



Post- Program Review Response and Action Plan

Instructions: The program prepares an action plan for the next 5 years. This step is an opportunity for the program to reflect on the findings of the self-study, and external and internal program review reports. Through the development of the action plan, the program may address areas of concern with plans for improvement and/or new opportunities. Categorize all actions into one of the following areas: Program/Curriculum, Student Learning & Assessment, Student Success, Faculty, Staff, Facilities/Space, Equipment, Computing Resources, Operating Budget and Other. The Dean of the College reviews the self-study, program review reports, and action plan draft, and provides their recommendation(s). It is advisable that a draft of the action plan be shared with the program's tenured/tenure-track faculty prior to the discussion with the dean. Program tenured/tenure-track faculty sign the final document after discussion with the dean.

Name of Degree Program: ENGLISH BA AND MA

Name of Department: ENGLISH AND MODERN LANGUAGES

Name of College: LETTERS, ARTS, AND SOCIAL SCIENCES

Program Response:

EML faculty members teaching in the English program at the graduate and undergraduate level are grateful to the university and external reviewers for this opportunity to address areas of growth and change in our department, particularly department governance, service, culture, and communication. The external reviewers didn't address how these matters affect the department's Modern Language faculty. Our response recognizes that the issues raised by the external review involve the whole department and not just the English program.

We are pleased that the External Reviewers found our curriculum and program to be effective and thoughtfully constructed. Given that the department has gone more than twenty years without a review, the Reviewers' recognition of the department's consistent student-centered growth is affirming. Program/Curriculum recommendations in the external review have largely already been taken for action by the department. Undergraduate recommendations regarding online instruction and the second language requirement are addressed in the table below, as is the recommendation for a blended MA degree. The department's graduate faculty members and grad program director do not accept the external review's assertion that the existing MA exam in literature needs revision in order to prepare students for the exam. The existing exam process resulted from a recent internal review to address complaints



Post- Program Review Response and Action Plan

about preparation and exam success rates. The final graduate program recommendation, that Teaching Assistants become instructors of record in their own classes, has been the longstanding practice of the program.

Student Learning/Assessment and Student Success matters are addressed within the program/curriculum category. However, we also include recruitment and outreach to admitted students from our self-study in this category. Although the external reviewers recommended foregoing department assessment efforts for several years while governance, service, and communications issues were addressed, the department has opted to maintain a reduced level of assessment activity for three years.

Nearly all department faculty members agree with the external reviewers that department governance, service culture, and communication are areas requiring attention. We address these matters under Faculty, Staff, and Other. Our self-study highlighted significant faculty dissatisfaction in these areas, and the external reviewers prioritized these issues over programs and curriculum. Most of the actions described in the table below contribute positively to all three concerns. For example, drafting a department handbook that clarifies the roles of program coordinators and establishes a department executive committee will improve governance and communication even as it formalizes service roles. Similarly, establishing full-time lecturer positions and including lecturers in relevant department meetings will improve communication and governance through more fully enfranchising lecturers. Establishing a department-level Post-Tenure Review document will also contribute to communicating expectations for scholarship, assessing and distributing service roles for senior faculty members, and making explicit how senior faculty members remain subject to department governance and leadership. All these initiatives will require significant support from the College and University, a point made by the self-study and external review.

The department moved quickly following the self-study and external review to audit our current levels of service and reform our service expectations. The external reviewers emphasized that women and people of color in the department often feel overburdened relative to others in the department under the banner of 'inclusion'. The ongoing systemic review and reform of department service culture will benefit all faculty members and will particularly address the inequitable service burden experienced by women and faculty of color in the program. As noted in other sections, our program coordinator roles have not been effective means of distributing labor, but with equitably distributed course releases, these faculty members could serve as the department executive committee. Advising loads are unevenly distributed across faculty ranks and roles and should be addressed in a department handbook and service audit. As noted in the graph below, the DRTP document is not in alignment with department service needs and should be revised according to the outcome of the service audit.

Initiatives related to our lecturer faculty will need to carefully navigate contractual restrictions without reverting to past practices of disenfranchisement. Enfranchisement with regards to curricular and pedagogical matters in their assigned courses and increased lecturer participation in relevant committee and department meeting deliberations will require consultation with university labor relations administrators and the CFA. Also discussed in the graph below is a strategy to raise discretionary funds to provide honoraria for service by lecturers.

Changes in CSU and campus general education requirements have reduced the number of general population students enrolling in English courses. The department has begun a process of addressing this through course redesigns that align with new GE



Post- Program Review Response and Action Plan

categories and that provide opportunities for pedagogically sound, higher enrollment courses. While the graduate program has had greater success in tracking alumni satisfaction and career progression, both programs need resources to better understand the long-term outcomes for students trained in the programs. Actions related to these concerns are also listed in the graph.

Finally, given that the course caps for 73% of our courses are within 10% of the program SFR target, the university should explore adjusting the department's SFR target. This is particularly important since funding for A2 courses relies on the department reaching its SFR target, and the English program faculty is united in maintaining A2 course caps at 25. Maintaining these caps supports student success, especially for first generation college students. Failure to reach SFR targets also leads to reduced support for A2 instruction by cutting the department's budget to hire lecturers who are specialists in rhetoric and composition instruction. All CPP students depend upon the university supporting a full slate of A2 courses to retain and progress new students. In Fall 2024, the English program faculty voted to increase course sizes in what will now become non-writing-intensive major classes in order to preserve the existing course caps in A2. These changes will require some curricular and pedagogical reform and innovation.

Short Term Priorities – Minimum of 5 key items identified that will take 1 to 2 years to implement

Category	Proposed Action	Responsible Party	Resources	Timeframe – Start and End
PROGRAM/ CURRICULUM And STUDENT LEARNING/ASSESS- MENT	Establish assessment practices to support teaching in various modalities, e.g. online hyflex and hybrid	Assessment Committee	Disciplinary norms; CAFÉ; faculty experience	Fall 2024-Fall 2025
PROGRAM/ CURRICULUM	Survey student paths toward fulfilling second language requirement and determine necessary resources to support this curricular requirement	Ad hoc faculty committee incorporating English and Modern Languages faculty	Articulation agreements with community colleges Analysis of a large dataset of student records Budget for Modern Language instruction	Spring 2025 – Spring 2026
PROGRAM/ CURRICULUM	Create blended program (4+1) for Applied Language Studies	Linguistics faculty and Graduate Program Director	Senate concurrence	Spring 2024 – Spring 2025



Post- Program Review Response and Action Plan

STUDENT SUCCESS	Establish department best practices for outreach to admitted students	Ad hoc faculty committee incorporating English and Modern Languages faculty	Coordinate with CLASS on outreach efforts; coordinate with admissions for contact information of students; funding to involve faculty in summer advising sessions	Spring 2026-Summer 2027
STUDENT SUCCESS	Review Composition program, including course offerings, DFW rates, links to the Writing Center, and the new University Writing Requirement. Involve lecturer faculty in process	Ad hoc full-time and part-time faculty committee, composition coordinator	Dean's Office, University Writing Center, University Writing Committee, Office of Student Success	Fall 2025-Spring 2027
FACULTY (SERVICE)	Survey faculty to establish baseline of department service requirements and norms; revise department RTP document to formalize new service expectations.	Ad hoc committee of EML faculty members; RTP committee for DRTP document revisions	Incentives/disincentives for adapting to newly established service norms	Fall 2024- Fall 2025
FACULTY (GOVERNANCE)	Establish regular cycle of lecturer inclusion in relevant department meetings and decisionmaking	Chair/Associate Chair Composition Coordinator, Lecturers	No additional resources required	Fall 2025 – Spring 2026
FACULTY (GOVERNANCE)	Establish internal mechanisms for leadership training	Current Chairs/Associate Chair and program coordinators	College and university workshops, cohorts, and external training opportunities	Fall 2025 –Fall 2026

Post- Program Review Response and Action Plan

	across committees, coordinators and chairs			
FACULTY (GOVERNANCE)	Formalize job descriptions, course release criteria, and executive committee expectations for Program Coordinators	Existing program coordinators and Chair/Associate Chair	Financial support for course releases in recognition of extraordinary levels of service	Fall 2025 – Spring 2027
OPERATING BUDGET	Increase department fundraising to support: Lecturer involvement in governance; department outreach efforts; student publications	Department Budget Committee; proactive CourseMatch offerings	University offices for Advancement and Lifelong Learning	Fall 2025 – Fall 2026
OPERATING BUDGET	Fund summer pedagogical institute to prepare assigned faculty to teach revised A3 courses with larger caps	Department Chair, Composition coordinator, ad hoc committee of A3 instructors	University GE, College and Department funds to support GE instruction, Spice Grant	Summer 2025
STAFF	Increase staff support to course scheduling and room assignments	Chair/Associate Chair	College Dean apportionment of staff funding	Spring 2026 –Spring 2027
FACILITIES/SPACE	Allocate at least five classrooms capable of accommodating 45+ students in order to support 50+ sections of large capacity A3 and GE classes	Chair/Staff member assigned scheduling	College and University classroom managers	Fall 2025 –Spring 2026



Post- Program Review Response and Action Plan

Long Term Priorities – Minimum of 5 key items identified that will take 3 to 5 years to implement.

Category	Proposed Action	Responsible Party	Resources	Timeframe – Start and End
FACULTY (GOVERNANCE AND COMMUNICATION)	Develop and adopt department handbook with comprehensive description of leadership and service roles and requirements	Ad hoc committee of existing and former program coordinators and chair/department chair	Consultation with other departments using similar structures	Spring 2026 – Spring 2028
FACULTY (GOVERNANCE AND SERVICE)	Establish departmental Post-Tenure Review criteria that extends RTP service expectations across all faculty ranks	Ad hoc committee of EML faculty members	Consultations with College and Provost staff responsible for administering PTR	Spring 2027 – Spring 2028
FACULTY (GOVERNANCE AND CULTURE)	Discuss and establish lines of communication between English and Spanish programs.	EML Faculty and department chair		Fall 2027-Spring 2028
FACULTY	Determine appropriate proportion of A2 instruction to be conducted by full-time lecturers, taking into consideration programmatic, contractual, and budgetary factors. [To be done in strict accordance with CBA.]	CLASS Dean and Department Chair Composition Coordinator, lecturers	Dedication of funds for full-time lecturer positions	Fall 2027 – Spring 2029
OPERATING BUDGET	Recommend new SFR target that balances A2 instruction with major	Chair/Associate Chair	College and University offices responsible for SFR	Spring 2026 – Fall 2027



CalPolyPomona

Post- Program Review Response and Action Plan

	courses and supports lowering DFW rates			
--	--	--	--	--



Post- Program Review Response and Action Plan

Signature Page

Department Faculty Name	Signature
Melissa Aaron	Melissa Aaron
Alison Baker	Alison Baker
Rachal Burton	Rachal Burton
Armondo Collins	Armondo Collins
Liam Corley	Liam Corley
Aaron DeRosa	<u>Aaron DeRosa (Mar 20, 2025 19:57 PDT)</u>
Barbara Gill-Mayberry	Barbara Gill-Mayberry
Olga Griswold	Olga Griswold
Dewey Hall	Dewey W. Hall
Alyssa Kermad	Alyssa Kermad
Dan Luo	<u>Dan Luo (Mar 24, 2025 14:58 PDT)</u>
Kristin Prins	Kristin Prins
Valerie Sky	Valerie Sky
Lise-Helene Smith	Lise-Helene Smith
Karen Tellez - Chaires	Karen Tellez - Chaires

Claudia Salazar Jimenez
Dan J. Krueger

Claudia Salazar Jimenez
Dan J. Krueger



Post- Program Review Response and Action Plan

Karen Tellez Chaires	
Instructions: All tenured and tenure track faculty should review the response and action plan, and sign the document after discussion between the college dean and department chair. The final signed copy should be sent to the Office of Assessment and Program Review, apr@cpp.edu .	

04/14/2025

Click or tap to enter a date.

Department Chair

Camille Johnson (Apr 15, 2025 10:13 PDT)

04/15/2025

Click or tap to enter a date.

Dean

4-30-2025

Click or tap to enter a date.

Office of Assessment and Program Review