Academic Program Review

MA Composition, Rhetoric, and Professional Writing

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APRC Recommendation to Faculty Senate

MA Composition, Rhetoric, and Professional Writing

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 MA Composition, Rhetoric, and Professional Writing. 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

DATE: December 20, 2022

DATE OF LAST REVIEW: 2016

ACADEMIC UNIT: English

ELEMENT ONE: MISSION AND CONTEXT

A. UNIVERSITY, COLLEGE, AND ACADEMIC UNIT MISSIONS

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

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

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

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

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

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

B. DEGREES OFFERED, WITH LINK TO THE UNIVERSITY CATALOG
- <u>B.A. in English</u>

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

C. MINORS OFFERED, WITH LINK TO THE UNIVERSITY CATALOG

54   •   Minor in Creative Writing
55   •   Minor in English
56   •   Minor in TESOL
57

CERTIFICATES OFFERED, WITH LINK TO THE UNIVERSITY CATALOG

59   •   Certificate in Teaching Composition
60   •   TESOL Certificate Option A and Option B
61

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

64

Service to:
- Liberal Studies
  - Teach core courses (ENGL 16, 116A, 116B, 125A, and 125B)
  - Advise Liberal Arts students
- General Education
  - Teach core courses (ENGL 5, 5M, 10/11, 10/11M, 20, and 20M)
- Faculty Senate, Reading and Writing Subcommittee
  - GWAR, TESOL, WP
- Writing Program
  - Writing Center
- Graduation Writing Assessment Requirement (GWAR)
  - Writing Portfolio for Juniors (WPJ)
  - Teach core courses (ENGL 109M, 109W, and 109X)
- Advise International students (ad hoc basis)
- Creating grammar workshops for students in Communication Services and Disorders Department (in progress)

Service from:
- Peer and Academic Resource Center (PARC)
  - Supplemental Instruction for GE literature courses (ENGL 40A, 40B, 50A, and 50B)
- Community Engagement Center
  - Writing Partners

E. EXTERNAL EDUCATIONAL PARTNERSHIPS
- Developing internship partnership with Highlands (TESOL)
- 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:**

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.
2. 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.
3. Content Area Knowledge: Students will demonstrate content knowledge appropriate to one or more of our various disciplines.
4. Scholarly Research: Students will demonstrate an ability to perform scholarly research that incorporates analysis of primary and secondary sources using appropriate disciplinary methodologies.

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

MA in English, Creative Writing and Literature Concentrations Outcomes
1. An ability to critically analyze and question knowledge claims in the specialized discipline. Corresponds to Graduate Learning Goals: Disciplinary Knowledge and Critical Thinking/Analysis.
2. An ability to write clearly, effectively, and imaginatively, and to adjust writing style appropriately to the content and nature of the subject. Corresponds to Graduate Learning Goals: Communication and Information Literacy.
3. An ability to conduct research projects and to articulate them within appropriate conceptual and methodological frameworks, and to locate, evaluate, organize, and incorporate information effectively. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Critical Thinking/Analysis, Professionalism, and Intercultural/Global Perspectives.
4. An ability to conduct advanced research and documentation in the discipline, including print and electronic forms of information retrieval. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Information Literacy, and Professionalism.
5. An ability to engage in the oral exchange of ideas with faculty and fellow students. Corresponds to Graduate Learning Goals: Communication.

MA in TESOL Learning Outcomes:
1. Demonstrate advanced knowledge of various issues and research findings in SLA. Corresponds to Graduate Learning Goals: Disciplinary Knowledge
2. Understand the theoretical issues underlying approaches to teaching reading, writing, grammar, and oral skills to second language learners. Corresponds to Graduate Learning Goals: Disciplinary Knowledge
3. Assess the instructional needs of second language learners. Corresponds to Graduate Learning Goals: Disciplinary Knowledge and Critical Thinking/Analysis
4. Design appropriate and effective syllabi, lessons, and activities for reading, writing, grammar, and oral skills classes. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Information Literacy, Professionalism and Critical Thinking/Analysis
5. Evaluate and use appropriately current ESL textbooks and other instructional materials. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism and Critical Thinking/Analysis
6. Competently read and critique research on second language acquisition considering the principles of qualitative/quantitative research design. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism and Critical Thinking/Analysis
7. Make informed decisions concerning the pedagogical applications of research. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism and Critical Thinking/Analysis
8. Demonstrate advanced knowledge of English phonology, syntax, morphology, and pragmatics. Corresponds to Graduate Learning Goals: Disciplinary Knowledge
9. Apply advanced linguistic knowledge to teaching different language skills in order to help second language learners use language in a linguistically, pragmatically, and culturally appropriate way. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism, Critical Thinking/Analysis, and Intercultural/Global Perspectives
10. Demonstrate advanced knowledge of language variation and change. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Critical Thinking/Analysis, and Intercultural/Global Perspectives
11. Demonstrate effective oral skills in instructional and professional contexts. Corresponds to Graduate Learning Goals: Disciplinary Knowledge, Professionalism, Communication, Critical Thinking/Analysis, and Intercultural/Global Perspectives
12. Demonstrate strong skills in instructional and academic writing. Corresponds to Graduate Learning Goals: Communication

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

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

division courses they do all take (English 120A and English 198T) are taught by faculty from
229 across the Department.
230
231
232 **MA in Composition, Rhetoric, and Professional Writing**
233

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
236 **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
252 **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
260 **C. PROVIDE ANALYSIS FOR EACH LEARNING OUTCOME BY DEGREE**
261 **PROGRAM, INCLUDING HOW TO MAINTAIN SUCCESS AND IMPROVE**
262 **LEARNING.**
263
264 **BA in English**

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

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

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

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

MA in Teaching English to Speakers of Other Languages
PLO 3 Findings:
- Hard to evaluate from assignments
- Rubric only needs two levels (satisfactory/unsatisfactory)
- 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   <u>**BA in English**</u>
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   <u>**MA in Composition, Rhetoric, and Professional Writing**</u>
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   <u>**MA in Creative Writing and Literature**</u>
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   <u>**MA in Teaching English to Speakers of Other Languages**</u>
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

356 opportunities abroad, participation in highly prestigious US government programs such as
357 Fulbright and the Peace Corps, and pursuing doctoral degrees.
358
359 **E. PROVIDE UPDATED COMPREHENSIVE ASSESSMENT PLAN FOR EACH**
360 **DEGREE PROGRAM. (https://www.calstate.edu/app/documents/Program-**
361 **Assessment-Plan-Template.docx).**
362
363
364 **BA in English**
365 See Appendix A, BA Assessment Plan
366
367 **MA in Composition, Rhetoric, and Professional Writing**
368 The MA CRPW Program will develop a new assessment plan to match the revised degree
369 program.
370
371 **MA in Creative Writing and Literature**
372 See Appendix B, MA CW and LIT Assessment Plan
373
374 **MA in Teaching English to Speakers of Other Languages**
375 The MA TESOL Program will develop a new assessment plan once it has finished the
376 revisions to its culminating experience.
377
378
379
380 **STUDENT SUCCESS**
381
382 **A. PROVIDE ADMISSION DATA DISAGGREGATED BY GENDER AND ETHNICITY**
383 **FOR EACH DEGREE.**
384
385 **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		688	
Average Annual Applied 2016-2021: 624.5												
Gender of Applicants												
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%
Ethnicity of Applicants												
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

386
387 **Table 2** BA in English, Disaggregated Data, Admissions
388

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		9	
Average Annual Applied 2016-2021:	13.5												
Gender of Applicants													
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%
Ethnicity of Applicants													
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)

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
		2021		**2020**		**2019**		**2018**		**2017**		**2016**	
Applied		16		14		16		24		28		27	
Enrolled		9		10		13		18		15		12	
Average Annual Applications 2016-20		20.8			Average Annual Enrolled 2016-2021:		12.8						
Gender of Applicants													
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%
Ethnicity of Applicants													
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)

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	

Gender of Applicants

	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
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%

Ethnicity of Applicants

	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
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
Total	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
Gender													
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%
Ethnicity													
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

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
Gender													
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%
Ethnicity													
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)

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
Gender													
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%
Ethnicity													
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)

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

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

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
Gender					
Female	68%	67%	72%	69%	64%
Male	32%	33%	28%	31%	36%
Nonbinary	0%	0%	0%	0%	0%
Ethnicity					
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
Gender					
Female	83%	75%	57%	50%	60%
Male	17%	25%	43%	50%	40%
Ethnicity					
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

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
Gender					
Female	50%	71%	100%	86%	67%
Male	50%	29%	0%	14%	33%
Ethnicity					
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)

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

MA in Teaching English to Speakers of Other Languages

Degree Awarded MA TESOL					
	2020-21	2019-20	2018-19	2017-18	2016-17
Total	5	9	11	8	7
Gender					
Male	1	4	2	4	3
Female	4	5	9	4	4
Enthnicity					
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/da
ENGL (TESOL)

Table 14 MA in TESOL, Disaggregated Data, Degree Completion

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

BA in English
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).

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).

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

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

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

Graduation: The English department undergraduate major at Sacramento State regularly also has had higher graduation 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). In 2016, the department's 4-year graduation rate for incoming first-years was 35% in comparison to the university's 21.9%; 2017 33% in comparison to 25.9%.

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

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

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

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

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%)

as well as lower numbers of Hispanic, Asian, and African-American students (from 24% of overall enrolment to 6%). Current enrollment is lower than in the recent past due to:
- Closure of K-12 schools and childcare facilities during pandemic which affected ability of potential students to pursue graduate degrees;
- Reduced opportunities for teaching during the pandemic, both overseas and locally (e.g. intensive English programs at UC Davis and Sacramento State both closed);
- Difficulty with recruitment of international students.

E. IF THE PROGRAM IS IMPACTED, SUMMARIZE DATA AND FUTURE IMPACTION PLAN.
N/A

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

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

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

Partnerships: The English Department Undergraduate Major is enhanced by strong relationships with a number of on-campus partners, including the following:
- University Reading and Writing Center
- Peer and Academic Resource Center
- Community Engagement Center
- Center for Teaching and Learning
- The Carlsen Center for Innovation & Entrepreneurship
- First Year Experience
- Students Achieving Greater Excellence (SAGE)
- One Book Program
- *Calaveras Station Literary Journal*
- Sacramento Public Library
- 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.

635   **MA in Composition, Rhetoric, and Professional Writing**
636   **N/A**

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   o University Reading and Writing Center;
643   o Peer Academic Resource Center;
644   o GE first-year writing program; and
645   o 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.

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

ELEMENT FOUR:
DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY

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.**

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.
699	
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.
719	

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

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

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

- **Administrative Support Staff**: The Department has suffered chronic shortages in administrative staff personnel but urgently needs professional, clerical support to facilitate document retention for undergraduate and graduate programs. Currently, the Department lacks procedures for the gathering, organizing, or retaining of BA and MA program information, including annual assessment reports, assessment plans, admissions policies and data, orientation materials, and advising information in a clear and transparent method. Over two years of a vacant staff position has led to haphazard and ad hoc methods of tracking information, often changing as the individual "filling in" changes. Continuity in administrative staff personnel with skills in a platform, such as Teams, could set up an official repository for all such material so that when there is a change in faculty personnel, whether in the chairship or in the Graduate Coordinator position, the Department need not find itself with no access to programmatic records.

- **IT support** has not proven to be sufficient for departmental needs. Limitations on the software available to faculty and students and a general lack of IT support, due to ongoing staff vacancies among the IT personnel within the College, limits the ability of faculty to incorporate technology into the classroom and to introduce students to programs that would benefit them pedagogically and professionally.

- **Service to the Department:** The Department also has difficult staffing committees (at department, college, and university levels) due to the lack of faculty hires. Service on Standing Committees, such as RTP and Lecturers Personnel, both of which are workload-intense, require far-more-frequent rotations due to the reduced number of faculty members in the Department. In some cases, some late-career faculty members have served annually, without a break, for several years since they are the only persons senior enough to RTP review files. For junior faculty, the service work in the Department is so heavy that they don't have opportunities to participate in shared governance at the College and University levels, opportunities that allow junior faculty to integrate into and contribute to the life of the University.

- **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   • **Support for Thesis Supervision**: Although supervising a 500 culminating-experience
859   thesis poses a great deal of work for faculty members, they currently receive no
860   compensation for this work. In consequence, students often struggle to find faculty
861   willing to take on the overload work as supervisors. The thesis option continues to be
862   an asset, particularly for MA students who plan to seek admission to PhD programs,
863   and it is important that we continue to make the thesis option available. Faculty
864   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.

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

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.

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.

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

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

897   **BA in English**

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.
936
937
938

939 **MA CW&LIT**
940

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

- **Document Retention and Clerical Support**: As indicated above, the Department urgently needs to establish a practice in and policy of document retention for records pertaining to the MA. These efforts will require dedicated administrative-staff support and clerical expertise.

- **Hiring**: As indicated above, the Department would greatly benefit from additional faculty so that we can offer a robust and comprehensive curriculum.

MA TESOL

- **Assessment:** Due to short staffing, the development of the assessment plan for the MA in TESOL will follow after its revision process.

- **Academic English Preparation Program**: While the English Department does offer Teaching Assistantships in the composition program, there is a lack of paid opportunities for teaching other language skills. Developing an academic English preparation program for international students would allow us to replace the now defunct English Language Institute, serve as a site for internships, and offer opportunities for teaching assistantships or graduate student assistantships. Continue discussions with the College of Continuing Education (CCE) about possible models for this program. Prepare a proposal to share with the Deans of CCE and the College of Arts & Letters.

- **Adult Education:** Increase program's focus on adult education as a site for internships and post-graduation employment. Conduct outreach to local adult education schools with a strong alumni connection (Highlands Community Technical and Charter Schools; Elk Grove Adult and Community Education).

- **Anchor University:** Develop collaborations with local volunteer ESL programs where MA TESOL students could meet course requirements for tutoring in the ENGL 215 series, build their CV, and develop curriculum while completing a Master's project. Contact local volunteer ESL programs to determine their needs and establish programs.

- **Culminating experience**: The culminating experience needs to be revised to better reflect program goals and to facilitate program assessment. Redesign and submit Form B.

- **Hiring:** The number of faculty available to teach TESOL/Applied Linguistics classes has decreased and continues to decrease since our last hire: two tenure-line TESOL (Helt, Marshall) and one tenure-line English Education (Dunstan) faculty have fully retired, reducing cover for many undergraduate and graduate courses; and one current TESOL faculty (Clark) began FERPing in Fall 2022. The other 3 TESOL faculty plan to retire in the next 5 years and will take sabbaticals pre-retirement. Many of our courses are required for the MA, minor, or certificates; because they are currently only taught by a single faculty member, a combination of retirements and sabbaticals may impact the 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.

Curriculum and Assessment Committee
Department of English

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

Spring 2020

Proposal authored by:

Jason Geiger   Angela Laflen
Julian Heather   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

       [signature]

       Mary Adler, Professor of English, CSU Channel Islands

       [signature]

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 M.A.INTAIN 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 M.A.INTAIN 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: MA Composition, Rhetoric, and Professional Writing

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. While the MA English's Comprehensive Assessment plan is articulated clearly, the assessment plan for the in MA CRPW is not. MA CRPW faculty could follow a similar model as that of the plan stated for the MA English.

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 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 MA CRPW assessment plans should be piloted with data collection and analysis taking place before the next APRC review.
- The MA CRPW program leadership should engage with the Center for Teaching and Learning and Academic Learning Technology to inquire about using Canvas to implement the assessment plan through learning outcomes assessment, rubric alignment, and analysis.
- Implement a degree-completer survey to ask students about their progress on objectives immediately before graduation (not an additional faculty evaluation).
- Currently, this degree program does not have the mission statements. Create the mission statement specific to the MA-CRPW degree program, separate from other MA degrees in the English Department.
- Explore the community outreach to improve the application to the MA CRPW program, in addition to the Sac State BA graduates.

   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.
- Explore the internship opportunities for the MA CRPW students, both on and off campus, to ensure students' learning experiences.
- 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.
- 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

- Initiate and maintain close relationships with community partners (such as schools) so that the students can get the internship opportunities, as well as the future career.
- 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.

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

- Work with the English Department faculty and the Dean of College 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.

Program Review Action Plan

Degree Program: MA in Composition. Rhetoric, and Professional Writing

College: Arts & Letters

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

Program Review Finding	2 YR	4 YR	6 YR
To Maintain Success			
The MA CRPW assessment plans should be piloted with data collection and analysis taking place before the next APRC review.	Responsible Party: CRPW faculty • Develop a plan for collecting data from the courses specified on the Assessment Plan. • Develop a rubric for program assessment. • Collect data from the courses. • Assess progress toward PLOs. • Present proposal to Dept.	Responsible Party: CRPW faculty • Respond to assessment result by redesigning courses where required.	Responsible Party: CRPW faculty • Repeat process of performing assessment and responding to results.
The MA CRPW program leadership should engage with the Center for Teaching and Learning and Academic Learning Technology to inquire about using Canvas to implement the assessment plan through learning outcomes assessment, rubric alignment, and analysis.	Responsible Party: CRPW faculty • Develop a plan in cooperation with CTL for using Canvas to program assessment • Present proposal to Dept.	Responsible Party: CRPW faculty • Implement Canvas-based program assessment	Responsible Party: CRPW faculty • Refine and adjust Canvas-based assessment plan

Implement a degree-completer survey to ask students about their progress on objectives immediately before graduation (not an additional faculty evaluation).	Responsible Party: CRPW faculty • Develop and test degree-completer survey • Present proposal to Dept.	Responsible Party: CRPW faculty • Implement survey	Responsible Party: CRPW faculty • Respond to survey feedback to revise program goals
Currently, this degree program does not have the mission statements. Create the mission statement specific to the MA-CRPW degree program, separate from other MA degrees in the English Department.	Responsible Party: CRPW faculty • Draft a mission statement • Present proposal to Dept.	Responsible Party: CRPW faculty • Review mission statement	Responsible Party: CRPW faculty • Review mission statement
Explore the community outreach to improve the application to the MA CRPW program, in addition to the Sac State BA graduates.	Responsible Party: CRPW faculty • Seek grant support for the internship program to perform outreach at regional high schools and community colleges • Present proposal to Dept.	Responsible Party: CRPW faculty • Seek grant support for graduate-level research projects that utilize undergraduate programs at regional colleges • Present proposal to Dept.	Responsible Party: CRPW faculty • Utilize prior successes from grant-supported projects to establish longer-term grant funding for outreach programs

To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)			
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	Responsible Party: CRPW faculty • Revisit assessment matrix and develop a plan to systematically assess outcomes via course sequence. • Assess Outcome 1 using student artifacts from ENGL 220A (2023-2024) • Assess Outcome 2 using student artifacts from ENGL 220R (2024-2025) • Produce a report with action items related to curriculum redesign • Present proposal to Dept.	Responsible Party: CRPW faculty • Assess Outcome 3 using student artifacts from ENGL 220C (2025-2026) • Assess Outcome 4 using student artifacts from ENGL 220D (2026-2027) • Produce a report with action items related to curriculum redesign.	Responsible Party: CRPW faculty • Assess Outcomes 5 and Outcomes 6 using a randomized sample of theses from 2023-2027 • Produce a report with action items related to program redesign.
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.	Responsible Party: CRPW faculty • Design an exit survey • Present proposal to Dept.	•	•
Explore the internship opportunities for the MA CRPW students, both on and off campus, to ensure students' learning experiences	Responsible Party: CRPW faculty • Apply for a grant to expand internship opportunities	•	•

	• Assess current internship opportunities		

To Improve Student Success (consider university/college goals on recruitment, retention, graduation, diversity, engagement)

Self-Study: - "The primary channels for recruitment will include alumni networks, relationships with regional community colleges and school districts, disciplinary listservs, and social media." - "In order to support [all faculty responsibilities]...the program will require at least one additional faculty member."	**Student Recruitment** *Goal 1:* Survey existing and former students about how they heard about/why they applied to the program to understand what's currently working. - Success Indicator: - Responsible Party: CRPW Faculty, AAS - Resources: Student contact info *Goal 2:* Formalize and document networks and contacts identified in self-study. - Success Indicator: Creating and maintaining a shared document on Teams - Responsible Party: CRPW faculty - Resources: *Goal 3:* Develop recruitment and marketing materials to be shared	**Student Recruitment** *Goal 1:* Teach more undergrad CRPW courses to better recruit and attract Sac State undergrads - Success Indicator: Teach ENGL 120P and ENGL 120T at least once per year Teach 2 other ENGL 120 series courses each year - Responsible Party: CRPW faculty, ENGL Dept. Curriculum Comm. - Resources: Sufficient WTUs from the college **Retention** *Goal 1:* Will be determined based on outcomes of retention/graduation study. **Graduation** *Goal 1:* Develop plans with each new student about their ideal timeline to graduation	

with various groups. (internships, PW classes, etc.)
- Success Indicator: Documents created and shared on Teams
- Responsible Party: Internship coordinator. PW course instructors
- Resources:
$$ to print/mail

Retention
Goal 1:
Collect and analyze data on students who have dropped out and time-to-graduation for all students who have entered the program since Fall 2020.
- Success Indicator:
Report detailing findings
- Responsible Party: CRPW Faculty, AAS
- Resources:
Data. Time

Goal 2:
Continue to polish ongoing efforts and plans to provide all students with individual faculty mentors from Day 1.
- Success Indicator:
All students know their faculty mentor
- Responsible Party:
CRPW Faculty

- Success Indicator:
Each MA student has an individualized plan
- Responsible Party:
CRPW faculty
- Resources:

- Resources:

Goal 3:
Establish a more standard practice for moving students from coursework to/thought thesis.
- Success Indicator:
- Responsible Party:
- Resources:

Graduation
Goal 1:
Collect and analyze data on students who have dropped out and time-to-graduation for all students who have entered the program since Fall 2020.
- Success Indicator:
Report detailing findings
- Responsible Party: CRPW Faculty, AAS
- Resources:
Data, Time

Goal 2:
Hire sufficient faculty to offer core classes every year.
- Success Indicator:
The presence of 5+ CRPW faculty
- Responsible Party:
ENGL Dept.
- Resources:
$$$

To Build Partnerships and Resource Development to Enhance the Student Experience (consider university/college goals on university as place, university experience, community engagement)			
Cultivate connections with the College of Education and high school teachers in the area for partnership and resource development. (external and internal)	Responsible Party: CRPW faculty • Writing Program faculty will seek grant funding to support the development of professional development opportunities related to anti-racist writing pedagogy and assessment for high school teachers in the area. • Writing Program faculty will invite the participation of faculty in the College of Education. • Present proposal to Dept.	Responsible Party: CRPW faculty • Writing Program faculty will seek grant funding to support the development of professional development opportunities related to anti-racist writing pedagogy and assessment for high school teachers in the area. • Writing Program faculty will invite the participation of faculty in the College of Education.	Responsible Party: CRPW faculty • Writing Program faculty will seek grant funding to support the development of professional development opportunities related to anti-racist writing pedagogy and assessment for high school teachers in the area. • Writing Program faculty will invite the participation of faculty in the College of Education.
Develop additional internship opportunities for MA CRPW students, both on and off campus. (internal)	Responsible Party: CRPW faculty • Writing Program faculty will develop new internships with campus and community partners. • Present proposal to Dept.	Responsible Party: CRPW faculty • Writing Program faculty will develop new internships with campus and community partners.	Responsible Party: CRPW faculty • Writing Program faculty will develop new internships with campus and community partners.
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Work with the English Department faculty and the Dean	Responsible Party: CRPW faculty	Responsible Party: CRPW faculty	Responsible Party: CRPW faculty

of College of A&L to consider new faculty hiring models and external partnerships.	• Create a shared hire plan for a Reading & Writing Across the Curriculum specialist • Present proposal to Dept.	• Seek out College or University-level support for Anchor University initiatives run by a Professional Writing internship director	• Develop a department-level job call for a compositionist that could also serve half-time as an English Education specialist
Work with the AVP for OREID to seek research and grant opportunities that could help build enrollment.	Responsible Party: CRPW faculty • Seek grant support for the internship program to perform outreach at regional high schools and community colleges • Present proposal to Dept.	Responsible Party: CRPW faculty • Seek grant support for graduate-level research projects that utilize undergraduate programs at regional colleges	Responsible Party: CRPW faculty • Utilize prior successes from grant-supported projects to establish longer-term grant funding for outreach programs
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.	Responsible Party: CRPW faculty • Prioritize hiring a Reading & Writing Across the Curriculum hire • Present proposal to Dept.	Responsible Party: CRPW faculty • Prioritize hiring a professional and/or technical writing hire that contributes to the MA as well as the English major and the PW Certificate	Responsible Party: CRPW faculty • Prioritize hiring a Compositionist with administrator experience

Department Chair Name/Signature   Hellen Lee

College Dean Name/Signature   _Sheree Mayer_

Signature: _HLee_

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