

# Academic Program Review BA English

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## **APRC Recommendation to Faculty Senate**

### **BA English**

The Academic Program Review Committee (APRC) affirms that the Department of English has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BA English. APRC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Arts and Letters engage in college-wide program review, the next program review will occur at that time.

APRC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

1 **DATE: December 20, 2022**

2  
3 **DATE OF LAST REVIEW: 2016**

4  
5 **ACADEMIC UNIT: English**

6  
7 **ELEMENT ONE: MISSION AND CONTEXT**

8  
9 **A. UNIVERSITY, COLLEGE, AND ACADEMIC UNIT MISSIONS**

10  
11 **University Mission:** As California's capital university, we transform lives by preparing  
12 students for leadership, service, and success. Sacramento State will be a recognized leader in  
13 education, innovation, and engagement. (From the Office of the President: Mission and  
14 Imperatives)

15  
16 **College of Arts & Letters Mission:** The College of Arts & Letters engages faculty, staff,  
17 and students in the creation and study of what makes us human and what humans make. Our  
18 students acquire diverse, intercultural competencies and a keen awareness of the past while  
19 they pursue the promise of the future. We are a proud part of Sacramento's growing creative  
20 economy and cultural vibrancy.

21  
22 The College of Arts & Letters prepares students for success in an inclusive society by  
23 empowering them to take responsibility for their educational growth, explore their own sense  
24 of purpose, and engage communities as critical and creative thinkers; by valuing student  
25 skills and competencies to bridge the gap between college and career; and by streamlining  
26 their path toward graduation. (From the College of Arts & Letters website)

27  
28 **English BA Mission:** The English department of California State University, Sacramento, is  
29 a community of teachers, scholars, writers, and support staff whose primary mission is to  
30 promote learning in composition, creative writing, English education, linguistics, literature,  
31 and the teaching of English as a second language. (From the CSUS English Department  
32 website)

33  
34 **English MA Mission, Creative Writing and Literature:** For students who wish to further  
35 their understanding of literature or their creative writing talent; preparation for teaching at  
36 community colleges, a career in writing, and/or admission to a Ph. D. or MFA program.  
37 (From CSUS Graduate Programs in English)

38  
39 **English MA Mission, TESOL:** The MA TESOL provides professional preparation and  
40 training in the theory and practice of teaching English to second language speakers. The  
41 program is designed for graduate students who expect to teach in community college or  
42 secondary or adult education settings in the U.S. or in adult or university level courses  
43 overseas. The program is also preparation for the Ph.D. in Applied Linguistics.

44  
45 **B. DEGREES OFFERED, WITH LINK TO THE UNIVERSITY CATALOG**

- 46
- B.A. in English

- 47 • B.A. in English, with Pre-Credential Preparation
- 48 • M.A. in Composition, Rhetoric, and Professional Writing
- 49 • M.A. in English with Concentration in Creative Writing
- 50 • M.A. in English with Concentration in Literature
- 51 • M.A. in TESOL

52

53 **C. MINORS OFFERED, WITH LINK TO THE UNIVERSITY CATALOG**

- 54 • Minor in Creative Writing
- 55 • Minor in English
- 56 • Minor in TESOL

57

58 **CERTIFICATES OFFERED, WITH LINK TO THE UNIVERSITY CATALOG**

- 59 • Certificate in Teaching Composition
- 60 • TESOL Certificate Option A and Option B

61

62 **D. SERVICE TO OR FROM OTHER DEPARTMENTS, DEGREE PROGRAMS,  
63 AND/OR GENERAL EDUCATION**

64

65 **Service to:**

- 66 • Liberal Studies
  - 67 ○ Teach core courses (ENGL 16, 116A, 116B, 125A, and 125B)
  - 68 ○ Advise Liberal Arts students
- 69 • General Education
  - 70 ○ Teach core courses (ENGL 5, 5M, 10/11, 10/11M, 20, and 20M)
- 71 • Faculty Senate, Reading and Writing Subcommittee
  - 72 ○ GVAR, TESOL, WP
- 73 • Writing Program
  - 74 ○ Writing Center
- 75 • Graduation Writing Assessment Requirement (GVAR)
  - 76 ○ Writing Portfolio for Juniors (WPJ)
  - 77 ○ Teach core courses (ENGL 109M, 109W, and 109X)
- 78 • Advise International students (ad hoc basis)
- 79 • Creating grammar workshops for students in Communication Services and Disorders  
80 Department (in progress)

81

82 **Service from:**

- 83 • Peer and Academic Resource Center (PARC)
  - 84 ○ Supplemental Instruction for GE literature courses (ENGL 40A, 40B, 50A, and  
85 50B)
- 86 • Community Engagement Center
  - 87 ○ Writing Partners

88

89 **E. EXTERNAL EDUCATIONAL PARTNERSHIPS**

- 90 • Developing internship partnership with Highlands (TESOL)
- 91 • Masters Projects serving curricular needs of adult L2 learners in community (TESOL)

- 92 • *Sacramento News & Review*
- 93 • Sacramento Poetry Center
- 94 • CSU Summer Arts
- 95 • 916 Ink

96  
97  
98 **F. MAJOR STRUCTURAL CHANGES IN ACADEMIC UNIT SINCE LAST REVIEW**  
99 **(NEW, MOVED, OR DISCONTINUED DEGREES, CONCENTRATIONS, MINORS,**  
100 **ETC.)**

101  
102 **BA in English**

- 103 • Revision of BA in English from 45-unit major to 44-unit major, 2022;
  - 104 ○ Revision of the majority of major courses (primarily in composition, creative writing,
  - 105 and literature) to 4-unit to incorporate high-impact practices into courses at both the
  - 106 undergraduate and graduate levels;
  - 107 ○ Addition of ENGL 198X Senior Portfolio, an entirely online, self-paced, self-
  - 108 assessment and professionalization course.

109  
110 **MA in English**

- 111 • MA in English (Composition, Rhetoric, and Professional Writing) elevated to standalone
- 112 degree and discontinued as a concentration 2022;
- 113 • MA in English (Creative Writing) revised 2022; and
- 114 • MA in English (Literature) revised 2022.

115  
116 **MA in TESOL**

- 117 • Revision of MA in TESOL, in progress.

118  
119 **Certificates/Other Non-Degree Granting Programs**

- 120 • Addition of Certificate in Professional Writing, 2022;
- 121 • Discontinuation of Subject Matter Program (English/Theatre), 2021;
- 122 • Addition of Writing for Film, Stage, and Television Certificate, in progress;
- 123 • Addition of Anti-Racism and Inclusion Certificate program, in development.

124  
125  
126  
127 **ELEMENTS TWO AND THREE: LEARNING OUTCOMES, STUDENT**  
128 **SUCCESS, AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE**  
129 **IN CONTINUOUS IMPROVEMENT**

130  
131 **LEARNING**

132  
133 **A. LIST PROGRAM LEARNING OUTCOMES.**

134  
135 **B.A. in English Learning Outcomes:**

- 136 1. Critical Reading: Students will demonstrate an ability to apply critical reading strategies  
137 to a variety of texts, which may include written, oral, or visual works, and to analyze  
138 language and texts using appropriate critical, theoretical, rhetorical, and disciplinary  
139 methodologies.
- 140 2. Writing: In a process that includes revision based on feedback from peers and instructors,  
141 students will produce a variety of written texts that demonstrate an ability to analyze  
142 language, ideas, and forms and creatively engage with the writing traditions of our  
143 various disciplines.
- 144 3. Content Area Knowledge: Students will demonstrate content knowledge appropriate to  
145 one or more of our various disciplines.
- 146 4. Scholarly Research: Students will demonstrate an ability to perform scholarly research  
147 that incorporates analysis of primary and secondary sources using appropriate  
148 disciplinary methodologies.
- 149

150 **M.A. in Composition, Rhetoric, and Professional Writing Learning Outcomes:**

- 151 1. A working knowledge of praxis—the ways Rhetoric and Composition theory and practice  
152 inform one another.
- 153 2. An ability to write clearly, effectively, and multimodally; to use rhetorical knowledge to  
154 inform writing process; to locate, evaluate, organize, and incorporate evidence  
155 effectively; and to examine explicitly writing and thinking processes.
- 156 3. An ability to theorize and practice a variety of writing classroom pedagogies.
- 157 4. An ability to conduct research in Rhetoric and Composition using appropriate methods  
158 and methodological frameworks.
- 159 5. An ability to join an on-going scholarly conversation and contextualize an original  
160 contribution through primary and secondary research.
- 161 6. An ability to articulate the sociopolitical and sociocultural implications of researching  
162 and teaching literacy, composition, and rhetoric.
- 163

164 **MA in English, Creative Writing and Literature Concentrations Outcomes**

- 165 1. An ability to critically analyze and question knowledge claims in the specialized  
166 discipline. Corresponds to Graduate Learning Goals: Disciplinary Knowledge and  
167 Critical Thinking/Analysis.
- 168 2. An ability to write clearly, effectively, and imaginatively, and to adjust writing style  
169 appropriately to the content and nature of the subject. Corresponds to Graduate Learning  
170 Goals: Communication and Information Literacy.
- 171 3. An ability to conduct research projects and to articulate them within appropriate  
172 conceptual and methodological frameworks, and to locate, evaluate, organize, and  
173 incorporate information effectively. Corresponds to Graduate Learning Goals:  
174 Disciplinary Knowledge, Critical Thinking/Analysis, Professionalism, and  
175 Intercultural/Global Perspectives.
- 176 4. An ability to conduct advanced research and documentation in the discipline, including  
177 print and electronic forms of information retrieval. Corresponds to Graduate Learning  
178 Goals: Disciplinary Knowledge, Information Literacy, and Professionalism.
- 179 5. An ability to engage in the oral exchange of ideas with faculty and fellow students.  
180 Corresponds to Graduate Learning Goals: Communication.
- 181

182 **MA in TESOL Learning Outcomes:**

- 183 1. Demonstrate advanced knowledge of various issues and research findings in SLA.  
184 Corresponds to Graduate Learning Goals: Disciplinary Knowledge
- 185 2. Understand the theoretical issues underlying approaches to teaching reading, writing,  
186 grammar, and oral skills to second language learners. Corresponds to Graduate Learning  
187 Goals: Disciplinary Knowledge
- 188 3. Assess the instructional needs of second language learners. Corresponds to Graduate  
189 Learning Goals: Disciplinary Knowledge and Critical Thinking/Analysis
- 190 4. Design appropriate and effective syllabi, lessons, and activities for reading, writing,  
191 grammar, and oral skills classes. Corresponds to Graduate Learning Goals: Disciplinary  
192 Knowledge, Information Literacy, Professionalism and Critical Thinking/Analysis
- 193 5. Evaluate and use appropriately current ESL textbooks and other instructional materials.  
194 Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism and  
195 Critical Thinking/Analysis
- 196 6. Competently read and critique research on second language acquisition considering the  
197 principles of qualitative/quantitative research design. Corresponds to Graduate Learning  
198 Goals: Disciplinary Knowledge, Professionalism and Critical Thinking/Analysis
- 199 7. Make informed decisions concerning the pedagogical applications of research.  
200 Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism and  
201 Critical Thinking/Analysis
- 202 8. Demonstrate advanced knowledge of English phonology, syntax, morphology, and  
203 pragmatics. Corresponds to Graduate Learning Goals: Disciplinary Knowledge
- 204 9. Apply advanced linguistic knowledge to teaching different language skills in order to  
205 help second language learners use language in a linguistically, pragmatically, and  
206 culturally appropriate way. Corresponds to Graduate Learning Goals: Disciplinary  
207 Knowledge, Professionalism, Critical Thinking/Analysis, and Intercultural/Global  
208 Perspectives
- 209 10. Demonstrate advanced knowledge of language variation and change. Corresponds to  
210 Graduate Learning Goals: Disciplinary Knowledge, Critical Thinking/Analysis, and  
211 Intercultural/Global Perspectives
- 212 11. Demonstrate effective oral skills in instructional and professional contexts. Corresponds  
213 to Graduate Learning Goals: Disciplinary Knowledge, Professionalism, Communication,  
214 Critical Thinking/Analysis, and Intercultural/Global Perspectives
- 215 12. Demonstrate strong skills in instructional and academic writing. Corresponds to Graduate  
216 Learning Goals: Communication

217  
218

219 **B. PROVIDE A SUMMARY OF DATA FOR EACH LEARNING OUTCOME.**

220  
221

**BA in English**

222 Early in the review period, the Curriculum and Assessment Committee (CAC) determined  
223 that a more systematic approach to assessing the Department's learning outcomes was  
224 needed. The English major is large and diverse, with upper-division courses available in  
225 creative writing, literature, linguistics, and rhetoric and composition. While this has always  
226 been seen as a strength of the major, it made assessing the department's learning outcomes  
227 challenging since students take few common upper-division courses, and the two upper-

228 division courses they do all take (English 120A and English 198T) are taught by faculty from  
 229 across the Department.

230  
 231  
 232  
 233

**MA in Composition, Rhetoric, and Professional Writing**

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
ENGL 220A	X	X	X	X		X
ENGL 220D		X		X	X	
ENGL 220P		X			X	X
ENGL 220R		X		X	X	X
ENGL 410A, 410C, 410E, or 410W	X		X		X	

234 **Table 1** Program Learning Assessment Plan

235

**MA in Creative Writing and Literature**

237 According to our most recent assessment report, our practice has been to evaluate program  
 238 outcomes by examining students’ 500/culminating-experience essay-exams. In the past  
 239 academic year, we assessed 16 Literature culminating exams and 14 Creative Writing exams.  
 240 Although our report does not break down assessment by learning outcome, it does indicate  
 241 that in Literature, 13 of the 16 exams demonstrated mastery of the learning outcomes and 3  
 242 did not. Of the 13 passing exams, however, only three passed with full committee approval.  
 243 In CW, there were 12 passing exams among 14 overall.

244

245 During the preparation for this report, the English Department Chair and Graduate  
 246 Coordinator learned that the Department has not had a practice of retaining certain types of  
 247 records for the English MA program (beyond an expectation that individual faculty member  
 248 would keep copies in their personal file directories), including assessment reports. With the  
 249 recent change in personnel in Fall 2022, we find that we do not have access to assessment  
 250 reports compiled prior to the 2021-2022 academic year.

251

**MA in Teaching English to Speakers of Other Languages**

253 PLO 3: Developed a 3-level analytical rubric to examine 3 criteria (*assessment planning,*  
 254 *data collection & analysis, and application of data*) in 20 student projects.

255

256 PLO 12: Examined student writing from 2 classes: 18 samples from ENGL 200D  
 257 (Introductory-level writing) and 12 samples from ENGL 200E (advanced writing).

258

259

**C. PROVIDE ANALYSIS FOR EACH LEARNING OUTCOME BY DEGREE PROGRAM, INCLUDING HOW TO MAINTAIN SUCCESS AND IMPROVE LEARNING.**

263

**BA in English**

264



265 During the period under review, the Department designed new procedures to facilitate  
266 systematic assessment of department learning outcomes across the major. At the center of the  
267 Department's assessment plan is a new course, ENGL 198X Senior Portfolio, which was  
268 developed and approved in 2019-2020. In 198X, students compile and revise a digital  
269 portfolio that showcases their work in upper-division courses completed for the English  
270 major, and they compose a series of reflective texts on their portfolio and their learning and  
271 experiences as English majors. In addition to providing students with valuable portfolios of  
272 their work to share with potential employers or graduate programs, these senior portfolios  
273 provide a way to systematically assess students' learning at the culmination of their study as  
274 an English major. The reflective texts they compose in ENGL 198X provide additional  
275 material to use for assessing the impact of specific courses, assignments, and texts on  
276 students' learning development and achievement of outcomes.

277  
278 ENGL 198X was taught for the first time in Fall 2020 in the midst of a non-ideal period (i.e.  
279 during the onset of the COVID-19 pandemic) of mixed-mode instructional delivery, so the  
280 Department was not able to immediately begin assessing the impact of the revised major.  
281 However, the Department did begin collecting data to use for assessment purposes, and the  
282 Department has now collected 2 years' worth of material and is ready to begin assessing the  
283 Department learning outcomes in the revised major. The Curriculum and Assessment  
284 Committee (CAC) plans to begin examining this material during the 2022/23 academic year.  
285 CAC will use this material to assess each department learning outcome and determine  
286 whether each outcome is or is not being met. This assessment will be used to continually  
287 refine and improve the revised major and make additional changes to it as needed.

### 288 **MA in Composition, Rhetoric, and Professional Writing**

289 The program completed its first year in academic year 2021-2022, and for this reason there is  
290 no data on outcome attainment or student success yet. The plan for how the instruction  
291 delivered will contribute to program learning outcomes is included in **Table 1** Program  
292 Learning Assessment Plan.

### 293 **MA in Creative Writing and Literature**

294  
295 Our most recent assessment report indicates that some students have struggled in their  
296 culminating exams to provide adequate sense of literary traditions, genres, and  
297 historical/social context for literary texts. Some of their exams attempt to lift literary texts out  
298 of context and interpret them as if socio-historical contexts do not inform an understanding of  
299 literature. The assessment report identifies a long-running pattern of weakness in some  
300 students' ability to discuss the cultural history that informs the literary work in critical,  
301 theoretical, and analytical ways. To address this pattern, the Department revamped two of the  
302 program's core courses (Contemporary Theory and Seminar in Literary History).

### 303 **MA in Teaching English to Speakers of Other Languages**

304 PLO 3 Findings:

- 305 • Hard to evaluate from assignments
- 306 • Rubric only needs two levels (satisfactory/unsatisfactory)
- 307 • All students performed at a satisfactory level.

- 310           • Should develop common language regarding needs assessment to include in lesson  
311           planning project instructions for ENGL 215 series of courses  
312

313 PLO 12 Introductory-level writing

- 314           • Synthesis and analysis was weakest area  
315

316 PLO 12 Advanced-level writing

- 317           • Difficult to evaluate because rubric did not easily map to writing in ENGL 200E.  
318           • Need to develop separate rubrics that articulate more clearly expectations of writing  
319           in individual classes and can be mapped to program-level rubric.  
320

321 **D. SUMMARIZE OTHER RELEVANT DATA (STUDENT SURVEYS, ALUMNI,**  
322 **LICENSURE PASSAGE RATES, GRAD SCHOOL ACCEPTANCE, INTERNSHIPS,**  
323 **ETC.) AND HOW THE DATA IS USED TO MAINTAIN SUCCESS AND IMPROVE**  
324 **LEARNING.**  
325

326 **BA in English**

327 The Department does not formally track students after graduation. Admission applications  
328 indicate that a majority of students who apply and are admitted into our graduate programs  
329 have completed our undergraduate major. Anecdotally, some of our graduates enter teaching  
330 certificate programs, some go onto graduate programs, and some find or continue with their  
331 existing jobs.  
332

333 **MA in Composition, Rhetoric, and Professional Writing**

334 The MA in Composition, Rhetoric, and Professional Writing was approved in Spring 2022. It  
335 is too early to have collected adequate data.  
336

337 **MA in Creative Writing and Literature**

338 Historically, the Department has not tracked students formally after graduation. Anecdotal  
339 information, however, indicates that the program has successfully placed students in a variety  
340 of Ph.D. and MFA programs (including those at UC Davis, UC San Diego, U Nevada Reno,  
341 Columbia U, Emerson College, and U of Southern California, among others). Some  
342 graduates have pursued teacher credential programs, including those at Sacramento State,  
343 San Diego State U, and Sonoma State U. Still other graduates have pursued degrees in law  
344 and library science. Our MA graduates have also taken teaching positions at a wide range of  
345 institutions including Folsom Lake College, American River College, Sierra College,  
346 Highland Community Charter School, and Contra Costa Community College, among others.  
347

348 **MA in Teaching English to Speakers of Other Languages**

349 Program graduates have been hired into full-time teaching positions in local community  
350 colleges, adult education programs, and college-level writing programs. Many other  
351 graduates have been employed in part-time teaching positions within these programs as well  
352 as university-based language programs for international students at Sacramento State and UC  
353 Davis. M.A. TESOL graduates have taken on leadership roles—such as chairing community-  
354 college ESL departments and directing Sacramento State's English Language Institute—and  
355 have also raised Sacramento State's national and international profile by pursuing teaching

opportunities abroad, participation in highly prestigious US government programs such as Fulbright and the Peace Corps, and pursuing doctoral degrees.

**E. PROVIDE UPDATED COMPREHENSIVE ASSESSMENT PLAN FOR EACH DEGREE PROGRAM. (<https://www.calstate.edu/app/documents/Program-Assessment-Plan-Template.docx>).**

**BA in English**

See [Appendix A, BA Assessment Plan](#)

**MA in Composition, Rhetoric, and Professional Writing**

The MA CRPW Program will develop a new assessment plan to match the revised degree program.

**MA in Creative Writing and Literature**

See [Appendix B, MA CW and LIT Assessment Plan](#)

**MA in Teaching English to Speakers of Other Languages**

The MA TESOL Program will develop a new assessment plan once it has finished the revisions to its culminating experience.

**STUDENT SUCCESS**

**A. PROVIDE ADMISSION DATA DISAGGREGATED BY GENDER AND ETHNICITY FOR EACH DEGREE.**

**BA in English**

Admission Status ENGL BA															
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016		
Applied	85	447	93	489	103	510	93	575	66	592	91	579	109		
Admitted	67	409	77	428	75	420	66	478	43	476	68	456	61		
Matriculated	49	186	57	165	57	148	51	180	30	168	56	170	49		
Enrolled	39	140	50	127	45	116	35	148	28	143	50	135	43		
Annual Applications	540			592			603			641			683		
Average Annual Applied 2016-2021: 624.5															
<b>Gender of Applicants</b>															
Female	67%	72%	61%	71%	69%	73%	54%	73%	64%	74%	62%	71%	58%		
Male	33%	27%	38%	29%	31%	27%	46%	27%	36%	27%	38%	29%	42%		
Nonbinary	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
<b>Ethnicity of Applicants</b>															
Hispanic	40%	42%	32%	44%	26%	40%	28%	37%	33%	40%	24%	34%	22%		
White	40%	28%	30%	31%	39%	32%	45%	30%	38%	28%	27%	30%	49%		
Two+	9%	8%	8%	6%	4%	7%	6%	9%	6%	9%	12%	10%	6%		
Asian	6%	9%	13%	8%	7%	10%	6%	13%	5%	10%	13%	10%	6%		
Black	2%	6%	10%	5%	11%	5%	3%	4%	8%	5%	10%	7%	7%		
Unk	1%	2%	4%	3%	6%	3%	5%	4%	8%	7%	13%	7%	8%		
Non Res Alien	1%	4%	2%	2%	8%	2%	3%	3%	2%	2%	0%	2%	1%		
Pacific Islander	0%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%	0%		
American Indian	0%	0%	0%	0%	0%	0%	1%	1%	2%	0%	0%	1%	0%		

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English BA

**Table 2** BA in English, Disaggregated Data, Admissions

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390  
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**MA in Composition, Rhetoric, and Professional Writing**

The MA in Composition, Rhetoric, and Professional Writing was approved in Spring 2022. It is too early to have collected adequate data.

**MA in Creative Writing and Literature**

**Admissions Data, 2016-2022: English MA (Creative Writing)**

Admission Status Engl MA (Creative Writing)														
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016	
Applied	4	15	3	10	3	9	2	10	4	14	2	6	3	
Admitted	3	8	2	8	1	7	1	8	2	13	1	1	2	
Matriculated	3	4	2	7	1	7	1	5	2	10	1	0	2	
Enrolled	2	3	2	7	1	5	1	4	2	8	1	1	2	
Annual Applications	18			13			11			14			16	
Average Annual Applied 2016-2021:	13.5													
<b>Gender of Applicants</b>														
Female	75%	73%	33%	60%	100%	67%	0%	70%	75%	57%	50%	83%	33%	
Male	25%	27%	67%	40%	0%	33%	100%	10%	25%	43%	50%	17%	67%	
<b>Ethnicity of Applicants</b>														
Hispanic	25%	40%	33%	10%	0%	11%	0%	40%	0%	29%	50%	17%	33%	
White	25%	27%	33%	70%	33%	56%	50%	40%	100%	29%	0%	17%	33%	
Two+	0%	13%	0%	20%	33%	11%	0%	10%	0%	21%	0%	0%	33%	
Asian	0%	7%	0%	0%	0%	0%	0%	10%	0%	0%	50%	50%	0%	
Black	0%	7%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	
Unk	0%	7%	33%	0%	0%	11%	0%	0%	0%	21%	0%	17%	0%	
Non Res Alien	50%	0%	0%	0%	33%	11%	0%	0%	0%	0%	0%	0%	0%	

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English Writing (CC) and English Writing (MA)

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**Table 3** MA in English, Creative Writing, Disaggregated Data, Admissions

**Admissions Data, 2016-2022: English MA (Literature)**

Admission Status Engl MA (Literature)														
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016	
Applied	3	9	7	12	2	10	6	17	7	21	7	20	7	
Admitted	3	7	5	11	2	10	6	15	6	15	4	14	6	
Matriculated	3	5	4	10	2	9	6	14	6	11	4	10	6	
Enrolled	2	5	4	8	2	8	5	12	6	12	3	7	5	
		<b>2021</b>		<b>2020</b>		<b>2019</b>		<b>2018</b>		<b>2017</b>		<b>2016</b>		
Applied	16			14			16			24			27	
Enrolled	9			10			13			18			12	
Average Annual Applications 2016-20	20.8													
Average Annual Enrolled 2016-2021:	12.8													
<b>Gender of Applicants</b>														
Female	67%	78%	71%	92%	100%	70%	50%	59%	57%	62%	86%	70%	86%	
Male	33%	22%	29%	8%	0%	30%	50%	41%	43%	38%	14%	30%	14%	
<b>Ethnicity of Applicants</b>														
Hispanic	33%	11%	29%	33%	0%	20%	17%	18%	14%	43%	14%	10%	57%	
White	33%	67%	57%	25%	50%	40%	67%	59%	43%	38%	29%	65%	43%	
Two+	0%	11%	0%	17%	50%	0%	0%	0%	14%	10%	0%	5%	0%	
Asian	0%	11%	0%	8%	0%	10%	17%	0%	0%	5%	14%	10%	0%	
Black	0%	0%	0%	8%	0%	0%	0%	6%	14%	5%	29%	0%	0%	
Unk	33%	0%	0%	8%	0%	30%	0%	18%	14%	0%	14%	10%	0%	
Non Res Alien	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English Literature (CC) and English Literature (MA)

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**Table 4** MA in English, Literature, Disaggregated Data, Admissions

**MA in Teaching English to Speakers of Other Languages**

Admission Status TESOL MA													
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016
Applied	4	8	2	12	10	12	1	10	2	13	7	15	11
Admitted	4	7	1	9	7	8	0	7	1	8	6	12	8
Matriculated	4	7	0	9	7	6	0	7	1	8	6	9	8
Enrolled	2	4	0	9	4	5	0	7	1	5	4	8	7
	2021		2020		2019		2018		2017		2016		
Applied	10		22		13		12		20		26		
Enrolled	4		13		5		8		9		15		
	Average Annual Applications 2016-2021				17.2				Average Annual Enrolled 2016-2021				9.0
<b>Gender of Applicants</b>													
Female	25%	63%	50%	58%	90%	67%	100%	80%	100%	62%	71%	87%	82%
Male	75%	38%	50%	42%	10%	33%	0%	20%	0%	38%	29%	13%	18%
<b>Ethnicity of Applicants</b>													
Hispanic	25%		100%		20%	8%		30%			29%	20%	18%
White	25%	63%		75%	10%	42%	100%	30%		54%	43%	47%	36%
Asian	25%				40%	17%		20%				20%	18%
Black		13%							50%	8%			18%
Two +		13%		8%				10%				13%	
Pacific Islander										8%			
Unkown	25%					8%			50%	8%	29%		9%
Non Res Alien		13%		17%	30%	25%				8%			

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English (TESL) MA and English (TESL) Cond. Classifd

Table 5 MA in TESOL, Disaggregated Data, Admissions

**B. PROVIDE RETENTION DATA DISAGGREGATED BY GENDER AND ETHNICITY FOR EACH DEGREE.**

**BA in English**

**Enrollment, 2016-2022: BA in English**

Enrollment ENGL BA													
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016
<b>Total</b>	306	343	341	348	351	338	341	366	341	362	375	380	356
Continuing	271	238	299	233	307	248	305	234	315	267	327	274	318
Transfer	30	81	39	95	40	53	32	97	23	64	43	64	27
First Time	0	17	0	17	1	36	0	27	0	25	0	32	0
Returning	2	1	3	3	0	0	1	1	1	2	1	3	3
Transitory	2	5	0	0	3	0	1	2	1	2	1	3	2
Returning Transfer	1	1	0	0	0	1	2	5	1	2	3	4	6
<b>Gender</b>													
Female	66%	67%	64%	64%	66%	67%	66%	67%	68%	68%	65%	65%	63%
Male	33%	33%	36%	36%	34%	33%	34%	33%	32%	32%	35%	35%	37%
Nonbinary	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Ethnicity</b>													
Hispanic	35%	34%	33%	32%	30%	31%	27%	28%	29%	26%	26%	27%	25%
White	32%	33%	34%	38%	36%	36%	38%	33%	34%	34%	37%	37%	41%
Asian	12%	13%	12%	11%	10%	11%	12%	13%	13%	14%	12%	10%	10%
Two+	9%	7%	8%	7%	9%	9%	9%	10%	8%	8%	10%	9%	8%
Black	7%	8%	7%	6%	5%	5%	4%	5%	5%	6%	5%	5%	5%
Unk	1%	2%	3%	4%	6%	6%	7%	8%	10%	10%	9%	11%	9%
Non Res Alien	3%	3%	2%	2%	3%	1%	1%	1%	1%	1%	1%	1%	1%
Pacific Islander	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%	0%	0%
American Indian	1%	0%	0%	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/enrollment.html>  
 English BA

Table 6 BA in English, Disaggregated Data, Retention

**MA in Composition, Rhetoric, and Professional Writing**

The MA in Composition, Rhetoric, and Professional Writing was approved in Spring 2022. It is too early to have collected adequate data.

**MA in Creative Writing and Literature**

425

**Enrollment, 2016-2022: English MA (Creative Writing)**

Enrollment Engl MA (Creative Writing)													
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016
Total	15	17	16	18	14	19	16	15	13	14	12	10	14
Continuing	13	14	14	11	13	14	15	11	11	8	11	10	12
First Time	2	3	2	7	1	5	1	4	2	6	1	0	2
<b>Gender</b>													
Female	60%	59%	50%	61%	50%	58%	63%	60%	62%	64%	42%	30%	36%
Male	40%	41%	50%	39%	50%	42%	38%	40%	38%	36%	58%	70%	64%
<b>Ethnicity</b>													
Hispanic	13%	18%	19%	22%	14%	11%	13%	13%	0%	7%	8%	10%	29%
White	60%	53%	56%	56%	57%	58%	44%	47%	54%	50%	50%	50%	50%
Two+	7%	12%	6%	6%	7%	11%	25%	27%	23%	21%	8%	10%	7%
Asian	0%	0%	0%	0%	0%	11%	13%	7%	15%	14%	17%	10%	0%
Black	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Unk	13%	12%	13%	6%	14%	11%	6%	7%	8%	7%	17%	10%	14%
Non Res Alien	7%	6%	6%	6%	7%	0%	0%	0%	0%	0%	0%	0%	0%

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English Writing (CC) and English Writing (MA)

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**Table 7 MA in English, Creative Writing, Disaggregated Data, Retention**

**Enrollment, 2016-2022: English MA (Literature)**

Enrollment Engl MA (Literature)													
	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016
Total	29	31	33	29	33	39	37	37	32	29	26	27	28
Continuing	27	26	30	21	32	31	33	25	26	17	23	20	23
First Time	2	5	3	8	0	6	3	12	5	11	3	7	4
Returning/Tra	0	0	0	0	1	2	1	0	1	1	0	0	1
<b>Gender</b>													
Female	79%	77%	70%	72%	61%	62%	57%	62%	63%	66%	69%	74%	82%
Male	21%	23%	30%	28%	39%	38%	43%	38%	38%	34%	31%	26%	18%
<b>Ethnicity</b>													
Hispanic	17%	16%	27%	24%	21%	28%	27%	24%	28%	31%	27%	26%	29%
White	59%	52%	39%	41%	48%	49%	46%	43%	41%	52%	54%	52%	46%
Two+	10%	10%	12%	14%	6%	5%	5%	5%	6%	3%	0%	0%	0%
Asian	3%	10%	9%	7%	3%	3%	5%	5%	6%	7%	8%	4%	4%
Black	3%	3%	0%	0%	6%	3%	5%	8%	6%	3%	4%	0%	0%
Unk	7%	10%	12%	14%	15%	13%	11%	14%	13%	3%	8%	19%	21%
Non Res Alien	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English Literature (CC) and English Literature (MA)

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**Table 8 MA in English, Literature, Disaggregated Data, Retention**

**MA in Teaching English to Speakers of Other Languages**

**Enrollment by Gender**

SEMESTER	TOTAL	FEMALE	MALE
Fall 2015	29	18	11
Fall 2016	29	25	4
Fall 2017	24	17	7
Fall 2018	29	21	8
Fall 2019	20	12	8
Fall 2020	21	14	7
Fall 2021	17	9	8

436  
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**Table 9 MA in TESOL, Disaggregated Data, Retention, Gender**

**Enrollment by Ethnicity**

Semester	White	Asian/ Hispanic/AA	Other	Asian	Hispanic/ Latino	Black/AA
Fall 2015	15	7	7	4	2	1
Fall 2016	15	11	4	5	3	3
Fall 2017	13	7	4	3	2	2
Fall 2018	16	8	5	3	4	1
Fall 2019	9	6	5	2	3	1
Fall 2020	12	6	3	2	4	0
Fall 2021	13	1	3	1	0	0

440

441 Table 10 MA in TESOL, Disaggregated Data, Retention, Ethnicity

442

443

444 C. PROVIDE 4-YEAR AND 6-YEAR GRADUATION DATA DISAGGREGATED BY  
445 GENDER AND ETHNICITY FOR EACH DEGREE.

446

447 **BA in English**

448

449 **Degrees Awarded, 2016-2022: BA in English**

Degrees Awarded ENGL BA					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Total	142	134	150	149	140
<b>Gender</b>					
Female	68%	67%	72%	69%	64%
Male	32%	33%	28%	31%	36%
Nonbinary	0%	0%	0%	0%	0%
<b>Ethnicity</b>					
Hispanic	24%	17%	25%	16%	19%
White	47%	45%	43%	44%	54%
Asian	11%	12%	10%	14%	9%
Two+	10%	14%	7%	10%	9%
Black	4%	5%	5%	8%	4%
Unk	4%	4%	9%	7%	4%
Non Res Alien	0%	0%	0%	0%	0%
Pacific Islander	1%	1%	1%	1%	1%
American Indian	0%	1%	1%	1%	0%

Stats from Institutional Research, Effectiveness, and Planning

<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/degrees-awarded.html>

English BA

450

451 Table 11 BA in English, Disaggregated Data, Degree Completion

452

453 **MA in Composition, Rhetoric, and Professional Writing**

454

455 The MA in Composition, Rhetoric, and Professional Writing was approved in Spring 2022. It  
456 is too early to have collected adequate data.

457

458 **MA in Creative Writing and Literature**

459

460 **Degrees Completed, 2016-2021: English MA (Creative Writing)**

Degrees Awarded Engl MA (Creative Writing)					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Total	6	4	7	2	5
<b>Gender</b>					
Female	83%	75%	57%	50%	60%
Male	17%	25%	43%	50%	40%
<b>Ethnicity</b>					
Hispanic	33%	25%	0%	0%	0%
White	50%	50%	43%	50%	60%
Two+	17%	0%	14%	0%	20%
Asian	0%	25%	14%	0%	20%
Black	0%	0%	0%	0%	0%
Unk	0%	0%	29%	50%	0%
Non Res Alien	0%	0%	0%	0%	0%

Stats from Institutional Research, Effectiveness, and Planning

<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>

English Writing (CC) and English Writing (MA)

461

462 Table 12 MA in English, Creative Writing, Disaggregated Data, Degree Completion

463



464

**Degrees Completed, 2016-2021: English MA (Literature)**

Degrees Awarded Engl MA (Literature)					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Degrees	6	7	6	7	6
<b>Gender</b>					
Female	50%	71%	100%	86%	67%
Male	50%	29%	0%	14%	33%
<b>Ethnicity</b>					
Hispanic	17%	43%	33%	29%	17%
White	67%	29%	50%	43%	83%
Two+	17%	14%	17%	14%	0%
Asian	0%	0%	0%	0%	0%
Black	0%	0%	0%	0%	0%
Unk	0%	14%	0%	14%	0%
Non Res Alien	0%	0%	0%	0%	0%

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/admissions.html>  
 English Literature (CC) and English Literature (MA)

465

466

**Table 13** MA in English, Literature, Disaggregated Data, Degree Completion

467

468

**MA in Teaching English to Speakers of Other Languages**

469

Degree Awarded MA TESOL					
	2020-21	2019-20	2018-19	2017-18	2016-17
Total	5	9	11	8	7
<b>Gender</b>					
Male	1	4	2	4	3
Female	4	5	9	4	4
<b>Ethnicity</b>					
Hispanic	3				
White	1	6	7	2	5
Two+	1	1	1	2	
Asian		2	7	1	5
Black				2	
Unknown			1	1	
Non Res Alien					

Stats from Institutional Research, Effectiveness, and Planning  
<https://www.csus.edu/president/institutional-research-effectiveness-planning/ds>  
 ENGL (TESOL)

470

471

**Table 14** MA in TESOL, Disaggregated Data, Degree Completion

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473

474

- D. PROVIDE ANALYSIS ON ADMISSION, RETENTION, AND GRADUATION DATA, INCLUDING HOW TO MAINTAIN SUCCESS AND IMPROVE TIME TO DEGREE, AND CONSIDER CONCENTRATIONS AS NEEDED.**

475

476

477

478

**BA in English**

479

**Retention: The English department undergraduate major at Sacramento State regularly has had higher retention rates than the university at large (per data available for academic years 2016/17, 17/18, 18/19, 19/20, and 20/21 through the Student Success Dashboard at the California State University system website).**

480

481

482

483

The Department has maintained its number of majors between 450 and 525 across the period of review (even as a decrease of enrollment in English majors and across the humanities more largely has been noted across the United States in the same period).

484

485

486

487

In 2018, the 3-year retention rate was 64%, in 2019 the 2-year retention rate was 73%, and in 2020 the 1-year retention rate was 82% for first-year students. The total of first-year students starting the English major stayed fairly consistent (43 in 2016, 42 in 2017, 36 in 2018, and 37

488

489

490



491 in 2019) until Fall 2020 when the first fully-online/COVID semester dropped incoming first-  
492 year student numbers down to 17.

493

494 For incoming juniors, 2020 had a 1-year retention rate of 85%, which is particularly  
495 impressive given the disruptive campus closure for the fires of November 2018 and then the  
496 sudden shift to online learning in 2020 and 2021.

497

498 **Graduation: The English department undergraduate major at Sacramento State**  
499 **regularly also has had higher graduation rates than the university at large** (per data  
500 available for academic years 2016/17, 17/18, 18/19, 19/20, and 20/21 through the Student  
501 Success Dashboard at the California State University system website). In 2016, the  
502 department's 4-year graduation rate for incoming first-years was 35% in comparison to the  
503 university's 21.9%; 2017 33% in comparison to 25.9%.

504

505 In terms of junior-year transfer students, a larger number of our majors than first-year  
506 students (73 transfers in 2016, 84 in 2017, 100 in 2018, 76 in 2019, and 89 in 2020), their  
507 graduation and retention rates have similarly scored at or above university levels. In 2016,  
508 the English department junior-transfer 2-year and 4-year graduation rates were 49% and  
509 74%, respectively (vs. 37.4% and 77.5% for the University as a whole); in 2017, they were  
510 50% and 79% (vs. 42.2% and 79.4%). The 2-year graduation rate for incoming junior  
511 transfers in 2018 and 2019 were 52% and 46% respectively (vs. 45.2% and 43.5% for the  
512 University as a whole for the same period).

513

514 The Department is only beginning to see the impact of the 4-unit major on graduation rates.  
515 The major revision was intended to improve time to degree, but the Department will have to  
516 study this as the first class of students graduates under the new degree.

517

518 The Department intends to maintain the use of high-impact practices such as course-based  
519 undergraduate research, experiential learning, and service-learning in 4-unit courses. The  
520 Department has also focused on expanding experiential learning opportunities for majors  
521 through offering academic internships in the following courses: ENGL195A, Writing Center  
522 Theory and Practice: Internships; ENGL 195C, Internship In Field Work; and ENGL195W,  
523 Writing Programs Internship. The new all-online 2-unit 198X Senior Portfolio course  
524 features a professionalization component that features work on CVs/resumés and career  
525 letters. The Department plans to continue developing new internship experiences and sites to  
526 provide more opportunities to students for hands on learning. The Department has also  
527 developed ENGL 120X MLA and APA Style Guides, a new 1-unit course that will help  
528 students learn how to format papers, cite sources, and integrate in-text citations into their  
529 work according to MLA and APA formatting and style guides.

530

531 The more widespread use of new instructional modalities, such as fully online, and hybrid  
532 courses, have created opportunities for alleviating some bottlenecks. The continued use of  
533 these modalities to improve time to degree and will depend on access to continual training  
534 and access to technology.

535

536

537 **MA in Composition, Rhetoric, and Professional Writing**

538 The MA in Composition, Rhetoric, and Professional Writing was approved in Spring 2022. It  
539 is too early to have collected adequate data.

540

541

542 **MA in Creative Writing and Literature**

543 **Admission:** The data above indicate that applications for the Literature track vary from year  
544 to year, but contracted significantly beginning in 2019. The percentage of students who  
545 ultimately matriculate has substantially increased, however, perhaps suggesting that fewer  
546 applicants are now applying without a clear sense of ultimately wanting to enroll. Creative  
547 Writing applications appear to have held more steady, even through the pandemic. The new  
548 Graduate Coordinator is developing plans to bolster recruitment through increased  
549 advertisement prior to application deadlines, and by holding an application workshop and  
550 recruitment event where students can learn more about the program and hear from recent  
551 graduates. We might increase the number of admitted students who enroll through efforts  
552 such as personally contacting new admits or holding a prospective-student event, where  
553 students might visit and learn about the program.

554

555 **Enrollments:** In Creative Writing, enrollments have held fairly steady since 2016. In  
556 Literature, enrollments peaked in 2018-2019, and then dipped during the 2020 pandemic. In  
557 the two most recent semesters, Literature enrollments remain slightly higher than enrollments  
558 from six years prior, despite the downturn in applications.

559

560 **Retention:** The Department should take steps to gather, analyze, and retain data pertaining to  
561 retention and graduation rates. In Fall 2022, the new Department Chair personally reached  
562 out to currently unenrolled students to facilitate their degree completion. These efforts reveal  
563 a variety of reasons for students' non-enrollment, including needing required classes that are  
564 not offered this semester, to work-schedule conflicts, to moving out of state. Some students  
565 were simply unaware of deadlines for enrolling in the culminating experience. To better  
566 assist MA students, the Graduate Coordinator has offered workshops and one-on-one  
567 advising about filing for Advancement to Candidacy and other milestones. By reaching out  
568 personally and collecting additional information, we might become better positioned to  
569 anticipate roadblocks. To make such efforts, however, will require support and resources to  
570 make faculty time available.

571

572 **Time to Degree:** The Department appears historically not to have gathered or analyzed time-  
573 to-degree data for the MA program. With better information, we should be able to better  
574 assess where improvements are needed.

575

576 **MA in Teaching English to Speakers of Other Languages**

577 The program has been most significantly hit by public health issues during the COVID-19  
578 pandemic, when the U.S. and other countries limited international travel and when reliable  
579 childcare became even more difficult to secure. Overall enrollment in the program has  
580 declined significantly from 29 in Fall 2015 to 17 in Fall 21. Much of the decline in that  
581 period is due to reduced numbers of female students (from 62% of overall students to 53%)

582 as well as lower numbers of Hispanic, Asian, and African-American students (from 24% of  
583 overall enrolment to 6%). Current enrollment is lower than in the recent past due to:

- 584 • Closure of K-12 schools and childcare facilities during pandemic which affected  
585 ability of potential students to pursue graduate degrees;
- 586 • Reduced opportunities for teaching during the pandemic, both overseas and locally  
587 (e.g. intensive English programs at UC Davis and Sacramento State both closed);
- 588 • Difficulty with recruitment of international students.

589  
590  
591 **E. IF THE PROGRAM IS IMPACTED, SUMMARIZE DATA AND FUTURE**  
592 **IMPACTION PLAN.**

593 N/A  
594  
595

596 **F. SUMMARIZE CURRENT PARTNERSHIPS IN SUCCESS EFFORTS (ADVISING,**  
597 **WRITING CENTER, LIBRARY STUDENT SUCCESS CENTER, INTERNSHIP**  
598 **SITES, ETC.) AND CONSIDER WAYS TO BETTER WORK TOGETHER TO**  
599 **MAINTAIN SUCCESS AND IMPROVE TIME TO DEGREE.**

600  
601 **BA in English**

602 **Internships:** Internship opportunities, both on and off campus, represent a particularly rich  
603 opportunity for students to cultivate their professional skills and to reflect on the relationship  
604 between their coursework as an English major and their internship work. By continuing to  
605 foster on and off campus partnerships, such as those listed above, the department can  
606 continue to expand the internship opportunities available to students.  
607

608 **Interdisciplinarity/Team-Teaching:** The Department would also like to pursue  
609 opportunities for interdisciplinary collaboration and team-teaching opportunities. Though  
610 there are some obstacles that currently impede team teaching, such as budget constraints and  
611 the overly large class sizes mentioned above, the benefits associated with interdisciplinary  
612 collaboration and team teaching make this something the Department would like to work to  
613 develop.  
614

615 **Partnerships:** The English Department Undergraduate Major is enhanced by strong  
616 relationships with a number of on-campus partners, including the following:

- 617 • University Reading and Writing Center
- 618 • Peer and Academic Resource Center
- 619 • Community Engagement Center
- 620 • Center for Teaching and Learning
- 621 • The Carlsen Center for Innovation & Entrepreneurship
- 622 • First Year Experience
- 623 • Students Achieving Greater Excellence (SAGE)
- 624 • One Book Program
- 625 • *Calaveras Station Literary Journal*
- 626 • Sacramento Public Library
- 627 • U-Nite

- 628 • Student Research Symposium: campus and CSU-wide levels
- 629 • Festival of the Arts
- 630 • CFA
- 631 • Employee Affinity Groups

632

633 Off-campus partners are listed above in Element 1, Section E.

634

### 635 **MA in Composition, Rhetoric, and Professional Writing**

636 N/A

637

### 638 **MA in Creative Writing and Literature**

- 639 • **Partnerships offering teaching experience:** Our MA students have opportunity to gain  
640 professional skills, pedagogical training, and crucial real-world teaching experience  
641 through internships and paid positions in:
  - 642 ○ University Reading and Writing Center;
  - 643 ○ Peer Academic Resource Center;
  - 644 ○ GE first-year writing program; and
  - 645 ○ Graduate Facilitators or Instructional Student Assistants in CSUS undergraduate  
646 classes.
- 647 • **Partnerships offering research experience:** Our MA students benefit from working  
648 with faculty members conducting research supported by Research & Creative Activity  
649 awards, Pedagogy Enhancement Awards, and Arts & Letters grants, which enable the  
650 hiring of student assistants for funded projects. Our students also benefit from  
651 involvement with the Student Research Center and the Student Research Symposium.  
652 Literature MA students have had a strong record of success at the annual CSUS  
653 symposium, with some advancing to the statewide CSU competition and earning awards  
654 for their projects.

655

### 656 **MA in Teaching English to Speakers of Other Languages**

- 657 • Partnerships offering Teaching Experience
  - 658 • Highlands Community Charter School; and
  - 659 • Elk Grove Adult and Community Education

660

661

## 662 **ELEMENT FOUR:**

### 663 **DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY**

664

665 **A. LIST KEY STRATEGIC INITIATIVES FOR THE ACADEMIC UNIT, AND**  
666 **APPEND ANY STRATEGIC PLAN. THESE CAN BE STRUCTURAL, SUCH AS**  
667 **NEW OR DISCONTINUATIONS OF DEGREES, CONCENTRATIONS, MINORS;**  
668 **TIED TO UNIVERSITY STRATEGIC INITIATIVES, SUCH AS ANCHOR**  
669 **UNIVERSITY; OR OPERATIONAL, SUCH AS WAYS TO BE MORE INCLUSIVE**  
670 **IN THE ACADEMIC UNIT'S PLANNING.**

671

672 **Online Drop-in Advising:** Implemented at the start of the pandemic. For over a decade, the  
673 Department has typically held drop-in advising for majors several weeks before registration

674 to catch students who don't have or don't visit faculty advisors on a regular basis to select  
675 courses or track progress to degree. Drop-in Advising is usually held for four consecutive  
676 days in 15-minute appointments in a single office, with faculty members taking shifts, so that  
677 students went to a single centralized location. At the start of the pandemic, Drop-in Advising  
678 switched to Zoom appointments, which turned out to be successful and convenient for  
679 students who could attend advising appointments from home or elsewhere. Nearly all tenure-  
680 line faculty participate in Drop-in Advising. This year we met with 91 students out of 100  
681 appointment slots available. In the future, we may return to 4 days of online, drop-in advising  
682 rather than a full week, depending on student need.

683  
684 **Courses:** To develop within the next 5-10 years:

- 685 • Asian American Women's Literature
- 686 • Cultural Rhetorics and Composition
- 687 • Grant Writing
- 688 • Literatures of Disability
- 689 • Publishing

690  
691 **Inclusivity:** Current work and future goals for creating an equitable and inclusive learning  
692 environment for all students include:

- 693 • Anti-Racism and Inclusion (ARI) Committee that has focused, among other things,  
694 on helping students to navigate academic discourse barriers;
- 695 • Developing a 16-unit certificate program in anti-racism and inclusivity; and
- 696 • Developing a mentoring program in which graduate students in the Department  
697 mentor undergraduates. Although the program has not received funding, the  
698 Department will continue to pursue funding for it.

## 700 701 **B. SUMMARIZE HIRING NEEDS FOR THE ACADEMIC UNIT, AND APPEND** 702 **THE MULTI-YEAR FACULTY AND STAFF HIRING PLAN.**

### 703 704 **Hiring Needs**

705  
706 The Department will need to continuing hiring new faculty to account for the next  
707 generation of retirements and new developments in multiple fields. Our hiring has not kept  
708 pace with the number of faculty members retiring; already, two faculty in Creative  
709 Writing and one in TESOL are FERPing, and we anticipate a very large number of other  
710 retirements in British and American literature during the next 5-10 years. As a result of  
711 retirements, our course offerings are much less robust than they were even five years ago.  
712 It is not only the variety of elective courses that are negatively impacted by insufficient  
713 faculty numbers; we are unable to offer sufficient numbers of required courses due to  
714 staffing issues, thus delaying progress to graduation. For example, in order to offer enough  
715 variation in elective courses so that students can fulfill their 21 units of electives, we can  
716 only offer limited numbers of two key courses, 120A and 198T. Since both of these  
717 courses are required and sequential, if a student misses taking 120A or 198T, they can be  
718 delayed by a semester or two to graduate.

720 The English MA program in Creative Writing and Literature, in particular, has been  
721 negatively affected by a contraction in the number of English faculty who teach graduate  
722 courses. Although our culminating experience assesses students in comprehensive  
723 knowledge of the field, our curriculum is increasingly unable to offer comprehensive  
724 study. For instance, we have not recently offered many of the graduate-level literature  
725 courses that are listed in the catalog, including Modern Irish Fiction, Renaissance  
726 Literature, American Realism, Victorian Fiction, and many others. And, in Creative  
727 Writing, especially poetry, graduate students often have to study alongside undergraduates  
728 regularly in combined undergraduate/graduate classes. As the curriculum contracts, so too  
729 does its appeal to students who may seek more comprehensive study at another institution.  
730 Similar to the conditions of the BA, the MA program is also negatively impacted by  
731 insufficient faculty numbers; we are unable to offer sufficient numbers of required and  
732 elective courses due to staffing issues, thus delaying progress to graduation. For example,  
733 for required courses, we can only offer one section per year of four key courses, 200A,  
734 220A, 201D, and 275. For elective courses, some are not offered with enough frequency  
735 to retain students. Since these courses are required, if a student misses taking one of them,  
736 they can be delayed by a semester or two to graduate. Inadequate numbers of faculty  
737 members create obstacles for students who are writing a thesis or a project for their 500  
738 project. Further, some faculty members are already overloaded, supervising 500  
739 culminating experiences. It is important to note that this supervision is uncompensated,  
740 overload work. Finally, the recurrence for faculty serving on MA exams in Creative  
741 Writing and Literature puts additional stress on faculty members who are on constant and  
742 frequent rotation due to the limited numbers of faculty members available.  
743

744 The Department will need to hire in the areas of TESOL, English Education, Creative  
745 Writing, and Literature since most of the individuals in those areas, with a few exceptions  
746 in Literature, are late career faculty. Presently, only Composition, Rhetoric, and  
747 Professional Writing has mostly early- or mid-career faculty.  
748

749 **Hiring:** To hire within the next 5-10 years include:

- 750 • Asian American Literature (in the next 3-5 years)
- 751 • Early Modern British Literature
- 752 • English Education
- 753 • Native American Literature
- 754 • Poetry, Creative Writing
- 755 • TESOL

756  
757

758 **C. Summarize other major budget concerns (facilities, equipment, student assistants,  
759 etc.).**  
760

761 **BUDGET:** The following areas have been the most impacted by budgetary shortfalls at  
762 both the undergraduate and graduate levels:  
763

- 764 • **Class sizes** in the English department's courses for the BA in English are larger than  
765 recommended by organizations such as the Association of Departments of English

766 (ADE) and the Conference on College Composition and Communication (CCCC). As  
767 outlined by the ADE, literature courses should be “limited to thirty, but no larger than  
768 thirty-five students.” Writing courses, including writing-intensive literature courses,  
769 should be “limited to twenty students, in accordance with CCCC guidelines for writing  
770 courses but no larger than twenty-five.” Although the major revisions the department  
771 has implemented have helped to ameliorate the problem of class size to some extent by  
772 creating a 4<sup>th</sup> unit to acknowledge and account for the writing and reading that English  
773 majors need to do, overly large class sizes continue to present challenges, including  
774 the following:

- 775 ○ Difficulty fostering the types of discussions and substantial written assignments  
776 that are essential for students majoring in English and that require smaller class  
777 sizes to be effective.
- 778 ○ Reduced opportunities for multiple written assignments for feedback
- 779 ○ Lack of opportunities for students to present their research in class and receive the  
780 mentoring that would help them share their work at conferences or through  
781 publications.

782

- 783 • **Administrative Support Staff:** The Department has suffered chronic shortages in  
784 administrative staff personnel but urgently needs professional, clerical support to  
785 facilitate document retention for undergraduate and graduate programs. Currently, the  
786 Department lacks procedures for the gathering, organizing, or retaining of BA and MA  
787 program information, including annual assessment reports, assessment plans,  
788 admissions policies and data, orientation materials, and advising information in a clear  
789 and transparent method. Over two years of a vacant staff position has led to haphazard  
790 and ad hoc methods of tracking information, often changing as the individual “filling  
791 in” changes. Continuity in administrative staff personnel with skills in a platform, such  
792 as Teams, could set up an official repository for all such material so that when there is  
793 a change in faculty personnel, whether in the chairship or in the Graduate Coordinator  
794 position, the Department need not find itself with no access to programmatic records.  
795
- 796 • **IT support** has not proven to be sufficient for departmental needs. Limitations on the  
797 software available to faculty and students and a general lack of IT support, due to  
798 ongoing staff vacancies among the IT personnel within the College, limits the ability  
799 of faculty to incorporate technology into the classroom and to introduce students to  
800 programs that would benefit them pedagogically and professionally.  
801
- 802 • **Service to the Department:** The Department also has difficult staffing committees (at  
803 department, college, and university levels) due to the lack of faculty hires. Service on  
804 Standing Committees, such as RTP and Lecturers Personnel, both of which are  
805 workload-intense, require far-more-frequent rotations due to the reduced number of  
806 faculty members in the Department. In some cases, some late-career faculty members  
807 have served annually, without a break, for several years since they are the only persons  
808 senior enough to RTP review files. For junior faculty, the service work in the  
809 Department is so heavy that they don’t have opportunities to participate in shared  
810 governance at the College and University levels, opportunities that allow junior faculty  
811 to integrate into and contribute to the life of the University.

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- **Visiting Scholars and Colloquia:** The Department, especially the graduate programs, would benefit from a yearly visiting lecturer’s series that could include both regionally based writers and scholars outside of the Sacramento area. A colloquium to address intercultural and global perspectives would be especially beneficial. We would also like to establish a department lecture series that could be given by CSUS faculty talking about their current research. Finally, we would also like to hold a graduate-student conference where we can showcase student research.

**LEGISLATION:** While not necessarily part of budgetary concerns, the following areas have been the most impacted by legislation at the undergraduate level:

- **Assembly Bill 130/230**, which does away with the need for a Single-Subject Credential path by allowing any English major to count for Single-Subject programs. The Department’s pre-credential major pathway has been carefully designed to prepare students for teaching in secondary classroom contexts, and the Department will need to devise strategies to ensure that students interested in teaching are advised to take the classes that will best prepare them for teaching.
- **Assembly Bill 928** will likely have serious deleterious effects on the English department as the reduction of lower-division units in Area C will likely jeopardize the enrollments in English 40A, 40B, 50A, 50B, and 65. This is of particular concern since the Department was required to pull out of upper-division Area C when our classes moved to 4 units; our presence had been significant in this GE area.

**The following types of funding would provide critical support for the Creative Writing and Literature MA:**

- **Support for Robust Curricular Offerings:** The Department has faced pressure to minimize course offerings at the graduate level in order to improve overall WTU-FTE ratios. But in limiting our offerings, we make it more difficult for students to make timely progress toward graduation, and we limit students’ opportunities through elective literature courses to study a wide variety of periods, genres, and authors. More support for the graduate curriculum would likely enhance retention and graduation rates (since students wouldn’t face semesters’ long waits for required classes) and might also enhance our appeal for prospective students seeking inclusive, in-depth study of a range of literatures. For example, easing the efficiency quotient would allow us to offer a variety of courses to help students fulfill their elective-unit requirement.
- **Support for Assessment and Outreach:** As indicated above, the MA in English would likely benefit from a reconsideration of assessment and from increased outreach to prospective and current MA students. These efforts would require support to free up faculty time from other duties, however, as faculty are currently working with very full schedules of teaching, service, and research.



- 858
- 859 • **Support for Thesis Supervision:** Although supervising a 500 culminating-experience  
860 thesis poses a great deal of work for faculty members, they currently receive no  
861 compensation for this work. In consequence, students often struggle to find faculty  
862 willing to take on the overload work as supervisors. The thesis option continues to be  
863 an asset, particularly for MA students who plan to seek admission to PhD programs,  
864 and it is important that we continue to make the thesis option available. Faculty  
865 supervising theses should be compensated accordingly for their time.
  - 866 • **Graduate-Facilitator and Instruction-Student-Assistant Positions:** Our students  
867 benefit from the opportunity to assist CSUS faculty members in BA-level courses as  
868 paid Graduate Facilitators. Such positions benefit undergraduates by offering support  
869 to their 100-level courses, but they also provide our MA students with real-life  
870 classroom experience that is invaluable as they prepare for the competitive job market  
871 after graduation.

872

873

874 **D. Summarize revenue opportunities (grants, gifts, partnerships, etc.).**

875

- 876 • **Fundraising:** Fundraising has largely been seen as the responsibility and obligation of  
877 the Dean of the College and of University Development since they have the time and  
878 budget to participate in events and cultivate possible donors. Due to ongoing cuts to  
879 the Department's Operating Expenses (in 2021-2022, the Department did not receive  
880 an OE budget and all expenses were routed directly to the Dean's Office), the current  
881 Chair has fostered a relationship with the Tess Dyer, Director of Development for Arts  
882 and Letters, to encourage gifts and annuities for the Department and has written  
883 personal notes to each individual donor from the past few years. In fall 2022, due to  
884 the efforts of University Development, the Department has received a \$100,000 initial  
885 gift for an annuity to support the TA program in English. There are other sizeable gifts  
886 in negotiation.
  - 887
  - 888 • **MA in TESOL:** Development of an academic English program housed in CCE will  
889 lead to an increase in funds for the program and department.
- 890
- 891

892 **ELEMENT FIVE: PLANNING TO MAINTAIN SUCCESS AND ENGAGE**

893 **IN CONTINUOUS IMPROVEMENT**

894

895 **A. Summary of areas of concern and means of improving**

896

897 **BA in English**

898

- 899 • **Assessment:** With the current pandemic on the wane and students and faculty on the  
900 cusp of returning to a more normal teaching and learning environment, we will resume  
901 with our assessment plan, specifically focusing on reviewing the 5-year plan for any  
902 necessary changes since it was approved in Spring 2020, before full implementation of

903 the revised BA degree and the pandemic with its concomitant changes to modalities of  
904 instruction.

- 905
- 906 • **Time to Degree/Course Modalities:** A certain population of students benefits  
907 significantly from the greater flexibility provided by alternate course modalities such as  
908 hybrid and online courses. As Sacramento State transitions back to offering primarily  
909 face to face courses, continuing to offer courses in a range of modalities offers the  
910 department an important opportunity to support a wider range of students in the English  
911 major than only those who are able commute to campus for face-to-face courses. Online  
912 course modalities have been found, in particular, to benefit students with disabilities, and  
913 returning full-time and part-time students with families. Supporting these students  
914 represents an opportunity for the department to support equitable and justice-oriented  
915 higher education.

916  
917

### 918 MA CRPW

- 919
- 920 • **Assessment:** As the MA in CRPW progresses, it will develop an assessment plan and  
921 begin to collect data.
  - 922
  - 923 • **Hiring:** The MA in Composition, Rhetoric, and Professional Writing currently has 4  
924 faculty members teaching the courses in the program. In order to support those  
925 responsibilities – along with commitments to undergraduate education, a professional  
926 writing certificate, and the administrative duties associated with providing campus wide  
927 coordination, university GE, and graduation writing required works – the program will  
928 require at least one additional faculty member. The ideal hire would be an expert in  
929 cultural rhetoric and professional writing.
  - 930
  - 931 • **Increase Enrollment:** Launching a new program at the peak of a global pandemic did  
932 pose some recruiting challenges. Today, however, the program looks forward to growth  
933 as the region and the University adopt new ways to address public health concerns. The  
934 primary channels for recruitment will include alumni networks, relationships with  
935 regional community colleges and school districts, disciplinary listservs, and social media.

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### 939 MA CW&LIT

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- 941 • **Assessment:** As indicated above, the Department should take steps to assess our  
942 assessment practices for the English MA and to establish and retain an assessment plan  
943 for the years ahead. Steps should be taken to gather information on student retention and  
944 time-to-graduation, and to assess what roadblocks are hindering student progress. These  
945 efforts will require support to free up adequate faculty time. As noted above, the revisions  
946 of two of the core courses (201D and 275) will enable us to collect data and to assess  
947 whether students' noted weakness in addressing cultural history has improved.
- 948

- 949 • **Document Retention and Clerical Support:** As indicated above, the Department  
950 urgently needs to establish a practice in and policy of document retention for records  
951 pertaining to the MA. These efforts will require dedicated administrative-staff support  
952 and clerical expertise.  
953
- 954 • **Hiring:** As indicated above, the Department would greatly benefit from additional faculty  
955 so that we can offer a robust and comprehensive curriculum.  
956

## 957 MA TESOL

- 960 • **Assessment:** Due to short staffing, the development of the assessment plan for the MA in  
961 TESOL will follow after its revision process.  
962
- 963 • **Academic English Preparation Program:** While the English Department does offer  
964 Teaching Assistantships in the composition program, there is a lack of paid opportunities  
965 for teaching other language skills. Developing an academic English preparation program  
966 for international students would allow us to replace the now defunct English Language  
967 Institute, serve as a site for internships, and offer opportunities for teaching assistantships  
968 or graduate student assistantships. Continue discussions with the College of Continuing  
969 Education (CCE) about possible models for this program. Prepare a proposal to share  
970 with the Deans of CCE and the College of Arts & Letters.  
971
- 972 • **Adult Education:** Increase program's focus on adult education as a site for internships  
973 and post-graduation employment. Conduct outreach to local adult education schools with  
974 a strong alumni connection (Highlands Community Technical and Charter Schools; Elk  
975 Grove Adult and Community Education).  
976
- 977 • **Anchor University:** Develop collaborations with local volunteer ESL programs where  
978 MA TESOL students could meet course requirements for tutoring in the ENGL 215  
979 series, build their CV, and develop curriculum while completing a Master's project.  
980 Contact local volunteer ESL programs to determine their needs and establish programs.  
981
- 982 • **Culminating experience:** The culminating experience needs to be revised to better  
983 reflect program goals and to facilitate program assessment. Redesign and submit Form B.  
984
- 985 • **Hiring:** The number of faculty available to teach TESOL/Applied Linguistics classes has  
986 decreased and continues to decrease since our last hire: two tenure-line TESOL (Helt,  
987 Marshall) and one tenure-line English Education (Dunstan) faculty have fully retired,  
988 reducing cover for many undergraduate and graduate courses; and one current TESOL  
989 faculty (Clark) began FERPing in Fall 2022. The other 3 TESOL faculty plan to retire in  
990 the next 5 years and will take sabbaticals pre-retirement. Many of our courses are  
991 required for the MA, minor, or certificates; because they are currently only taught by a  
992 single faculty member, a combination of retirements and sabbaticals may impact the  
993 program's ability to offer these courses.  
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- **Increase Enrollment:** Improve program marketing to broaden the potential domestic applicant pool and target underrepresented groups. Develop social media presence. Increase collaboration with International Programs and Global Education to increase recruitment of international students. Revise English language proficiency requirements for international applicants. Revise orientation materials, advising worksheets, and the program handbook.
  - **Internships:** The program is experiencing difficulties placing students for required internship due to closure of one site and new restrictions at community colleges.

**5-YEAR ASSESMENT PLAN PROPOSAL:  
ASSESSING STUDENT SUCCESS  
IN THE NEW ENGLISH MAJOR**

Spring 2020

Proposal authored by:

Jason Geiger  
Julian Heather

Angela Laflen  
Hellen Lee, Chair

**I. SUMMARY**

Curriculum and Assessment Committee (CAC) proposes superseding our current 5-Year Assessment Plan (conducting an in-depth assessment of Content Area Knowledge, 2018-2023) with a plan to assess the changes in the Major comprised largely of 4-unit courses (known hereafter as the “New Major”) and compare it to the current major, comprised of 3-unit courses (known hereafter as the “Old Major”). The proposed assessment cycle would last 5 years:

- Preparatory Year: 2019-2020
  - Draft Assessment Plan proposal
  - Begin collecting data
- Year 1: 2020-2021
  - Continue collecting data for old major
  - Present Assessment Plan to Dept. for review and approval
- Year 2: 2021-2022
  - Mine data
  - Analyze data
- Year 3: 2022-2023
  - Collect data for first set of New Major in Fall and Spring
  - Mine data
- Year 4: 2023-2024
  - Analyze data for New Major
- Year 5: 2024-2025
  - Compare data for Old Major and New Major
  - Draft report in Fall
  - Submit to Dept. for review and approval in Spring
  - Submit Assessment Plan to OIR
  - Begin strategizing next assessment
- Note: At each stage, CAC will regularly consult with and provide updates to faculty.

## II. BACKGROUND

In 2011-2012, the Department of English Assessment Committee, chaired by Julie Yen, brought forward a proposal that was approved by the Department in the fall. Additionally, based on the campus-wide Graduation Initiative, the assessment plan coordinates and responds to the University's Baccalaureate Learning Goals.

The four Learning Goals for the Department of English are (See Appendix 1):

- *Critical Reading*  
“Students will demonstrate an ability to apply critical reading strategies to a variety of texts, which may include written, oral, or visual works, and to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.”
- *Writing*  
“In a process that includes revision based on feedback from peers and instructors, students will produce a variety of written texts that demonstrate an ability to analyze language, ideas, and forms and creatively engage with the writing traditions of our various disciplines.”
- *Content Area Knowledge*  
“Students will demonstrate content knowledge appropriate to one or more of our various disciplines.”
- *Scholarly Research*  
“Students will demonstrate an ability to perform scholarly research that incorporates analysis of primary and secondary sources using appropriate disciplinary methodologies.”

In 2012-2017, CAC completed assessing student competency in all four Program Learning Outcomes (PLO). Across all four Learning Outcomes, the results of the 5-year Assessment Plan (2012-2017) indicated that an average of 93% of 1000 English Majors perform at or above the Satisfactory level. The samples were taken from 26 different courses—ranging from introductory, large lectures to Senior Seminars—where instructors volunteered to participate in the Department Assessment.

While students performed at least satisfactorily or higher in three areas (Critical Reading at 95%, Critical Writing at 99%, and Scholarly Research at 93%) of the Department's four Learning Goals, there was a significant variation in the fourth area, Content Area Knowledge with 83% of students performing at satisfactory levels.

In 2017-2018, the CAC brought forward a proposal to study Content Area of the Department's Learning Goals. After consulting with the Department and reviewing suggestions for the next

assessment cycle, CAC determined that assessing Content Area Knowledge was critical to understand better why this is the weakest area of student performance. While 83% of students performing at Satisfactory levels or higher is indeed impressive, it was an outlier for our Department that needed further investigation to begin to ascertain why this was the case. We considered: Was it a result of the previous assessment tool? Was it a result of the parameters of the open major? How could we assess this area to indicate more clearly why there was a drop in this area? Therefore, with Department approval in 2017, CAC embarked a plan to assess Content Area Knowledge expected of English majors between 2018-2023.

In 2018-2019, a major overhaul to the English B.A. was approved and undertaken by the Department. The overhaul consisted of embedding high-impact practices into the majority of upper-division courses. As a result, the majority of upper-division, elective courses changed from three units to four units.

This was not an abrupt change, but rather the result of over a decade and a half of discussion and consideration in the Department. Since 2004, the English Department has held discussions about the efficacy of a 3-unit courses. With the degree of intensive reading and writing required to move students forward successfully toward completion, the 3-unit course seemed insufficient for both students and faculty to balance competing demands since students regularly enrolled in 5 classes per semester and faculty were typically assigned 4 separate preparations per semester. In 2004, Professor David Toise conducted research on sister CSU campuses to see how they managed the workload issues and found that faculty at several campuses taught a 3-3 load comprised of 4-unit courses.

In 2007-2008, workload issues for faculty and opportunities for students to engage in writing once again came to forefront of Departmental discussion with the establishment of the mega classes (with student enrollments of 120 per class) at the lower-division level. With such large class sizes for the introductory-level courses, which precluded the possibilities of students writing in-depth or longer essays, the department renewed, with vigor, this discussion of establishing ongoing opportunities for students to engage in in-depth analysis and writing.

Furthermore, with the tremendous attrition rate that the Department suffered during and after the furloughs in 2009, the number of full-time, tenure-track faculty dropped to half (from 44 to 22 tenure-line faculty members). As a result, the burden of offering a variety of courses as well as the required courses to fulfill our students progress toward degree was limited due to the number of tenure-line faculty available. Please note: unlike in other departments, the overwhelming majority of classes serving the Major are taught almost exclusively by tenure-line faculty in the English Department. Further, the burden of serving on committee work and advising became onerous with fewer tenure-line faculty members.

In 2010-2011, Professor Kim Zarins informally contacted a few English departments across CSU sister campuses to inquire how they managed faculty workload and student success. She also found that faculty typically taught a 3-3 load in the most successful departments.

Both Toise's and Zarins' informal findings were confirmed in the 2014-2015 External Program Review. The program reviewers indicated that the "4-4 teaching load, the frequency of multiple

preps over the year, and the ever-increasing number of students per semester” (2) were burdensome. To compound the difficulties facing the Department, the attrition rate of faculty along with severe budget restrictions resulted in “exacerbat[ing] the decline already underway in the number of tenure/tenure-track faculty in the Department while, at the same time, increasing the workload of those who remained” (9). In fact, they recommended that the “department should consider its course offerings and curriculum with an eye toward minimizing the number of preps for each faculty member while still maintaining choice for students” (8).

Faculty members were not the only ones suffering from the attrition rate and the fiscal severity. Even more important, students were feeling the results of these changes. In 2015-2016, the Academic Program Review recommended “some strategic roll-back of class size” (7) because the larger classes were “reducing the quality of the class experience for the student” (12). Of high concern for the faculty, the mega class size was significantly reducing the amount of writing that students could be expected to engage in while enrolled in these mega, introductory level courses. It was untenable to expect students to engage in *even more* writing within the parameters of a 3-unit upper-division course.

In 2017-2018, taking into consideration the external program review and the unlikelihood of rolling back class size, the Department investigated alternative options to increase “quality of the class experience” for our majors while offering a diverse curriculum and bringing faculty workloads to a manageable level. A serious consideration was the budgetary and pedagogical impact of any change. Questions under consideration were: How do we maintain a variety of our course offerings? How do we allow students to engage in high-impact practices? How do we allow faculty to teach to their interests and strengths? What would be most beneficial for students who were already stretched as thin as they could manage? The Department decided to move to 4-unit classes that allowed student to engage independently on assignments, skills, and activities that were proven to have high-impact on their learning. In this vein, we drafted a New Major with a mix of 4-unit and 3-unit courses to fulfill curricular and programmatic needs for the various areas within the major (composition, creative writing, English education, literature, and TESOL).

In 2018-2019, course and program proposals for the New Major were submitted and approved in the Department. In the subsequent year (2019-2020), the proposed changes were submitted to the College, campus, and statewide. With several non-substantive changes (in budget or content) adopted from recommendations from the College and campus levels, the Department received approvals to proceed implementation.

As a result of the significant revision to the Old Major, CAC proposes a new 5-Year Assessment Plan to be conducted from 2020-2025.

### III. RATIONALE

The recent overhaul of the English Major—from predominantly 3-unit courses to predominantly 4-unit courses—necessitates an interruption/postponement our current assessment of the Content Knowledge area.



The rationale for the change from 3-unit to 4-unit courses was largely contingent on providing regular and continual high-impact practices for students to: 1) Conduct more independent projects in the additional 1-unit through a variety of means, including, but not limited to, annotated bibliographies, research papers, creative projects, etc.; and, 2) Collect and reflect on work produced over the years for a final Senior Portfolio Project to be conducted in ENGL 198X Senior Portfolio.

CAC proposes to compare the work that students produce in 198T Senior Seminar, the capstone course, from the Old Major and the New Major. The work produced by students in this capstone course allows us to assess the impact of the New Major on Critical Reading, Critical Writing, and Critical Thinking.

We decided to exclude the new ENGL 198X Senior Portfolio as part of the data to be collected because the course, or any equivalent, does not exist in the Old Major.

#### IV. PLAN PROPOSAL

In order to assess the outcomes of the New Major with its inclusion of multiple, high-impact, pedagogical practices, CAC proposes the following tentative plan.

##### **Preparation (Spring 2020):**

- Draft Assessment Plan proposal to compare student achievement in the areas of Reading, Writing, and Research;
- Begin collecting data (final papers) from 198T sections;
- **Goal:** Begin collection of papers for initial data set.

Year 1: 2020-2021

##### **Draft Assessment Proposal and Collect Data**

- Continue collecting data for old major (final papers) from 198T sections;
- Present Assessment Plan to Dept. for review and approval;
- Review current Assessment Rubrics for Critical Reading, Critical Writing, and Critical Thinking;
- **Goal:** Complete Assessment Plan proposal and submit to Department for review and approval; continue collection of submissions for data set of Old Major (3-unit courses).

Year 2: 2021-2022

##### **Collect Additional Data from Old Major and Identify Benchmarks**

- Continue to collect data for Old Major (final papers) from 198T sections;
- Begin analyzing data and identifying markers coordinated with our Learning Outcomes in the areas of Reading, Writing, and Research;
- **Goal:** Finalize collection for complete data set; begin identifying specific benchmarks for comparison.

Year 3: 2022-2023

### **Collect Data from New Major (4-Units courses) and Identify Benchmarks**

- Collect data for first set of data (final papers) from 198T sections of students completing New Major in Fall and Spring;
- Begin analyzing data and identifying markers coordinated with our Learning Outcomes in the areas of Reading, Writing, and Research;
- **Goal:** Collect data for the New Major and establish benchmarks for New Major.

Year 4: 2023-2024

### **Analyze Data from New Major (4-Units courses) and Compare Benchmarks**

- Begin analyzing data and benchmarks coordinated with our Learning Outcomes for New Majors;
- Compare analysis of the 2020-2021 data set to the 2022-2023 data set;
- **Goal:** Determine if there are any changes in outcomes.

Year 5: 2024-2025

### **Draft Report and Present to Department for Review, Discussion, and Approval**

- Compare data for Old Major and New Major
- Draft report in Fall;
- Submit to Dept. for review, discussion, and approval in Spring;
- **Goal:** Submission to OIR.

DA: 16 March 2023

TO: Amy Wallace, Associate Vice President for Academic Excellence  
Hellen Lee, Chair of English  
Sacramento State University

FR: Debra Best, Chair and Professor of English, CSU Dominguez Hills



Mary Adler, Professor of English, CSU Channel Islands



RE: External Review Report

Dear Ms. Wallace and Dr. Lee,

Thank you for your invitation to serve as external reviewers for the four programs within the Department of English at Sacramento State.

We have prepared our report after reviewing the self-study carefully, in addition to our extensive notes from our two-day virtual campus visit. The structure follows the external review report template that was provided to us. Please do not hesitate to reach out with any questions and we will do our best to clarify in a timely manner.

On our behalf, please thank the faculty, staff, students and administrators for their time and attention. We learned a great deal from their thoughtful remarks!

## **ELEMENT ONE: ACADEMIC UNIT'S MISSION AND INSTITUTIONAL CONTEXT**

### **Comments:**

#### **Overall**

The department provides an appropriate Mission Statement in their self-study. Its mission aligns with CSUS and college missions and strategic priorities, particularly the anchor to community and the focus on equity regarding time to degree and diversifying the curriculum. The department's graduate programs appear to align with general graduate learning outcomes; they recently did a revision to create a separate M.A. in Composition, Rhetoric, and Professional Writing (CRPW). With regard to external educational partnerships, the TESOL program has developed internships with the Highlands charter school in the community. The Creative Writing faculty regularly invite local authors to do readings and presentations for students.

### **Recommendations:**

#### **B.A. in English**

The department should consider the addition of new GE courses to attract non-majors into English. These would need to be 3 units but could be packaged along with the 1 unit portfolio course to give faculty a 4 unit load.

#### **M.A. in Creative Writing and Literature**

We recommend that the creative writing and literature faculty pursue IRA funding in order to formalize funding for external partnerships that can bring guest speakers and local authors into the department on a regular basis.

#### **All M.A. Programs**

Each of the graduate programs might consider working with the College of Education to see if some connections could be made with current high school teachers in the area, particularly those not wishing to pursue an M.A. in Education. They might also explore a possible 4+1 degree, particularly for TESOL.

## **ELEMENT TWO: LEARNING OUTCOMES AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT**

### **Comments:**

#### **B.A. in English**

Assessment results are varied due to interruptions from the pandemic; however, their assessment plan appears to be on solid ground, and data may already be waiting for analysis in some areas. We anticipate that focus on assessment will increase as students return to campus and faculty have more sustained time to focus on assessment within and across programs.

### **M.A. in Creative Writing and Literature program**

The English Chair wrote a grant for curriculum redesign and offered it to three faculty to revise the core in the M.A. program, with good results. Faculty utilized assessment on the M.A. exam to identify historical breadth as a problem area and closed the loop by focusing on a new core course on how to historicize. Faculty report that students are passing their exams on a more regular basis after this change.

### **M.A. in Composition, Rhetoric, and Professional Writing (CRPW)**

This program is too new to have assessment data, but their assessment plan appears to be thoughtful, if ambitious. Please see Element 5 for a suggestion regarding sustainable implementation of their assessment plan.

### **Recommendations:**

#### **Overall**

The self-study reports that some assessment data has not been regularly or formally retained. It sounds like the department has fixed this issue; however, they may wish to consider the use of a departmental drive (Dropbox, Google, etc.), if they are not already, for the express purpose of retaining data and reports in a central location.

#### **B.A. in English**

The B.A. recently redesigned the curriculum to shift to four-unit courses in the major. We recommend that, going forward, they assess this shift from 3 to 4 unit courses to see how well it is serving students, its impact on GE and the overall program budget, and issues with scheduling that have resulted.

#### **M.A. in TESOL**

In the self-study, TESOL mentions that they will develop an assessment plan after they complete visions to the culminating experience. We encourage them to follow through with this plan. As part of this assessment, they should examine the use of prerequisites to see if they can instead be co-requisites, given the need for the program to run those courses less often due to student demand.

## **ELEMENT THREE: STUDENT SUCCESS AND ASSESSMENT TO M.A. INTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT**

### **Comments:**

#### **B.A. in English**

Despite declining enrollment trends in the humanities nationally and in the CSU, the B.A. in English has largely maintained its enrollment numbers in recent years. The self-study notes a one-year retention rate of 85% in 2020, which is commendable given interruptions to learning from fires and the early months of the pandemic. Certificate programs are exciting

developments, providing professional training and support for students along with the degree, in addition to attracting students from other majors and potentially from the community.

Faculty offer opportunities for professionalization among undergraduates through the new 198X Senior Portfolio course. Student participation is encouraged in curricular-related activities through faculty support for student writing awards and the Calaveras Station Literary Journal.

The department uses high-impact practices, including creative projects and research, to engage students and improve their success. The 1 unit portfolio courses that were created when courses went to 4 units provide the space in courses for these activities.

The “Drop-in advising” model is an innovative way to involve all faculty in advising and to encourage students to maintain regular contact with faculty.

We should note that we were unable to hear from undergraduates about these initiatives due to lack of attendance during the campus visit, unfortunately, so we are relying on the self-study and faculty reporting for this section of the report.

### **All M.A. Programs**

Each of these programs has developed internship opportunities (paid and unpaid) for students and plan to continue doing so.

### **Recommendations:**

Graduate and undergraduate programs alike would benefit from a student club that can sponsor activities to facilitate a departmental culture and community. They would need a faculty advisor but otherwise could run with minimal faculty workload. We also recommend that the department create a Social Media/Professional Writing internship to improve communication with undergraduate and graduate students, and establish weekly updates via Canvas to generate more student awareness of events in the department and/or in the Office of Graduate Studies.

### **B.A. in English**

Retention and graduation rates for the B.A. in English are higher than the University as a whole, but they bear continued focus moving forward. The program reports difficulty in offering enough elective courses for students to graduate in a timely manner; they should consider shifting some of their overall course offerings away from programs with lower enrollments in order to support the B.A. program courses.

For the pre-credential track, we recommend that the program remove minimum course grade requirements, and consider removing 3 units if possible for parity with the B.A., so that future teachers are more likely to stick with this track in light of the removal of subject matter.

We encourage faculty to continue to share and discuss the types of projects used for the portfolios so that students experience a variety of high impact practices and see the direct

connections between these projects and their success in the course.

### **All M.A. Programs**

The M.A. programs should regularly assess their internship placements to ensure that students are gaining what they need from this requirement.

Graduate programs have been encouraged to recruit new students, but they have not received any training or administrative support in this area, nor do they have sufficient time or the resources to do so. They need help from the graduate studies office in the area of recruitment. The department reports that about 80% of their M.A. students were their undergraduates. We highly encourage them to find ways to reach out to elsewhere in the Sacramento community, but they need help and resources from the Graduate Studies Office to do this.

### **M.A. in Creative Writing and Literature**

In the M.A. in Creative Writing and Literature, students may have their time to degree impacted by not being able to get into Core classes at a particular time. We recommend that the faculty look closely at the scheduling of these Core courses and adjust appropriately. For example, students may need a creative writing course offered every semester in the M.A. to maintain time to degree, even if it is a combined section with an undergraduate class.

### **M.A. in TESOL**

Low numbers of students in TESOL courses are significantly affecting the ability of the overall English program to balance enrollment across sections. We recommend that the TESOL program offer prerequisite courses less often (one a year instead of every semester) and allow students more flexibility in when they take these courses, such as concurrent with their graduate seminars. The TESOL program should also consider running combined sections of courses (undergraduate/graduate). Faculty and administration expressed concerns about low numbers in the program, even while such numbers are explained by recent events such as a severe drop in the pool of international students.

## **ELEMENT FOUR: DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY**

### **Comments:**

Faculty in all programs exhibit strong pedagogical knowledge and commitment to student learning. Graduate students praised faculty extensively for their qualifications, mentoring, and pedagogy. During our meetings with faculty, we were impressed by the high levels of collegiality, informal collaboration and mentoring that faculty mentioned. There was strong support for program service, sincere support for the program overall and for student well-being and future success. The current and past chair exhibit evident strengths in leadership and have engaged in continuity planning.

Leadership structure includes 3 WTU per year for an associate chair to do curriculum and assessment, as well as a second associate chair working with lecturer evaluations and

assignments for 3 WTU per semester. The Curriculum Committee (CAC) provides input on the schedule, facilitating shared governance within the department. Department staffing has returned to normal levels, and we found the staff to be committed to students and to maintaining the needs of the department.

### **B.A. Program**

Tenure density in the B.A. program seems to be about right for the number of classes currently being run.

### **M.A. in Literature and Creative Writing**

The M.A. in Literature and Creative Writing has done a good job of running combined sections of creative writing courses, undergraduate and graduate, so that courses can be offered that otherwise might have enrollments that are too low. Faculty hires in this program have been productive and bring good energy into the program.

### **M.A. in CRPW**

The M.A. in CRPW should be commended for the faculty's commitment to directing theses for the professional writers.

### **M.A. TESOL**

Stability of the faculty is a strength for the M.A. TESOL program.

### **Recommendations:**

#### **B.A. English**

Course size was consistently mentioned by the faculty as an issue. While we realize that only so much can be done in this area due to budgetary constraints, we would recommend that creative writing classes in particular be capped at 30. This is based upon the guidance from the union, stating that writing classes should be no larger than 25; given that, 40 really is too large to be serving these students adequately.

Faculty mentioned that the mega-classes of 120 students do not make that enrollment target when run in person. For this reason, perhaps there should be some leeway, as the university returns to in-person instruction, for in-person classes to run with enrollments lower than those required of a megaclass.

#### **M.A. in CRPW/M.A. in Creative Writing and Literature**

Faculty workload is an issue with respect to the M.A. theses across programs. We were pleased to hear that the university is addressing this issue by planning to compensate faculty for their work on theses. In addition, the department needs to clarify how thesis direction is considered a part of department service; that is, if they are going to have a graduate program, to what extent is this service a trade off for having the program? While faculty in the M.A. in CRPW embrace the thesis option, students have reported issues in finding faculty advisors for theses in the M.A.



in Creative Writing and Literature. While students have an exam option in that program, students who plan to pursue Ph.D. programs, in particular, benefit from the thesis option.

Particularly as faculty retire, as part of the 5-year plan, the B.A. program should see if they need someone to teach Early American Literature. The department prioritized Asian American Literature in the self-study. They should also plan on replacing the poetry instructor (for the B.A. and the M.A. in Creative Writing and Literature) when he retires. While tenure-density is currently adequate to support their literature classes, the department will need new hires as faculty retire in these areas. These replacement hires will be especially needed due to the already high demands of faculty service. While classes are covered, departmental service is stretched thin, and faculty have little time to perform service at the college, university, and professional levels.

### **M.A. in TESOL**

The M.A. in TESOL program is about to face a large number of retirements. While the enrollment numbers are not sufficient to recommend an immediate hire, a faculty search or two in this area should be part of the department's five-year plan. The department needs to ensure that they will have a minimum of two tenure-line faculty members in TESOL to teach their courses. They should be aware that lecturer faculty with Ph.D.s in linguistics are difficult to find because such Ph.D.s can find jobs in industry.

## **ELEMENT FIVE: PLANNING TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT**

### **Comments:**

#### **Overall**

The department overall has shown a readiness to close the loop on assessment by revising their curriculum to meet student needs. They have in recent years redeveloped their courses to be 4-units and revised their curriculum accordingly. They have revised courses in the M.A. in Creative Writing and Literature in response to assessment data, and they have created a new M.A. in Composition, Rhetoric, and Professional Writing. However, they have been unable to fully assess their programs in recent years due to the pandemic, and they report challenges in maintaining assessment data. The program anticipates a large number of retirements, and the self-study includes a detailed discussion of anticipated hiring needs, but there does not yet seem to be a 5-year strategic plan or a formal hiring plan. We are hopeful that this program review will be the first step in that process.

The department overall appears aligned with the two major strategic initiatives within the College of Arts and Letters: the anchor to community and the focus on Diversity, Equity, Inclusion and Justice.

## **Suggestions:**

As the department normalizes after the pandemic, initiatives within the department and within the college should be formalized more intentionally with the development of a department strategic plan that includes a hiring plan and priorities, needs for outreach and recruitment, potential new certificate programs, and plans to internationalize TESOL. Undergraduate and graduate student representation in the planning process is essential.

M.A. programs need support from the university in the area of outreach and student recruitment. Faculty do not have backgrounds in marketing, nor should they be expected to. Support from University Outreach is necessary to enable the M.A. programs to develop a 5 year recruitment plan.

## **B.A. in English**

### **Comments:**

The program developed a comprehensive 5-year Assessment Plan for the B.A. that was designed to begin with year 1 in 2020-21. Due to pandemic disruptions, however, this plan has not begun. We could not find evidence of a strategic plan.

### **Recommendations:**

The program needs to reboot its assessment planning with revised dates going forward. As stated above, the tenure-density in the Literature program is currently about right. In creating a five-year hiring plan, the department should consider anticipated retirements.

In creating a strategic plan, the B.A. in English may wish to consider how the discipline is represented to undergraduates in English. For example, there is no requirement for students to take a course in Composition and Rhetoric, but this could be accomplished by rotating comp/rhet faculty into the teaching of Advanced Composition, or having a class of their own as part of the major. We wonder if the absence of requirements in this area could be potentially linked to lower interest in the M.A. program. We should recognize that professional writing classes are a part of the major, albeit as electives, so there is that presence already.

## **M.A. in Creative Writing and Literature**

**Comments:** The program has a strong assessment plan and shows a willingness to close the loop, having recently revised curriculum to address issues found through their program assessment. The department has established links to campus partners to create internships and paid positions for students at various locations throughout the University.

**Recommendations:** The five-year hiring plan needs to take into account the pending retirement of a specialist in poetry, as well as the need for faculty expertise in Early American Literature/Asian American Literature. As mentioned above, the program has not been able to

offer M.A. courses in Creative Writing on a regular basis, but students seeking this M.A. should be able to take a course in this area every semester, even if in a combined section with an undergraduate course.

For the M.A. in Creative Writing, we recommend clearly explaining to students, in recruitment materials and on the website, how the program differs from an MFA (for example, the role of the core courses, including theory).

### **M.A. in Composition, Rhetoric, and Professional Writing**

#### **Comments:**

The M.A. in Composition, Rhetoric, and Professional Writing is too new to have been assessed yet. The department has provided a M.A. in Creative Writing and Literature assessment matrix which shows that they have a strong, ambitious plan for assessment going forward.

#### **Recommendations:**

Given the ambitious nature of the assessment matrix, we recommend that the program revisit their plan (in accordance with campus, college, and WASC requirements), and stagger their assessment collection and review in a systematic, yet manageable way. If university policy allows, they should consider assessing different items each year so that each item is assessed over a three-year period rather than everything, every year. This should make the workload more manageable and sustainable over time.

### **M.A. in TESOL**

#### **Comments:**

The program has a strong focus on pedagogy and professional development. Their students benefit from the department's relationships with community sites like Highlands Community Charter School, which hosts internships and provides students with practical experience critical to attaining future employment.

The self-study indicates that "Due to short staffing, the development of the assessment plan for the M.A. in TESOL will follow after its revision process." There does not appear to be a 5-year strategic or hiring plan for TESOL.

#### **Suggestions:**

The M.A. TESOL program needs to develop a 5-year plan that takes into account the low number of students that they currently have in the program. All TESOL faculty are due to retire in the next few years, and some will need to be replaced. As faculty complete their FERPs, they need to evaluate how many TESOL faculty are needed to run this program now and in the future.

In addition, as we have suggested elsewhere, they need to review ways to sustain their courses and support students toward timely graduation during a time of greatly reduced enrollment. Some suggestions include: considering the feasibility of having the prerequisite courses be co-requisites so that the courses can run less often; designing courses so that they can be run in

combined sections with undergraduate classes; analyzing how often each course needs to run; and exploring how to increase the enrollments in their classes and how to adjust the pedagogy of those classes for higher enrollments.

The outreach and recruitment plan should include plans to internationalize TESOL to build a stable enrollment, as well as outreach to second-language learners in the community. The department will need help with this from University Outreach. As part of the above planning process, TESOL should invite, to the extent possible, graduate student voices and community internship liaisons.

## APRC Internal Review Report

Internal Reviewers: Kisun Nam, Division of Social Work, College of Health and Human Services  
Chris Boosalis, Graduate and Professional Studies, College of Education

Academic Unit: Department of English

College: College of Arts and Letters

Degree Programs Reviewed: BA English

Date Submitted: April 15, 2023

### I. Context

The English Department submitted its self-study on December 20, 2022 for each of the four degree programs in the academic unit: BA English; MA English; MA Composition, Rhetoric, and Professional Writing (CRPW); and MA Teaching English to Speakers of Other Languages (TESOL). Three certificates are mentioned, including a Certificate of Professional Writing in 2022 and two certificates in progress (Writing for Film, Stage, and Television and Anti-Racism and Inclusion. The Subject-Matter Program for English/Theater that waives the California Subject Matter Exams for Teachers for teaching credential candidates was discontinued.

The report consists of 26 pages of the self-study and 7 pages of the strategic plan, and mirrors the self-study template provided in the Academic Program Review Guide. The self-study presents the learning outcomes, student success, and assessment to maintain success and engage in continuous improvement for each degree program. The 2022-2023 Self Study for the BA Assessment Plan describes the history and the challenges that faculty have encountered with program assessment in light of programmatic, curriculum, and budgetary challenges. In light of these challenges, the faculty have articulated a new assessment plan for the New BA Program. The Plan Proposal in Section IV, page 5 indicates that the new plan was to begin in 2020-2021, though COVID challenges likely have paused the implementation of this plan. A Comprehensive Assessment Plan for BA English seems not to have been included.

The external reviewers were Dr. Debra Best, Chair and Professor of English, CSU Dominguez Hills, and Dr. Mary Adler, Professor of English, CSU Channel Islands. It would seem that they were appropriate choices. They undertook their virtual visit on February 23 and 24, 2023 and submitted the report in March 16, 2023. They met separately with departmental Chair Helen Lee, tenured/tenure track faculty in BA and MA programs, administrative staff, College of A&L Dean Sheree Meyer, and graduate students (no undergraduate students participated in the virtual session) in the English Department.

The visit agenda seems to be appropriate, that the visit agenda includes the meetings with the faculty, staff, and undergraduate and graduate students in the English Department; the virtual visit does not specify meetings with alumni, or the campus or community partners, such as the schools or local

authors within the region, though. Unfortunately the external reviewers noted that they did not get much direct feedback from undergraduate students to inform their recommendations. The internal reviewers agree student voice is important to continuous improvement. The department is encouraged to work more student feedback to insure this important feedback is woven into on-going assessment and planning activities.

The external report responds to most of the questions set forth in the five-element template for the External Review Report in the Academic Program Review Guide, but the external reviewers did not indicate the stages of inquiry under each element. The external report offers thoughtful comments and recommendations on the English Department. The external report recommends redefining the assessment tools and collecting assessment data, pursuing external funding to formalize for external partnership (such as guest speakers and local authors), articulating the curriculum (for example, MA-TESOL) to help students graduate on time, and exploring and investigating the University and College support.

## II. Recommendation

### A. To Maintain Success

- The BA English assessment plans should be piloted with data collection and analysis taking place before the next APRC review.
- The BA English program leadership should engage with Academic Excellence and Academic Learning Technology to inquire about using Canvas to implement the assessment plan through learning outcomes assessment, rubric alignment, and analysis.
- Recent revision of the curriculum increases the required upper division courses to 10 units with three courses. The English Department should pay close attention on the effect of this curriculum change on students' success, such as retention and graduation rates.
- The BA English program has not systematically gathered the data to assess student success. Start the postponed 5-year assessment plan and collect the assessment data to identify the program's success as soon as possible.

### B. To Improve Student Learning

- The English Department needs to be more explicit about who conducts and analyzes assessment data, and articulate improvement changes and its impact annually via the Annual Assessment to be able to show systematic use of assessment data to close loop between program review cycles.
- Have faculty consider what indirect measures will indicate the program learning outcomes achievement (are they prepared for their careers or future education) and what actions might be taken.

### C. To Improve Student Success

- Consider the alumni survey to collect the data from those who finished the degree program (e.g., work with Institutional Research and Planning to develop an Alumni Survey such as the surveys provided here to collect program graduates' reflections on the program's objectives and alumni sentiments: <https://www.csus.edu/president/institutional-research-effectiveness-planning/survey-reports/alumni-surveys.html>).
- Consider offering an end-of-program survey to collect students' self-assessment of their own progress on objectives.
- Work with the College of A&L to expand the direct advising to the students, so that students can get the advice and support whenever they are needed.

#### D. To Build Partnerships and Resource Development to Enhance the Student Experience

- The English Department provides several services to the University, such as Reading and Writing Center. Explore the opportunities with other departments on campus, such as the College of Education, for further partnership and resource development.
- The English department might consider partnering with P12 public schools to exchange ideas for working together with P12 English teachers on curriculum mandates and Professional Learning Community (PLC) endeavors with middle and high school English teachers.

#### E. To Improve Strategic and Budget Planning and Operational Effectiveness and to Ensure Sustainability

- Work with Faculty, Dean of A&L, to consider new faculty hiring models and external partnerships.
- Create a long-term hiring plan for the tenure track faculty, based on the needs identified by the Self-Study and how faculty might be allocated to serve all students across four degree programs in the English Department.
- Work with the AVP for OREID to seek research and grant opportunities that could help build enrollment.

**MOU/Action Plan**

Degree Program: **BA in English**

College: **Arts and Letters**

Date: **May 24, 2023**      **Program Review**

<b>Program Review Finding</b>  Cite self-study, external review, internal review, and/or accreditation documentation	<b>2 YR</b>  List goal, success indicator, responsible parties, and resource implications.	<b>4 YR</b>  List goal, success indicator, responsible parties, and resource implications.	<b>6 YR</b>  List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
Assessment Activities	<ul style="list-style-type: none"> <li>• CAC will update assessment plan and timeline</li> <li>• Chair will consult with Academic Excellence and Academic Learning Technologies to discuss how to use our current 198X Canvas archives to implement assessment plan</li> </ul>	<ul style="list-style-type: none"> <li>• CAC will be in Y3 of Assessment plan</li> <li>• Possibly incorporating ideas from AE/ALT</li> </ul>	<ul style="list-style-type: none"> <li>• CAC will have full data and report of Assessment Plan</li> <li>• Depending upon info, have incorporated some AE/ALT ideas</li> </ul>



Track Retention and Graduation Rates	<ul style="list-style-type: none"> <li>• Chair to set up schedule for regular data queries</li> <li>• Staff to start internal database</li> </ul>	<ul style="list-style-type: none"> <li>• Chair continue to request data from OIR</li> <li>• Chair continue to add to database</li> </ul>	<ul style="list-style-type: none"> <li>• Chair continue to request data from OIR</li> <li>• Chair continue to add to database</li> </ul>
Ensure Diverse Course Offerings	<ul style="list-style-type: none"> <li>• Chair and CAC offer schedules to ensure balance and breadth of offerings despite possible low-enrollments</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and CAC offer schedules to ensure balance and breadth of offerings despite possible low-enrollments</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and CAC offer schedules to ensure balance and breadth of offerings despite possible low-enrollments</li> </ul>
Offering GE Courses to Attract New Students and Majors	<ul style="list-style-type: none"> <li>• Faculty to develop new GE courses</li> <li>• Faculty develop new course for GE (new one)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty to return course to GE (180H)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty to return course to GE (WI)</li> </ul>
Required Upper Division Courses to 10 Units with Three Courses	<ul style="list-style-type: none"> <li>• Chair to collect graduation and grade data since 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Chair to continue to collect graduation and grade data since 2020</li> </ul>	<ul style="list-style-type: none"> <li>• CAC to analyze graduation and grade data since 2020</li> <li>• CAC to present report to Dept</li> </ul>
<p><b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)</p>			
More Sustained Time to Focus on Assessment Within and Across Programs	<ul style="list-style-type: none"> <li>• Chair request reassigned time dedicated for centralized assessment from College (Vice Chair, CAC to two semesters of support)</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chair, CAC, develop database for assessment for all programs</li> <li>• Vice Chair, CAC, report ongoing findings to Dept</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chair, CAC, reports on assessment to Dept</li> </ul>
Rotate CRPW Faculty into 120A and 120s for Majors	<ul style="list-style-type: none"> <li>• CAC: Rotate in at least one CRPW faculty member in 120A</li> </ul>	<ul style="list-style-type: none"> <li>• CAC: Rotate in at least half of CRPW faculty members through 120A</li> </ul>	<ul style="list-style-type: none"> <li>• CAC: All CRPW faculty members rotated through 120A</li> <li>• CAC: Offer 120s into course rotation</li> </ul>

	<ul style="list-style-type: none"> <li>• CAC: Offer 120s into course rotation</li> </ul>	<ul style="list-style-type: none"> <li>• CAC: Offer 120s into course rotation</li> </ul>	
Be More Explicit about Who Conducts and Analyzes Assessment Data	<ul style="list-style-type: none"> <li>• CAC to once again take more prominent role after recovery from pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>
Indirect Measures that Indicate Program Learning Outcomes Achievement	<ul style="list-style-type: none"> <li>• 198X already offers opportunity to reflect on skills and content learned through major courses</li> <li>• 198X provides professional development opportunities (resume/cover letter)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>
<p><b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)</p>			
Develop Social Media Presence	<ul style="list-style-type: none"> <li>• Chair to start Facebook and Instagram presence</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain continuity and scheduled posts</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain continuity and scheduled posts</li> </ul>
Foster Student Clubs and Community	<ul style="list-style-type: none"> <li>• Chair set up centralized student access to Canvas for clubs and organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain centralized student access to Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain centralized student access to Canvas</li> </ul>
Foster student awareness of campus activities to build community	<ul style="list-style-type: none"> <li>• Chair start weekly messaging to students (Wednesday Wrap Up)</li> </ul>	<ul style="list-style-type: none"> <li>• Chair continue weekly messaging to students (Wednesday Wrap Up)</li> </ul>	<ul style="list-style-type: none"> <li>• Chair continue weekly messaging to students (Wednesday Wrap Up)</li> </ul>
Investigate Eliminating Minimum Grade	<ul style="list-style-type: none"> <li>• Department discuss opportunities and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• CAC make appropriate changes or not, based on findings</li> </ul>	<ul style="list-style-type: none"> <li>• Program will stay same or be changed</li> </ul>


Requirements for Pre-Cred	<ul style="list-style-type: none"> <li>• CAC collect data from sister campuses</li> </ul>		
Investigate Reducing Units for Pre-Cred	<ul style="list-style-type: none"> <li>• Department discuss opportunities and consequences</li> <li>• CAC collect data from sister campuses</li> </ul>	<ul style="list-style-type: none"> <li>• CAC make appropriate changes or not, based on findings</li> </ul>	<ul style="list-style-type: none"> <li>• Program will stay same or be changed</li> </ul>
Survey to Collect Data from Alumni	<ul style="list-style-type: none"> <li>• Chair will inquire with Alumni Dept about gathering contact info of alumni</li> <li>• Chair start collecting contact info from grads to develop alumni relations</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain grad contact list</li> <li>• Chair contact annually about what they're doing now</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and staff maintain grad contact list</li> <li>• Chair contact annually about what they're doing now; special attention to 5 years out</li> </ul>
End-Of-Program Survey to Collect Students' Self-Assessment of Their Own Progress on Objectives	<ul style="list-style-type: none"> <li>• CAC 198X use self-reflection essays;</li> <li>• Faculty discuss and implement exit surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>
College of A&L to Expand Direct Major Advising to Students	<ul style="list-style-type: none"> <li>• Encourage A&amp;L Faculty fellows to prioritize major-based or department-based embedded advising Fellows</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty participation, if model changes</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty participation, if model changes</li> </ul>
<p><b>To Build Partnerships and Resource Development to Enhance the Student Experience</b>          (consider university/college goals on university as place, university experience, community engagement)</p>			
Explore Opportunities with Other Departments on Campus	<ul style="list-style-type: none"> <li>• Chair reach out: THEA (drama), WGS (170M), WLL (linguistics); Reading Cert with Ed</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on consultations, begin offering more cross-listed courses</li> </ul>	<ul style="list-style-type: none"> <li>• CAC assess graduation rates and grades based on cross-listed courses</li> </ul>


Build Off-Campus Partnerships	<ul style="list-style-type: none"> <li>• Faculty: continue participating and fostering the dynamic community of writers in the community and students have access</li> <li>• Faculty continue to participate in U-Nite, U-Create, and CSU Summer Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> </ul>
<p><b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Ensure Sustainability</b>          (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)</p>			
Assess Shift from 3 to 4 Unit Courses Student Success, Impact on GE, Overall Program Budget, and Scheduling	<ul style="list-style-type: none"> <li>• CAC collect data on graduation and retention rates pre- and post 4-unit major, specifically on budget and scheduling;</li> <li>• CAC to collect data on sister campuses to compare to graduation and retention rates systemwide</li> </ul>	<ul style="list-style-type: none"> <li>• Chair and CAC finalize and analyze data on graduation and retention rates pre- and post 4-unit major, specifically on budget and scheduling;</li> <li>• CAC to finalize and analyze data on sister campuses to compare to graduation and retention rates systemwide</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty: If findings show similar or better graduation and retention rates, then maintain 4-unit</li> <li>• Faculty: If findings show diminished graduation rates and retention, then discuss return to 3-unit courses</li> </ul>
Consider New Faculty Hiring Models and External Partnerships	<ul style="list-style-type: none"> <li>• Chair: Discuss with WLL or CoE about possibilities for long-term dual hiring plans</li> </ul>	<ul style="list-style-type: none"> <li>• Chair: Propose a dual hire, if needs and timing with partners coincide</li> </ul>	<ul style="list-style-type: none"> <li>• Will have hired new faculty</li> </ul>
Long-Term Hiring Plan for Tenure Track. Based on the Needs in Self-Study Serving All Students across Four Degree Programs	<ul style="list-style-type: none"> <li>• TESOL</li> <li>• Poetry, creative writing/literature</li> </ul>	<ul style="list-style-type: none"> <li>• WAC</li> <li>• Native American Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Asian American Literature</li> <li>• Early Modern British Literature</li> <li>• English Education</li> </ul>

<p>Work with AVP for OREID to Seek Research and Grant Opportunities to Help Build Enrollment</p>	<ul style="list-style-type: none"> <li>• Faculty: Seek opportunities to fund P12 outreach</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Consider How the Discipline Is Represented to Undergraduates in English</p>	<ul style="list-style-type: none"> <li>• Faculty: Continue encouraging students to participate in colloquia, symposia, DESC</li> <li>• English Club Advisor: Work with students to start re-hosting “how you got started” club events</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty: Continue encouraging students to participate in colloquia, symposia, DESC</li> <li>• English Club Advisor: Work with students to start re-hosting “how you got started” club events</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty: Continue encouraging students to participate in colloquia, symposia, DESC</li> <li>• English Club Advisor: Work with students to start re-hosting “how you got started” club events</li> </ul>

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