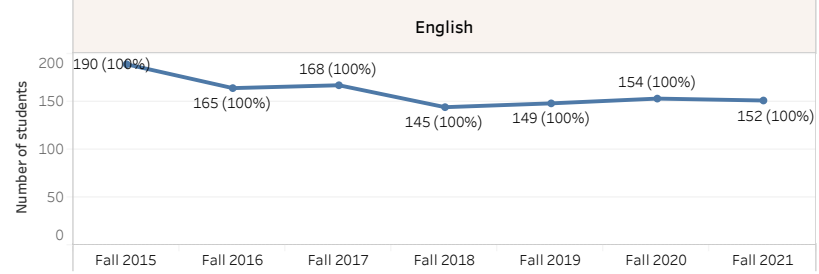
English: Race/Ethnicity

		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	21	11%	20	12%	18	11%	13	9%	14	9%	18	12%	22	14%
	Black	18	9%	22	13%	19	11%	14	10%	15	10%	11	7%	13	9%
	Hawaiian/PI	4	2%	1	1%					2	1%	3	2%		
	International	2	1%	3	2%	2	1%			1	1%	1	1%	1	1%
	Latinx	54	28%	49	30%	53	32%	49	34%	63	42%	71	46%	57	38%
	Multirace	15	8%	13	8%	14	8%	13	9%	11	7%	11	7%	14	9%
	Native American	1	1%												
	Unknown	11	6%	8	5%	11	7%	8	6%	9	6%	6	4%	6	4%
	White	64	34%	49	30%	51	30%	46	32%	33	22%	36	23%	39	26%

College
CLASS

Major
English

Term & Year
All

Academic Group
Undergraduate

Full-/Part-time
All

Select a Group
- ○ Admit Type
- ○ Campus
- ○ Class Level
- ○ Concentration

College
- CBE
- CEAS
- CLASS

Academic Group
- Undergraduate

Pioneer Data Warehouse

Dennis Chester

★ Favorites | Browse | 💬 Comments

Select Degree Year: 2021-2022
Select College: Letters, Arts & Social Science
Select Department: English
Select Academic Career: Undergraduate
Select Major: English 2nd Major, English BA
Select Admit Type: Native, Transfer

View Report

1 of 1 | 100% | Find | Next

CALIFORNIA STATE UNIVERSITY EAST BAY

Summary of Degrees Awarded by College and Department

This is a summary of degrees awarded for selected college(s) and department(s).

Degree Year: 2021-2022

College: Letters, Arts & Social Science

Department: English

Academic Career: Undergraduate

Major: English 2nd Major, English BA

Admit Type: Native , Transfer

Degree Year	College	Department	Academic Career	Major Code	Major	Option Code	Option Description	Admit Type		
2021-2022	Total	57								
	⊞ Letters, Arts & Social Science	Total	57							
		⊞ English Total	57							
			⊞ Undergraduate Total	57						

Type here to search

62°F Sunny

9:51 AM
10/3/2022