

California State Polytechnic University, Pomona



**Academic Program Review - Self-Study
College of Letters, Arts, & Social Sciences
Department of English & Modern Languages
B.A. & M.A. English**

AY 2023-2024

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1 INTRODUCTION

Cal Poly Pomona (CPP) is one of 23 campuses of the California State University (CSU) system. It is the largest university system in the US, and was created in 1960 under the California Master Plan for Higher Education to focus on instruction and granting of baccalaureate and master's degrees. The CSU system now serves approximately 450,000 students annually, providing more than half of all undergraduate degrees conferred to the state's Hispanic/Latinx, African American, and Native American students combined.

CPP opened in 1938 as an all-male branch campus of Cal Poly San Luis Obispo. It enrolled its first female cohort of 329 students in 1961, formally separated from San Luis Obispo in 1966, gained WSCUC accreditation in 1970, was granted university-status in 1972, and converted from quarters to semesters in 2018. CPP is a regional comprehensive state university with over 2,600 faculty and staff serving approximately 26,000 students (Fall 2023). CPP's student population is diverse with 53% self-identifying as Hispanic/Latino, and only 13% identifying as White. Fifty-five percent of our students are first generation, and 42% are Pell-recipients,

CPP's graduate student population is small enrolling approximately 2,000 students, of which 50% are ethnic minorities (46% Hispanic/Latino), 7% are Pell recipients, and 82% are enrolled full-time. The average age of CPP's graduate population is 29.99 years.

1.1 Program Overview

The English BA and MA programs are housed in the broader English and Modern Languages department (EML), which also hosts the Spanish BA, as well as the following minor programs: TESOL, French, Chinese, Writing Studies, Applied Language Studies, English, and the German certificate program.

English as an academic discipline comprises several sub-disciplines, allowing students to tailor the program to suit a variety of professional goals. Students in the major choose from three options, Applied Language Studies, Literary Studies, or English Education. All of our programs combine the study of literature and linguistics with intensive practice in rhetoric, writing, argument, and oral communication to develop these crucial skills and ensure that our graduates have a strong record of success.

The **Applied Language Studies** option provides students with the knowledge and skills necessary to investigate relationships between language and the everyday world as well as solve problems related to language issues in public policy, education, and business.

The **Literary Studies** option contextualizes the literatures and cultures of Britain and the United States within World Literatures and cultures, preparing students for careers in publishing, public relations and advertising, old and new media, and writing, or for graduate study in Law, English, American Studies, Linguistics, Applied Linguistics, or Cultural Studies.

The **English Education** option is a California Commission for Teacher Credentialing-approved program preparing students for single subject credential programs to become secondary level English teachers.

The English Minor is a flexible program of study that allows students to hone key skills such as research, argument, analysis, rhetoric, and public speaking, and serves as an ideal complement to a wide variety of majors.

The TESOL (Teaching English to Speakers of Other Languages) Minor prepares graduates to teach in the numerous ESL programs at schools, colleges, and community organizations throughout the Los Angeles basin, or to teach overseas.

The Writing Studies Minor increases students' competence and fluency in writing, reading, and editing, so that they can succeed in a variety of academic, scientific, and business careers.

1.2 Mission, Vision & Values

UNIVERSITY¹	Mission - We cultivate success through a diverse culture of experiential learning, discovery, and innovation.
	Vision - Cal Poly Pomona will be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.
	<p>Values</p> <p>Academic Excellence – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.</p> <p>Experiential Learning – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.</p> <p>Student Learning and Success – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.</p> <p>Inclusive – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.</p> <p>Community Engagement – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.</p> <p>Social and Environmental Responsibility – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.</p>
COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES²	Mission - We cultivate one's intellectual development, ethical reasoning, and aesthetic sensibility to support creative and critical thinking in a diverse world of competing challenges.
	Vision - We will be a supportive, engaged, and diverse community of teachers, learners, and scholars committed to improving the human condition and to bettering the world.
	<p>Values – We the faculty, staff, and students of CLASS value:</p> <ul style="list-style-type: none"> • Theoretical and experimental approaches in developing critical thinkers and creative problem solvers, • Discovery through research, scholarly, and creative activities • Transparency, equity, empathy, integrity, diversity, and • Working towards a just, humane, and inclusive world

¹ Source: <https://www.cpp.edu/~aboutcpp/calpolypomona-overview/mission-and-values.shtml>

² Source: <https://www.cpp.edu/class/discover-class/index.shtml>

Department of English & Modern Languages	An integrated department of literature, linguistics and languages, EML trains students in the academic disciplines dealing with language itself, the medium of all social and cultural life. Our literature programs feature English and American traditions, Spanish and Latin American traditions, and world traditions. Our modern languages programs include Chinese, French, German, and Spanish. We also offer programs in English Composition, English Education, and TESOL. Students learn to read analytically, write clearly, operate trans-linguistically in an interconnected world, think critically about linguistic and literary phenomena, and argue effectively.
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The EML department provides concrete and specific venues through which University and College vision and values can be realized through humanistic study and the application of knowledge to real-world problems and communities. EML programs equip students to understand the origins and significance of cultural, historical, ethnic, and linguistic differences and provides practical experience in advanced research, literary production, and teaching.

1.3 History

Despite not undergoing program review over twenty years, the EML Department's BA programs in English have been revised and expanded multiple times in the past seven years due to a combination of systemwide requirements, institutional changes, and a continual internal process of self-examination and improvement. In 2016, the department responded to a campus-wide planning requirement to transition its curriculum from quarters to semesters by engaging in a multi-year program to modernize its course offerings and major options. The transition to semesters became a vehicle by which the faculty reformed its curriculum in order to strengthen intellectual and practical connections between the department's constituent disciplines of modern languages, linguistics, literary studies, and rhetoric and composition. Values of interconnection, synergy, confluence, camaraderie, equilibrium, and symbiosis found expression in an integrated core of major requirements that unified the options and the faculty who taught in them. The department changed its name as part of this transition, abandoning the tacitly ethnocentric label of English & Foreign Languages in favor of an inclusive and egalitarian label of English and Modern Languages. Course offerings expanded the range of disciplinary and literary traditions available to students, and a decade-long agenda of decolonization in option requirements and catalog courses began.

In 2017, the department's careful work of semester transition was overtaken by a revision to Executive Order 1071, which limited subprograms to less than one half of the units required in the major program. This requirement grew the size of core courses taken by students in all of the options and undid many of the synergistic curricular reforms that had knit the disciplines together through option requirements. Over the next several years, the department continually revised the courses in the core to reflect the disciplinary diversity of the department's faculty so that students would benefit from the intellectual symbiosis that faculty members discovered as they worked out the integrated curricular reforms. During this time, the Applied Language Studies option and Writing Studies Minor were established, making visible two additional areas of scholarly strength within the department.

Department-level assessment initiatives made evident strong interest in the faculty and student body for more extensive changes to decolonize the curriculum. In 2019 and 2020, the program moved away from a geographic model to an inquiry-based one, focusing on methodology rather than nation-building. This change occurred alongside curricular reforms in K-12 education in California and updates to the California Commission on Teacher Credentialing requirements for subject matter competency, which created latitude for the department to move further away from

the traditional canons of English and American literature in favor of hemispheric, transhistorical, and intercultural approaches to literary, rhetorical, and linguistic studies.

The department also greatly increased its course offerings and activities related to polytechnic experiences, professional development and career-readiness, and multimedia literacy. A new category within the program highlighted PolyX courses, a designation the university as a whole subsequently adopted with slightly different elements. English PolyX courses provide supervision for internships and creative, scholarly, and professional writing and publishing experiences. For instance, in one class students study writing for the web while engaging in supervised updates to the department's website. Other related initiatives include internship placement programs at Mount San Antonio College, one of our program's largest sources of junior transfers, and at the Cal Poly English Language Institute, an international English program on our campus. Several of these programs benefit both students within the program and URM students across the campus, such as an embedded tutor program which improved outcomes in first year composition. This program provides paid professional experiences for English Education and English Masters students and are designed to increase retention for URM and first-generation college students.

In the past three years, program faculty members have dramatically increased the formal and visible participation of students in research and creative activities at the departmental and university levels, in part due to funding from the Office of Undergraduate Research. Program faculty report a considerable increase of student-faculty collaboration in research conferencing, publication (the department's Undergraduate Research and Creative Symposium, the university's undergraduate Research and Creative Activities conference, the int'l conference of Teaching English as a Second Language). One EML student won the outstanding undergraduate research award for the campus in 2022, and two EML students went on to systemwide competitions after participating at the campus level. Program faculty members have supervised McNair program scholars and Honors theses, and the English program has experienced an overall increase in the number of students enrolled through the Kellogg Honors College.

Program faculty members have also been frequently recognized by the campus and outside granting agencies for pedagogical excellence and curricular innovation. The program has organized study abroad program and teaching abroad programs. Students and program faculty have travelled to China, Morocco, and Peru. The pandemic interrupted plans for a trip to Ecuador. In 2023, program faculty have begun planning to reestablish a program in Thailand. In spring 2023, the Digital Humanities at California State University (DH@CSU) Consortium received a Digital Ethnic Futures Consortium (DEFCon) award, supported by the Andrew W. Mellon Foundation, to build institutional capacity at the intersection of Digital Humanities and Ethnic Studies. Three of the eighteen faculty members across the CSU who guide this initiative are in our department. In the past two years, two program faculty members received Wall of COOL awards from the campus in recognition of their excellent courses that effectively use technology to enhance student learning and success.

1.4 Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."*

A credit hour is assumed to be a 50-minute period. In courses in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

The EML department regularly reviews syllabi and teaching performance through student and peer evaluation in order to ensure that all courses, regardless of instructional mode, conform to federal law and CSU policy on credit hours. ECOs were revised or created for Semester Conversion (2014-16); the English curriculum was revised at that time and also to respond to EO 1071 (2021), and will be revised again to respond to changes in the California Commission on Teacher Credentialing entry requirements for Single Subject Credential Programs (2024). ECOs for PolyX classes have been created in the past 4 years responding to the CPP's push to institutionalize its "Learn by Doing" slogan through PolyX courses.

All in-person and online synchronous courses meet during university approved time modules. These modules have been implemented so that 1 credit hour meets for 50 minutes per week. Since all of our courses are 3-unit courses, undergraduate classes meet either MWF for 50 minutes per meeting, or TTh/MW for 75 minutes per meeting. Few fully asynchronous courses form part of our English major; we have kept most of our classes in-person. All online courses use content delivery methods recommended during trainings in online teaching given on our campus during the pandemic by ACUE, though these courses have not been evaluated for content/time. Video lectures and other presentation modes supplant in-person lectures in these classes. The student work/achievement for these courses is equivalent to the number of credit hours of an in-person class. Students are expected to meet the same learning outcomes in asynchronous courses that they would meet for an in-person class, as demonstrated by summative assessments such as quizzes, exams, projects, and presentations. In both informal and formal ways, the department has done its utmost to insure that the credit hour policy met continues to be met in asynchronous and hybrid asynchronous courses.

The department has designed supervisory courses (independent study, internships, practica, and certain PolyX courses that are run as supervisory) in such a way that students are expected to work an equivalent amount to what would be expected in a lecture course. To use an example from Spanish, mirrored in English supervisory courses, SPN 4440 requires students to meet their student groups for three half-hour sessions per week, and to prep for three additional half-hour sessions per week. In addition, students meet individually or in groups with the professor to go over lesson plans and present the pedagogical activities they have designed. With the addition of reading and final reports, this investment of time is equivalent to that of a lecture class plus homework. So, while the English program does not have a credit-hour policy apart from that of the university, the department has invested a lot of creative energy and curricular thinking in these discussions during faculty meetings, retreats, and committee meetings. When combined with the course meeting time, the credit hour policy is met.

2 PROGRAM EVALUATION – UNDERGRADUATE

2.1 Curriculum and Pedagogy – Undergraduate

Our English BA programs have been continually refined over the past seven years, as described in the history section above. Curricula sheets are included in the appendix for the 2023 academic year. Most peer institutions in Southern California have options for English Education, Literary Studies, and linguistics/language and linguistics. In this regard, the English program at Cal Poly Pomona serves as a regional campus of choice for students within a 25-mile radius. However, the core for our options provides the most integrated and disciplinarily diverse major core of any CSU English program. One only need glance at the curriculum of a sister institutions such as Long Beach State to note the degree to which our Literary Studies option has been robustly diversified and decolonized.

Our polytechnic experience courses provide more distinctive “learn by doing” opportunities than our peer institutions, including the other polytechnic campuses. These “learn by doing” courses also respond to larger disciplinary discussions about the relevance of English majors to American workplaces. Moreover, the well-considered process of decolonizing our curriculum provides more diverse course options for students than some peer institutions. The program added existing Spanish Literature courses to upper-division literature categories in Literary Studies and English Education as a further move to integrate our curriculum with our distinctive strengths as an interdisciplinary department. Creative writing marks one area of relative weakness in the program. Despite the existence of creative writing courses, they will not be meaningfully integrated into the curriculum until the 2024-2025 academic year.

In November 2023, the department approved a revision to the programs in English for implementation in the 2024-25 academic year. The new core has two courses taught by linguistics faculty, two courses taught by rhetoric and composition faculty, one course taught by language faculty which could entail two prerequisite courses for unprepared students, four courses taught by literature faculty, and a final category with course choices taught by faculty in all groups. The newly approved core curriculum shared by all three options in English is listed below.

Major Required

ENG 1000 - English First Year Experience (1)
ENG 2200 - Introduction to English Linguistics (3) (C2)
ENG 3210 - The Grammar of Modern English (3)
ENG 3110 - Introduction to Rhetorical Theory (3) (revised)
ENG 3151 - Writing for the Professions (3)
ENG 3010 - Literary Theory and Cultural Studies (3)
ENG 3000 - Introduction to Literary Studies (3)
2000-level Foreign Language Course (3)

Take 1 Lit Traditions Survey

ENG 2320: American Literature (C2)
ENG 2520: British Literature (C2)
ENG 2720: World Literature (C2)
ENG 2330: Multiethnic American Lit (C2)

Take 1 additional 2k survey from the above or below

- ENG 2331 - Introduction to U.S. Latino/a Literature (3) (C2)
- ENG 2332 - Literature and the African American Experience (3) (C2 or F)
- ENG 2700 - The Bible as Literature (3) (C2)
- ENG 2800 - Introduction to Folklore (3) (C2)
- ENG 2803 - Fantasy and the Fantastic (3) (C2)
- ENG 2880 - Science Fiction (3) (C2)
- ENG 2883 - Women Writers (3) (C2)
- ENG 2882 - War and Peace in Literature (3) (C2)

Polytechnic Experience

Take 1 subject-relevant course with an S-classification (service course)

- ENG 4230 - Teaching English Abroad (3)
- ENG 4400A - Writing for the Web Activity (3)
- ENG 4401A - Journal Publishing Activity (3)
- ENG 4402 - Undergraduate Research (3)
- ENG 4410 - Internship Cooperative Education (3)
- ENG 4895 - Careers for English Majors (3)

Several courses listed in the core have been developed in the past seven years. For instance, ENG 1000 introduces incoming English students to the department by helping connect them to CPP-specific resources such as student support services, curricular advising, career planning, library resources, student organizations, clubs, and affinity groups. This course was developed in response to research on the efficacy of First Year Experience courses and in order to improve outcomes for first-generation and URM students in our programs. The department has also established new courses outside traditional literary studies categories, such as film, art, bookmaking, graphic novels, and book history.

Program faculty also created an M designation for select composition courses to provide targeted instruction and resources for Multilingual learners. Thanks to its well-run first-year composition program, Cal Poly Pomona is in the top three in the CSU for General Education categories A2 completion in the first year. Students entering Cal Poly Pomona as First Time Freshmen are much more likely to complete their required composition course (category A2) than students at many of our sister institutions.

Finally, the 2023 academic year catalog lists 103 non-composition courses in the English program. Twenty-three are 2000-level survey and introductory courses, and seventy-four are upper-division courses in literature, linguistics, rhetoric and composition, and creative writing. This compares to 66 non-composition courses at CSU Long Beach, 58 non-composition courses at CSU Fullerton, 90 at CSU Northridge, and 58 non-composition English courses at CSU Dominguez Hills. The scope of these classes reflects the disciplinary diversity of faculty members in the department. The volume of courses in the catalog presents challenges in scheduling and apportionment of upper-division teaching opportunities within the department.

Table 1 provides a list of GE courses taught by the department and Table 2 provides a list of honors courses taught by the department. *Table 1 – General Education Courses*³

Course	Course Title
ENG 1101	Stretch Composition II
ENG 1103	First Year Composition
ENG 2105	Written Reasoning
ENG 2200	Introduction to English Linguistics
ENG 2300	American Literature to 1865
ENG 2320	American Literature Since 1865
ENG 2330	Introduction to Multicultural Literature in the U.S.
ENG 2331	Introduction to U.S. Latino/a Literature
ENG 2332	Introduction to African American Literature
ENG 2500	Introduction to Shakespeare
ENG 2510	British Literature I
ENG 2520	British Literature II
ENG 2700	The Bible as Literature
ENG 2710	World Literature I
ENG 2720	World Literature II
ENG 2800	Introduction to Folklore
ENG 2801	Adolescent Literature
ENG 2803	Fantasy and the Fantastic
ENG 2880	Science Fiction
ENG 2882	War and Peace in Literature
ENG 2883	Women Writers
ENG 2884	Contemporary Literature
ENG 2885	Introduction to Fiction
ENG 3520	Harry Potter as Literature and Culture
ENG 4110	Technologies of Writing
ENG 4220	Sociolinguistics
ENG 4503	Shakespeare before 1600
ENG 4740	Chinese Civilization and Culture
ENG 4880	Modernism and Postmodernism

³ Source: Catalog https://catalog.cpp.edu/preview_program.php?catoid=36&pooid=9591

Changes in systemwide C2 General Education requirements have led to decreasing enrollment in several of the above GE courses. This trend is discussed more fully in the FTE-S section below.

Table 2 – List of Honors Courses⁴

Course	Course Title
ENG 2105H	Written Reasoning Honors
ENG 2883H	Women Writers Honors

Table 3 provides data associated with high non-passing rates. It is important to note that the numbers reported below are based on filtering the data by major, so only students enrolled as an English major are included in the counts. The courses highlighted in yellow correspond to the English Education option and the courses highlighted in blue correspond to the English Literature option. Courses with data from only one or two iterations or fewer than 20 enrollments over five years have been redacted from the chart.

Table 3 – High – DFW's by Non-Pass Rate⁵

Non-Passing					
Year Term	Course Code	Course Title	Enrollment	Non-passing Rate	Impact
All Academic Years - Quarter	ENG321	Grammar of Modern English	438	16%	69
All Academic Years - Quarter	ENG201	Introduction To Modern Fiction	54	15%	8
All Academic Years - Quarter	ENG321	Grammar of Modern English	66	17%	11
All Academic Years - Semester	ENG1100	Stretch Composition I	33	27%	9
All Academic Years - Semester	ENG1000	English and Mod Lang Fye	130	21%	27
All Academic Years - Semester	ENG2510*	British Literature I*	52	21%	11
All Academic Years - Semester	ENG1101*	Stretch Composition II*	24	17%	4
All Academic Years - Semester	ENG3011	Literature, Power, and Politic	24	17%	4
All Academic Years - Semester	ENG2720*	World Literature II*	37	16%	6
All Academic Years - Semester	ENG2710*	World Literature I*	107	15%	16
All Academic Years - Semester	ENG2105*	Written Reasoning*	63	14%	9
All Academic Years - Semester	ENG1103*	First Year Composition*	37	14%	5

*GE Courses

Of the courses listed, ENG 1000 is the most notable of our major courses with elevated DFW rates, both for the number of students who enrolled and for its high non-passing rate. This

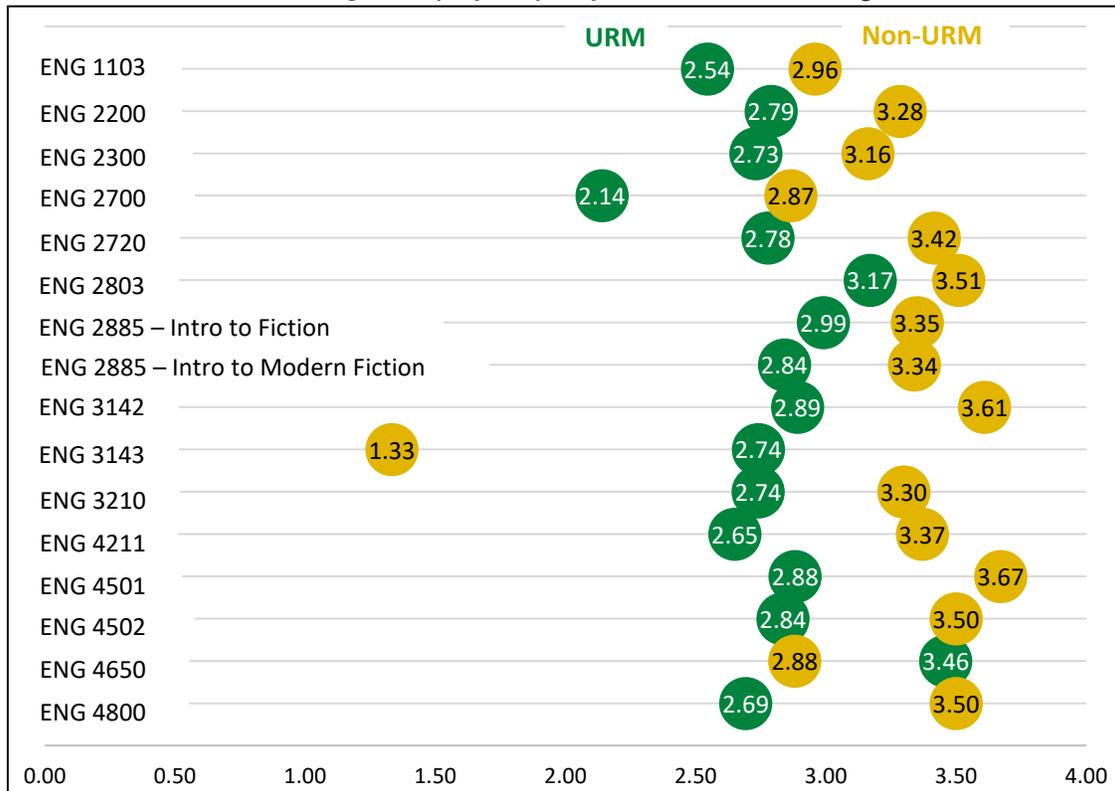
⁴ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/ClassSchedule/CourseAttribute?iid=1>

⁵ CSU Dashboard "In Which Courses Do They Struggle" Report <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/where-do-they-struggle>

course is a one-unit First Year Experience course described above in the curriculum section. Its advent into the curriculum coincided with the start of the pandemic and a forced transition to online education. Faculty members assigned to the course have made many adjustments to make the course more engaging for students, and its DFW rates and student evaluations have been improving in recent years.

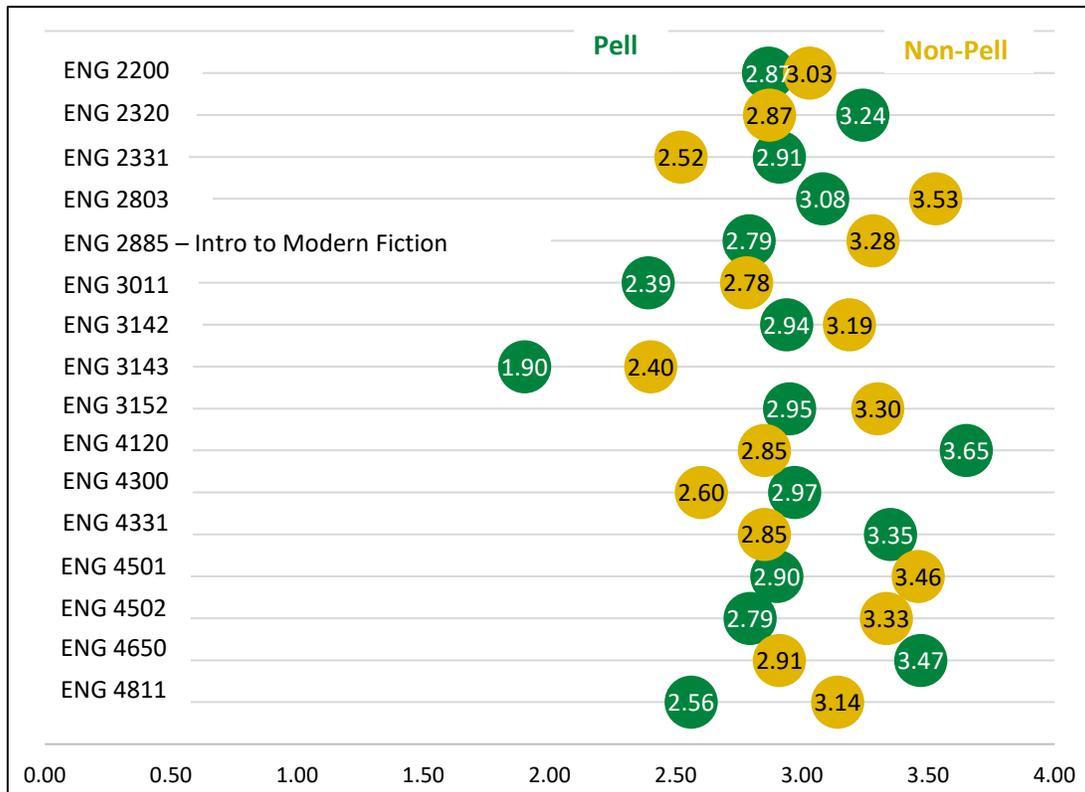
Figure 1 depicts the English courses with the largest equity gaps for Underrepresented Minority (URM) and non-URM students. Figure 2 depicts the English courses with the largest equity gaps for Pell recipients and non-Pell recipients. The scale uses grades (1 = D; 2 = C; 3 = B; 4 = A). Several courses listed enrolled as few as eight students and/or came from a single iteration.

Figure 1– Courses with the Largest Equity Gaps by URM Status for English⁶



⁶ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/CourseEquityGaps/EquityGaps?iid=1>

Figure 2– Courses with the Largest Equity Gaps by Pell Status for English⁷



As of Fall 2023, 70% of English majors were URM, 219 out of 313. Also in Fall 2023, 65% of English majors were First-Generation college students, 203 out of 313. These percentages show that English has a higher percentage of URM and First-Generation college students than the University as a whole which are 56% and 55%, respectively. Thus, EML faculty members are keenly aware of the challenges and opportunities in serving this population.

The department regularly reviews equity gaps for URM and Pell-eligible students. As a department, curriculum changes have decolonized the curriculum and experimented with high-impact practices such as cohort classes and a one-credit major orientation class (ENG 1000). Instructors regularly engage in pedagogical reforms related to contract grading, ungrading, assignment scaffolding, and other best practices to address equity gaps. Syllabi are systematically revised to incorporate equity-minded language and better advising regarding university resources for URM and Pell-eligible students, such as RAMP and TRIO. A department Lending library obtains textbooks for core curriculum classes for loan to students so that textbook costs can be reduced. Department members regularly share resources, equity gap data, and best practices during department retreats. Equity gaps for URM and Pell-eligible students were increased during the pandemic for many classes. However, department members took advantage of numerous online pedagogy workshops provided by the Center for Academic and Faculty Excellence (CAFÉ, see appendix) on study skills, course design, and assignment scaffolding, and hybrid teaching techniques. Post-pandemic, faculty members have continued using these pedagogical supports because of their usefulness in mitigating equity gaps.

⁷ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/CourseEquityGaps/EquityGaps?iid=1>

The faculty survey commissioned for this review indicated strong interest in further training and work within the department to address equity issues. Suggestions included mandated specific equity training for all faculty ranks, adjusting department Retention, Tenure, and Promotion (RTP) standards to incorporate DEI concerns, and dedicating more time for department deliberations on URM equity gaps.

The Applied Language Studies program moved its capstone class from spring to fall in order to provide students with more time to engage in the professional activities necessary for success before graduating. Ongoing curricular reforms in English Education have reduced barriers to graduation by reforming the process for obtaining teaching observation hours and the option capstone structure. Literary Studies has simplified the distribution of upper-division requirements in order to facilitate graduation.

Finally, the department has dramatically diversified its faculty over the past seven years by hiring five URM tenure-track faculty members. Departmental changes in pedagogy, curriculum, support structures, scheduling, and faculty composition, while significant and impactful, have not fully offset equity gaps in our courses, and the department continues to seek ways to ameliorate equity gaps that derive from historical, cultural, and economic conditions in addition to the institutional ones already addressed.

2.2 Assessment of Student Learning – Undergraduate

The EML department Learning and Teaching Committee administers the assessment program for the department and engages in continuing multi-year assessment of outcomes for all options in the program. Assessment artifacts include exit interviews and online surveys in option capstone classes and annual collection of up to 100 portfolios from graduating students enrolled in capstone classes. The portfolios are sampled and subjected to multiple rubric scorings by department faculty members over summer. Results of assessment frequently inform long-term department planning and curricular reform during department retreats and regular department meetings. Department assessment findings have led to revised outcomes and adoption of new outcomes (see above, section 2.1). In the TT faculty survey administered for this program review (with a response rate of 85%), more than half of respondents indicated that they “frequently” incorporated program-level assessments in their courses. 60% of respondents indicated that they “frequently” use results from SLO assessments to modify instruction and courses. Please see appendix for charts showing multi-year assessment plans for each Student Learning Objective and the embedded links for SLO assessments over the past six years.

An excerpt from the 2023 assessment report authored by Dr. Alyssa Kermad provides insight into the current status of program efforts:

AY22-23 was our second year back post pandemic, and it was a year in which most of our classes returned to their face-to-face modality. This was a change from AY21-22 when more classes were being held online. In the Spring 2023 semester, we held a departmental meeting on the teaching/learning challenges that arose in AY22-23. Our faculty body discussed differences in how students were learning post-pandemic. We found that students needed more support in developing study skills, in breaking down tasks, and in completing assignments. Overall, we agreed that students needed more scaffolding, and faculty members were employing different strategies to adjust accordingly. We also found that our students are quite split between their education and their personal commitments, such as family and work. The majority of our students

reported that they were working, and the majority reported that they were working between 20-40 hours per week. This is astounding considering that the large majority of students were also taking 5 courses per semester. In the qualitative data that we analyzed from our indirect assessment, many students reported challenges in balancing school/work/personal circumstances. Inflation has aggravated financial hardships for our students; therefore, pedagogical flexibility and patience has been key to student success.

Dr. Kermad's summary reveals student learning conditions that are addressed throughout this program review in relevant sections. As Dr. Kermad indicates, assessment results influence faculty policies and pedagogies on a course-by-course basis as well as the larger processes of curricular revision and SLO evaluation.

The following is a link to English's Annual Assessment Reports: [English Annual Assessment Reports](#). Over the past five years, each SLO has been evaluated.

Annual assessment reports are also posted on the Office of Assessment and Program Review webpage: https://www.cpp.edu/assessment/college_of_letters_arts_and_social_sciences.shtml

3 STUDENTS - Undergraduate

3.1 Student Profile at Admission and Enrollment Undergraduate

The following data in Tables 4 and 5 were compiled using the Applicant Profile dashboard on Tableau. Tables 4 and 5 provided admission trends.

Table 4 – Admission trends for first-time freshmen⁸

	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
Applied	425	340	332	384	378
Gender					
Female	303	259	248	291	275
Male	117	80	83	93	103
Not Reported	5	1	1	0	0
URM Status					
Non-URM	178	125	125	155	164
URM	247	215	207	229	214
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	232	211	210	252	233
Not 1 st Generation	193	129	122	132	145
Not Reported	0	0	0	0	0
Admitted	394	269	280	255	258
Gender					
Female	279	208	212	200	192
Male	110	60	68	55	66
Not Reported	5	1	0	0	0
URM Status					
Non-URM	169	106	108	116	128
URM	225	163	172	139	130
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	212	161	176	154	141
Not 1 st Generation	182	108	104	101	117
Not Reported	0	0	0	0	0
Enrolled	47	28	60	44	58
Gender					
Female	31	16	42	28	42
Male	15	11	18	16	16
Not Reported	1	1	0	0	0
URM Status					
Non-URM	12	8	13	12	28
URM	35	20	47	32	30
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	31	16	43	29	30
Not 1 st Generation	16	12	17	15	28
Not Reported	0	0	0	0	0

*Note: Students who did not report their demographics or are nonbinary are counted as "Not Reported".

⁸ Source: Tableau <https://analytics.cpp.edu/-/site/production/views/ApplicantProfile/AdmissionsCustomTable?iid=1>

Table 5 – Admission trends for transfer students⁹

	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
Applied	231	285	283	258	232
Gender					
Female	146	194	200	162	173
Male	84	91	82	96	59
Not Reported	1	0	1	0	0
URM Status					
Non-URM	78	110	105	97	87
URM	153	175	178	161	145
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	152	191	198	176	164
Not 1 st Generation	79	94	85	82	68
Not Reported	0	0	0	0	0
Admitted	144	181	252	211	165
Gender					
Female	90	123	181	134	126
Male	53	58	70	77	39
Not Reported	1	0	1	0	0
URM Status					
Non-URM	49	66	93	78	60
URM	95	115	159	133	105
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	96	122	177	149	115
Not 1 st Generation	48	59	75	62	50
Not Reported	0	0	0	0	0
Enrolled	39	66	70	59	62
Gender					
Female	24	46	51	38	49
Male	15	20	19	21	13
Not Reported	0	0	0	0	0
URM Status					
Non-URM	10	21	17	23	23
URM	29	45	53	36	39
Not Reported	0	0	0	0	0
1st Generation Status					
1 st Generation	29	44	46	37	42
Not 1 st Generation	10	22	24	22	20
Not Reported	0	0	0	0	0

*Note: Students who did not report their demographics or are nonbinary are counted as “Not Reported”.

In Fall 2023, new freshmen enrollment in EML dipped to 40, whereas new transfer enrollment grew to 44, a 13% increase over new transfer enrollment in fall 2022.¹⁰ Although applications to the major by first-time and transfer students in Fall 2023 (602) are comparable to those in Fall 2018 (610), enrollment across that period dropped by 30%, from 120 to 84. In Fall 2023, the enrollment headcount for all students majoring in English was 313, a steep decline of 14% from Fall 2022. These trends indicate that greater outreach efforts specifically to admitted students during summer before enrollment are likely to bear the most fruit. Toward this end, the department has extensively revised its recruiting and advising handouts and has fully participated in the college’s initiative to improve recruiting.

⁹ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/ApplicantProfile/AdmissionsCustomTable?iid=1>

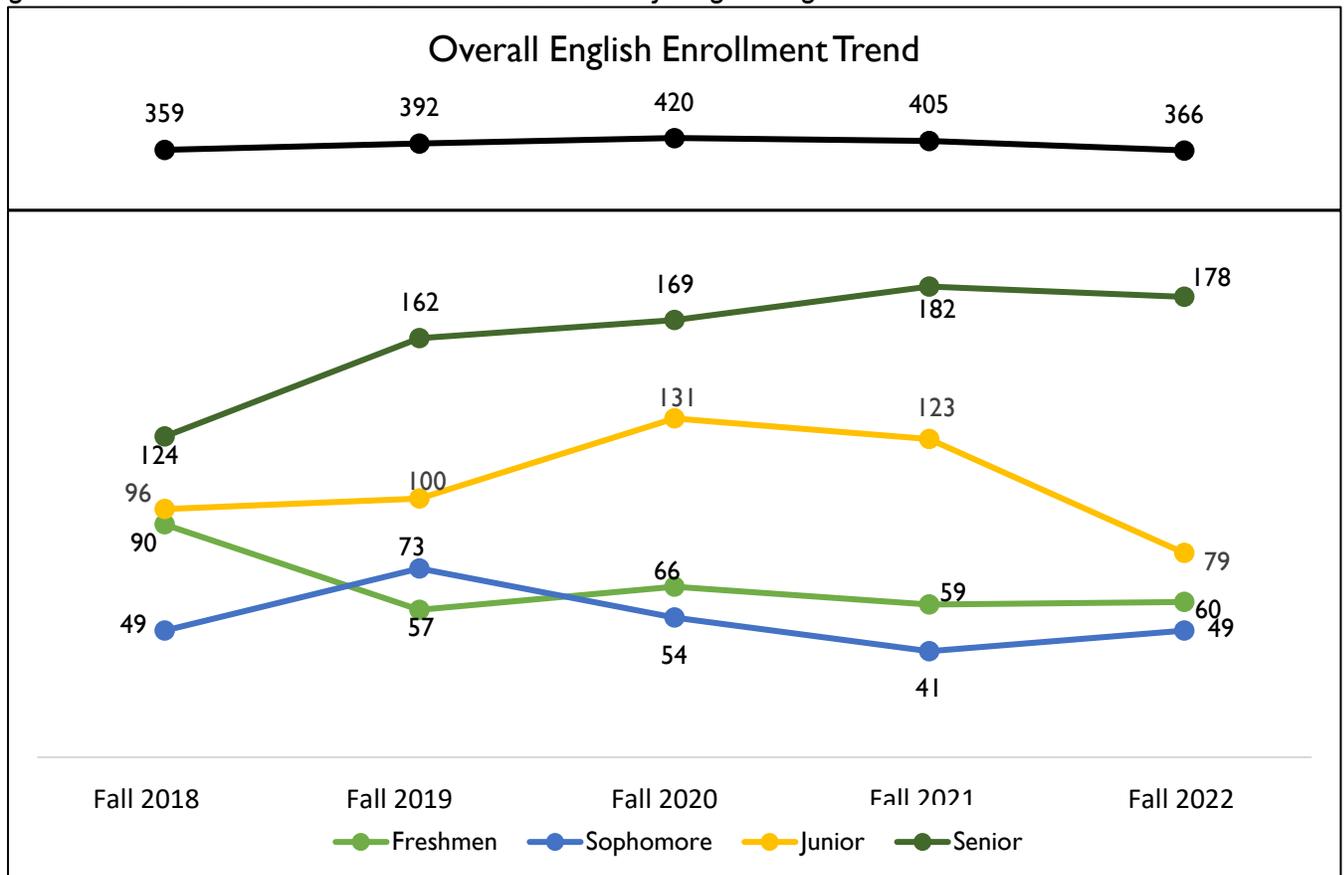
¹⁰ <https://analytics.cpp.edu/#/site/production/views/ApplicantProfile/AdmissionsCustomTable?iid=7>

Table 6 and Figure 3 provide enrollment trends for the program. As mentioned above, overall program enrollment in Fall 2023 declined to 313. In fall 2022, Juniors had the largest enrollment drop of 36% from the previous year. In Fall 2023, that student cohort moved into Senior status. In fall 2023, Senior enrollment dropped to 137, a 23% decline. These figures indicate that large numbers of English students who were in their sophomore and junior years during the pandemic have not continued their enrollment. This quantitative bubble of students matches anecdotal reports faculty have received that many students have not been able to return to their studies after significant personal and financial losses during the pandemic. While the reduced enrollments of Juniors and Seniors in 2022 and 2023 are of great concern, the enrollment trends of Freshmen and Sophomores and newly matriculating transfer students bode well for a return to modest growth in department enrollment in 2024.¹¹

Table 6 – Enrollment trends for all students¹²

Enrollment Trends					
Term	Overall Program	Freshmen	Sophomore	Junior	Senior
Fall 2018	359	90	49	96	124
Fall 2019	392	57	73	100	162
Fall 2020	420	66	54	131	169
Fall 2021	405	59	41	123	182
Fall 2022	366	60	49	79	178

Figure 3 – Enrollment headcount for all students majoring in English



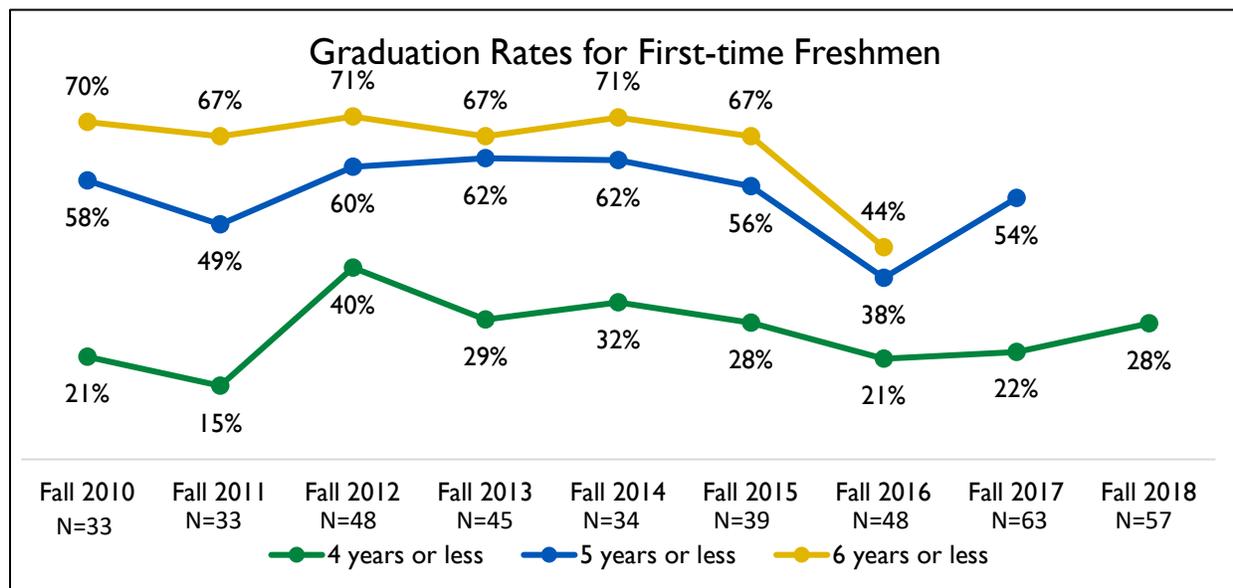
¹¹ https://analytics.cpp.edu/#/site/production/views/EnrollmentDashboard_16882604600790/AcademicEnrollment?.iid=3

¹² Source: Tableau <https://analytics.cpp.edu/#/site/production/views/EnrollmentTrend/EnrollmentTrend?.iid=1>

3.2 Student Retention and Graduation Rates – Graduation Initiative 2025

Figure 4 provides graduation data for students entering the English major as First-Time Freshmen only. Any on-campus transfers who started in another major as a freshman are not accounted for in the First-Time Freshmen Graduation Rates for English. The figure below shows that 70% of students who started in 2010 graduated in six years or less, 58% of students who started in 2010 graduated in five years or less, and 21% of students who started in 2011 graduated in four years or less. The lagging nature of this data makes interpretation difficult since the final data point of six-year graduation rates indicating a steep drop in graduation rates correlates with the onset of the pandemic. Students who were progressing toward four- and five-year graduation rates succeeded at higher rates during the pandemic, whereas students whose personal, academic, and work lives necessitated a slower path through the program were inordinately impacted by the pandemic.

Figure 4 – First-time Freshmen Graduation Rates for English¹³

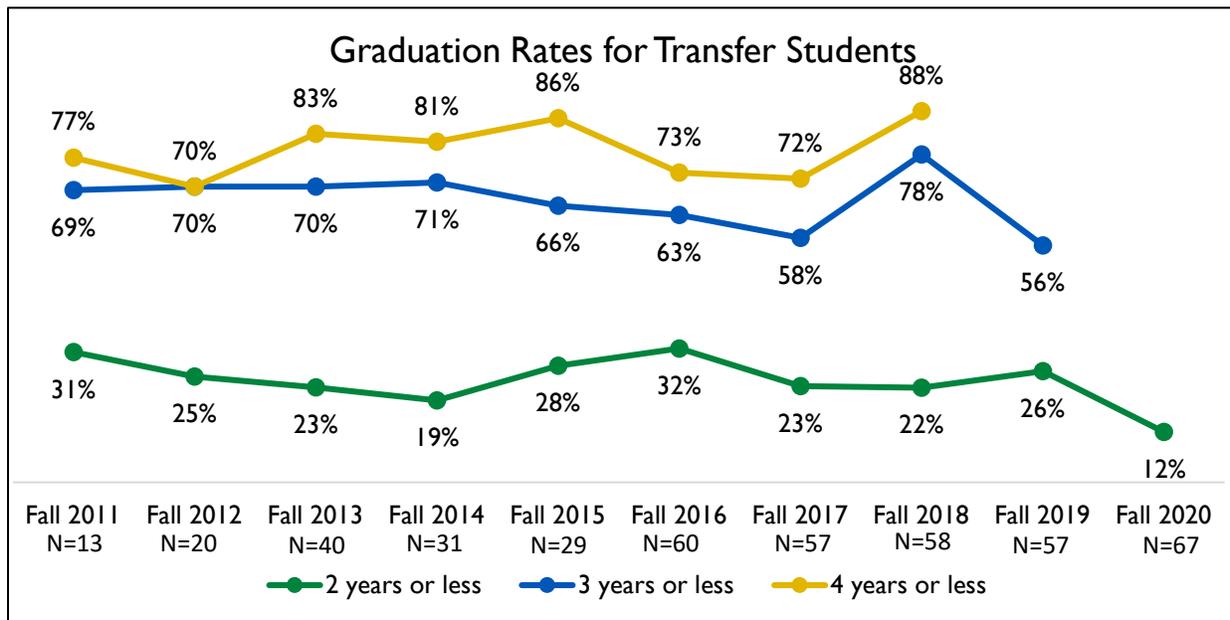


Note: Timeline indicates the entering cohort year

Figure 5 provides graduation data for students entering as an English major as off-campus fall term Transfers. Any transfers entering in a term other than fall or are on-campus transfers are not accounted for in the Fall Entering Transfer Graduation Rates for the English program. The figure below shows that 31% of transfer students who started in 2011 graduated in two years or less and 77% of those who started in 2011 graduated in four years or less. The lagging nature of this data makes interpretation difficult since the final data point indicating a steep drop in graduation rates correlates with the onset of the pandemic.

¹³ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?iid=2>

Figure 5 – Transfer Student Graduation Rates for English¹⁴



The figures below depict six-year graduation rates for underrepresented minorities (URM) and Pell-eligible First-time freshmen majoring in English. Figure 6 indicates that 58% of URM students and 79% of non-URM students who started in 2011 graduated in six years or less. Figure 7 below indicates that 55% of students who receive the Pell Grant and 77% of students who started in 2010 graduated in six years or less. The high point of completions during the 2018 AY reflects a concerted advising and course substitution effort by the department to help as many students as possible graduate before the transition from Quarters to Semesters.

The final data point indicating a dramatic increase in the gap between URM and non-URM first-time freshmen graduation rates for fall 2016 admits correlates with the onset of the pandemic, demonstrating the inordinate impact of the pandemic on URM students. By contrast, the Pell Gap indicates an opposite trend where Pell recipients admitted in 2016, though negatively impacted by the pandemic, were far more successful than non-Pell recipients. Given that Pell status was the primary tool used to distribute federal stimulus aid for students during the pandemic, the data suggests some positive impacts of this targeted financial aid.

¹⁴ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?iid=2>

Figure 6 – First-time Freshmen URM Gap for English¹⁵

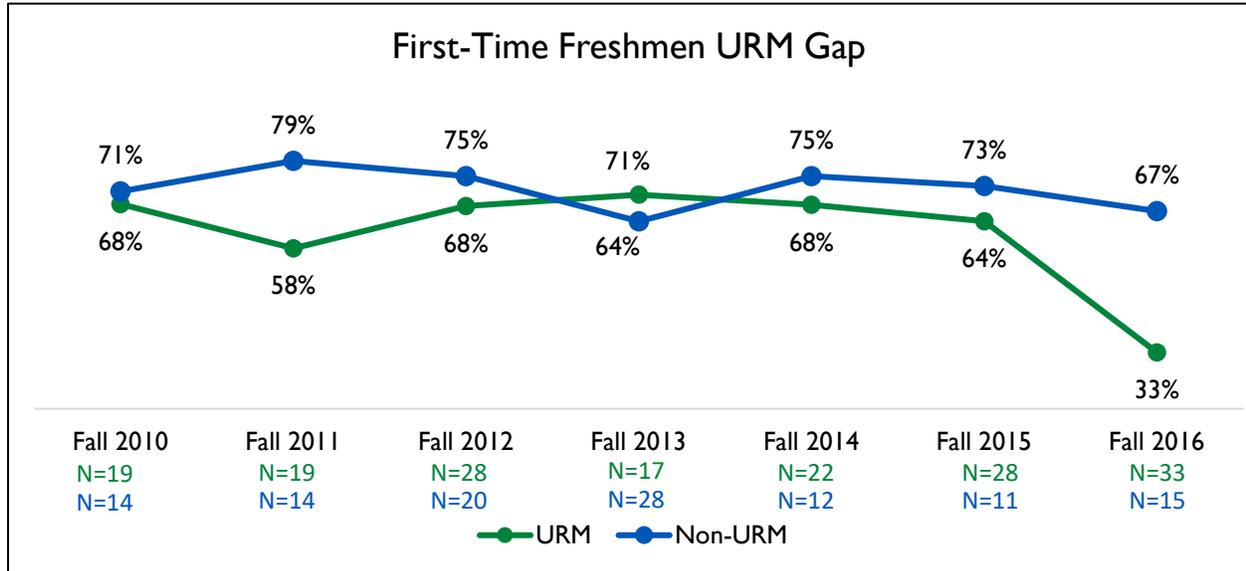
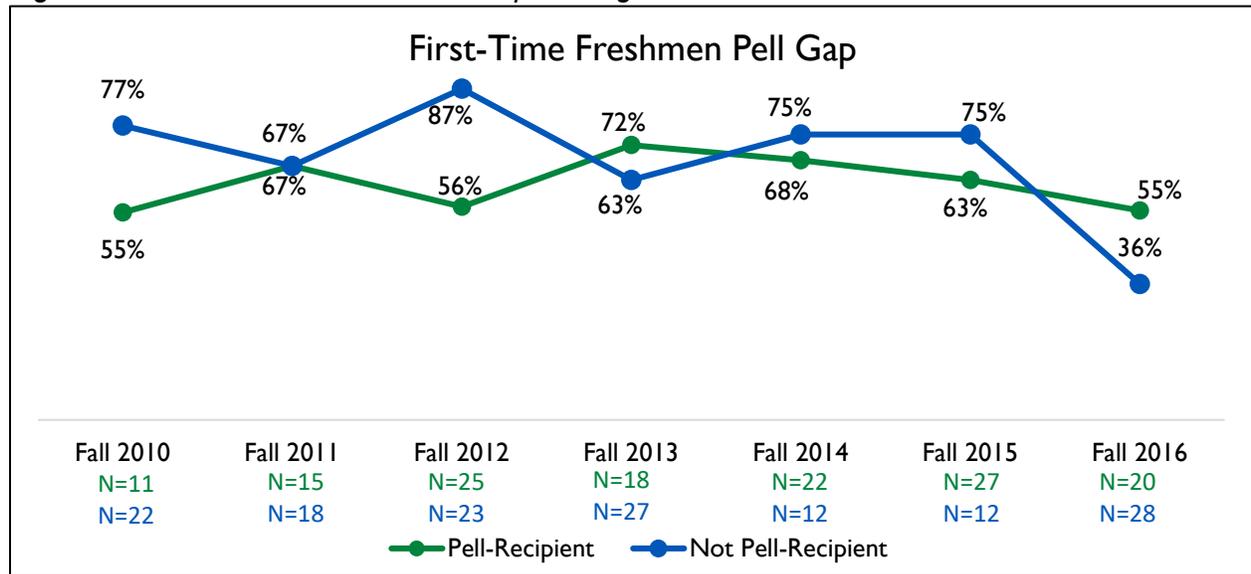


Figure 7 – First-time Freshmen Pell Gap for English¹⁶



Department schedulers carefully monitor student enrollment in order to ensure that courses in the core curriculum are offered with sufficient frequency to facilitate timely progress toward degree for all students, first-time freshmen and junior transfers alike.

Table 7 and Figure 8 provide a snapshot of starting degree vs graduation degree. The majors highlighted in yellow correspond to the English Education major and the blue corresponds to the English Literature major. These tables should not be used to assess the program because their

¹⁵ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?:iid=2>

¹⁶ Source: Tableau https://analytics.cpp.edu/#/site/production/views/GraduationRates_0/FTFPellGap?:iid=2

dataset is not statistically significant. The data captures less than 4% of program majors, a circumstance partly explained by significant changes in major naming conventions during the transition from Quarters to Semesters in 2018.

Table 7 – Snapshot of Starting Degree for Student Population¹⁷

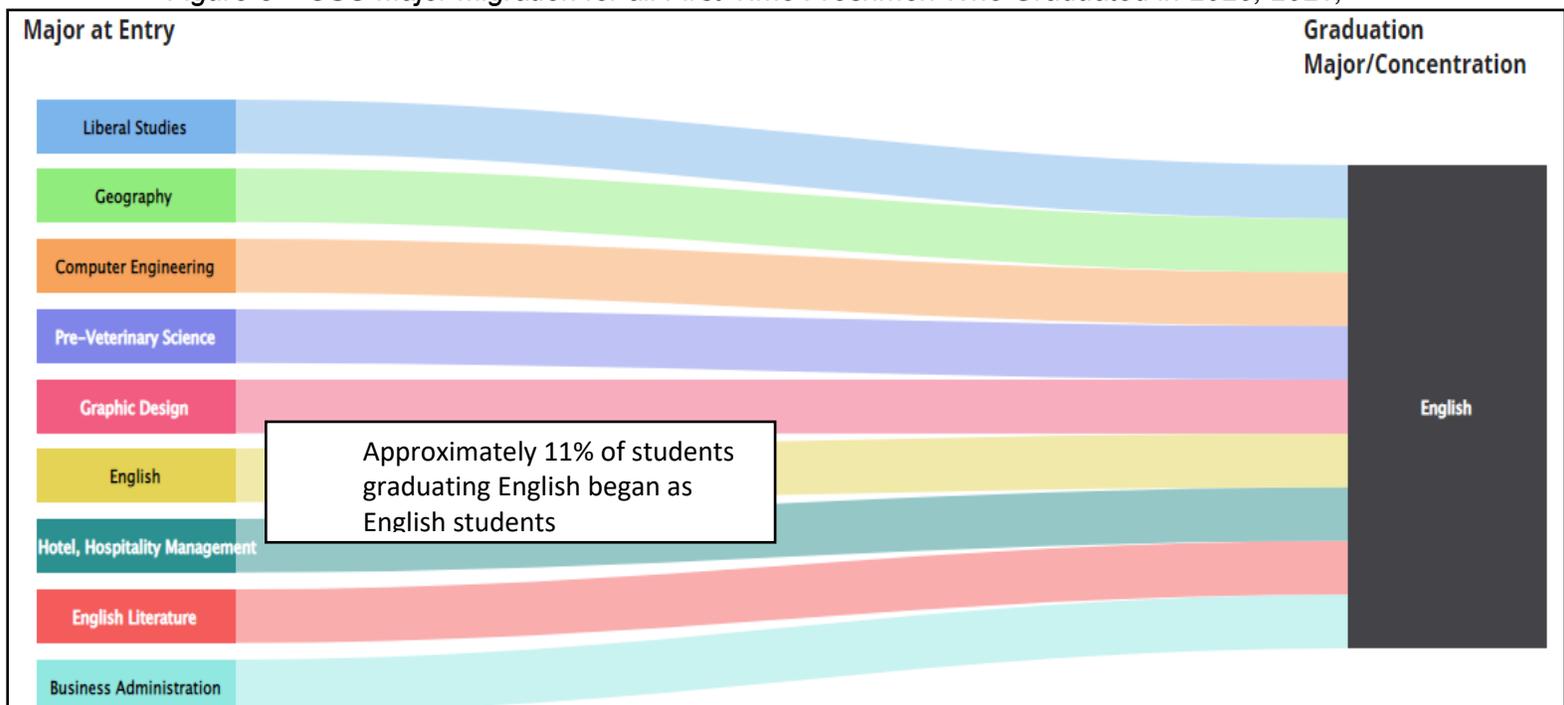
Major at Entry	Major at Graduation	# Students
Liberal Studies	English	1
Geography	English	1
Computer Engineering	English	1
Pre-Veterinary Science	English	1
Graphic Design	English	1
English	English	1
Hotel, Hospitality Management	English	1
English Literature	English	1
Business Administration	English	1
English	English Education	8
English Education	English Education	6
Liberal Studies	English Education	3
English Literature	English Education	2
Undeclared	English Education	2
Biology	English Education	2
Spanish	English Education	1
Mechanical Engineering	English Education	1
Chemistry	English Education	1
Music	English Education	1
Manufacturing Engineering	English Education	1
Exercise Science Opt	English Education	1
Animal Science	English Education	1
Political Science, Government	English Education	1
Marketing	English Education	1
History	English Education	1
English	English Literature	15
English Literature	English Literature	10
Mechanical Engineering	English Literature	2
Computer Engineering	English Literature	2
Liberal Studies	English Literature	2

¹⁷ CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

Journalism	English Literature	2
Undeclared	English Literature	1
Pre-Veterinary Science	English Literature	1
Marketing	English Literature	1
Kinesiology	English Literature	1
Gender, Ethnic, Women's Studies	English Literature	1
English Education	English Literature	1
Business Administration	English Literature	1
Science, Technology and Society	English Literature	1
Language Studies	English Literature	1
Geology	English Literature	1
Theatre Arts, Drama	English Literature	1
Physics	English Literature	1
Food Science	English Literature	1

*The information above is for first-time full-time freshmen who graduated in 2020, 2021, or 2022

Figure 8 – CSU Major Migration for all First-Time Freshmen Who Graduated in 2020, 2021,



¹⁸ CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

3.3 Student Support, Satisfaction and Services Undergraduate

3.3.1 Co-Curricular

The EML department has three student organizations relevant to the English major: Sigma Tau Delta English Honor Society, the Teaching English to Speakers of Other Languages (TESOL) club, and Split Infinitives, a table-top role-playing game club. Sigma Tau Delta provides opportunities for English students to build community, explore career prospects by hosting alumni talks, and engage in creative and research activity by sponsoring literary events, contests, and publications. The TESOL Club supports engages in the same sorts of career and community opportunities. Split-Infinitives provides a social environment that includes both faculty and students and broadens the pool of students interested in the department's course offerings in Creative Writing and Creative Worldbuilding.

On an annual basis, six to ten students within the department partner with faculty members to engage in research, some in intensive research assistantships. Two to three students annually have presented at conferences, with the majority in the past seven years presenting at the Californian TESOL conference. The department maintains a close partnership with the literary journal, Pomona Valley Review, which is staffed entirely by CPP alumni and current EML graduate students. Undergraduate students gain professional editing experience and publications through PVR and through submitting to biannual publications produced in the department's polytechnic experience class, ENG 4401 Journal Publishing Activity, which produces online and print Zines (punk- and skate-inspired literary magazines) and journal issues when the course is offered.

Three to five faculty members annually work with students to participate in campus and systemwide undergraduate Research, Scholarship, and Creative Activities (RSCA) symposia. In Spring 2023, faculty members in the department organized the first departmental Undergraduate Research and Creative Activities symposium (URCAS). These activities provide students with both insight into career activities and accomplishments that signal their preparation for advanced study and research.

Faculty members teaching in the Applied Language Studies option also pooled their time in order to establish the Linguistics and Language Lab (LaLaLab), which offers English and Spanish majors as well as EML graduate students and minors in French, Chinese, Spanish, TESOL, and Writing Studies the use of hands-on cutting-edge tools for their class projects, research studies, and professionalization in languages, rhetorics (especially digital rhetorics), and linguistics. This lab embodies Cal Poly Pomona's "Learn by Doing" philosophy by providing a dedicated space for students to engage in hands-on application of linguistics and language through cutting-edge, innovative technology. The lab serves across projects/assignments, independent studies, group projects, student research, all while fostering student-to-student collaborations in addition to faculty-to-student collaborations.

Two English faculty members were central in the 2019 creation of a campus Maker Studio. The Maker Studio is a collaboration between the University Library, the Office of Academic Innovation, and faculty members across the university. The Maker Studio was created for all students, regardless of major. EML faculty members have used the space for cocurricular and early field experience. Students enrolled in ENG 4401 Journal Publishing Activity have also used the studio to create letter-press editions of Harvest International (a department-based literary journal). ENG 4110, Technologies of Writing, also uses the Maker Studio. ENG 4110 is hands-on exploration of technologies of writing. The course engages new technologies, such as the scroll, the quill, the dip pen, the 3D printer, and Adobe products in order to explore how

these forms ask readers to encounter information. Palm leaf books, scrolls, newspapers, tablets, and computers all ask us to think about information differently and therefore shape how we're prepared to encounter it in different ways.

The department organizes numerous symposia, visiting scholar lectures, and alumni career talks with funding from Student Success fees. Notable lecturers include Claudia Rankine and Ana Castillo (poets and novelists of note). The EML department also administers several scholarship programs, including ones related to Shakespeare studies, careers in teaching, and creative writing. We host an annual student achievements reception where student excellence in a variety of endeavors is showcased.

3.3.2 Academic Advising

Department faculty advise students across the full range of topics, from career advice to mentoring in disciplinary and larger academic cultures. Roughly one-third of the TT department faculty serve as curriculum advisers for majors across options in the department. These advisers focus their efforts on student progress through major degree requirements and partner with the CLASS Student Success Center and Bronco Advising Center when advisees need assistance with General Education or other university matters. Each option within the major and each minor has a coordinator who guides advising efforts for students within that program, often determining in advance which course substitutions are permissible and identifying potential barriers to graduation in the sequencing of course offerings.

The department has a dedicated lead faculty member in advising who works closely with the college's student success center and university advising center and participates in monthly university advising committee meetings. The lead adviser also runs an introductory advising workshop for all new English majors each semester and provides support as needed for Spanish major workshops run by Spanish faculty. This person provides regular updates to department members in biweekly department meetings and with comprehensive emails and advising resources in advance of each academic term, and maintains advising resources in the department's OneDrive share. The lead adviser also mentors new faculty as they take on advising responsibilities, providing training on how to navigate university advising resources, inviting them to shadow several advising meetings with majors, and highlighting university advising professional development opportunities. We think this advising structure pays off in student experience and is reflected in our (positive) 4 and 6 year graduation rate for FTF; and 2 and 4 year graduation rate for transfers.

Department advising efforts would improve with consistent university support in the form of course releases for the lead faculty adviser. We are happy that the college has recently hired a replacement for the English staff adviser who recently left the CLASS Student Success Center (Spanish majors still have their assigned staff adviser there.) A more streamlined portal for accessing student- and adviser-initiated petitions would improve faculty adviser workflow and minimize unnecessary questions for staff advisers. Software improvements for the CPP Connect advising platform would also increase faculty adoption of university advising tools to enhance student access to advising and retention of key advising insights.

3.3.3 Student Satisfaction

The department administers an annual exit survey to students enrolled in option capstone classes and department faculty hold exit interviews during one class session of each capstone. Students report high overall levels of satisfaction with program options. Students in Literary

Studies and English Education have enthusiastically affirmed efforts to decolonize the curriculum and have urged a faster pace in implementation of the changes. Students in Applied Language Studies noted the dedication of faculty and the importance of advising in sequencing the curriculum. English Education students expressed some frustrations with inconsistency in advising between faculty members. Students also report challenges in completing the curriculum in a timely fashion when major requirements are offered in the same time module, e.g. Tues/Thurs at 10:00 AM or 1:00 PM. The results of the most recent Qualtrics survey is summarized in the Assessment section.

3.4 Stakeholders

Data on alumni careers and graduate school placements have not been gathered consistently. Anecdotal evidence based on alumni communications with faculty members and alumni response to invitations to share their workplace experiences with current students indicate strong satisfaction with program preparation. Program graduates compete successfully for teaching positions in nearby school districts, and several graduates report admission to graduate study each year.

The CSU Data Dashboard reports the median earnings for CPP graduates with an undergraduate English degree at 2, 5, 10 and 15 years out from graduation (see Figure 9).

Figure 9—median income at 2, 5, 10 and 15 years out from an undergraduate English degree from Cal Poly Pomona



The department has frequently expressed interest in tracking alumni outcomes but has been stymied by interactions with university development offices. The department does not have sufficient staffing to pursue data collection within the department.

4 PROGRAM EVALUATION –GRADUATE

4.1 Curriculum and Pedagogy –Graduate

Cal Poly Pomona is a comprehensive university whose mission is to advance learning and knowledge by linking theory and practice and to prepare students for lifelong learning, leadership, and careers in a changing multicultural world. The English M.A. program at Cal Poly offers the opportunity for students to engage in the sustained pursuit of advanced study in the fields of Literature, Rhetoric and Composition, and/or TESOL. The program prepares students to pursue careers in high school and postsecondary teaching in community college and university settings, to continue on to doctoral studies, and to enter career fields requiring superior proficiency in written and oral communication, critical thinking, analysis, and research.

MA students are trained in core courses and fields that make them job-ready: our program is best known for its dual emphasis designed in the spirit of the University's philosophy of learning by doing, for its faculty members' accessibility and availability, and for its support of student professionalism. The program fosters public delivery of research among peers as well as faculty-student interactions in professional venues to encourage intellectual growth and academic involvement. In addition, Teaching Assistant training programs in Literature, Composition, and Multilingual Composition give students first-hand experience in designing and teaching their own course.

The program leading to the Master of Arts in English features a broad-based curriculum that offers three options: Literature, Rhetoric/Composition, and TESOL. The primary objective of the Literature option is to deepen students' understanding of literary texts through close analysis, readings in theory and culture, and an emphasis on research and teaching methodologies. The Rhetoric and Composition option includes study of the history of rhetoric, modern rhetorical theory, composition theory, and composition pedagogy. It offers training for graduate students in the teaching of writing at all levels of the educational system. The TESOL option focuses on the study of second language acquisition theories and practical approaches to the teaching of English to speakers of other languages.

In addition to their declared option, MA students in Literature and Rhetoric & Composition currently select a directed group of electives in Literature, Rhetoric /Composition, or TESOL as a secondary area of expertise. To complete this dual emphasis program, Literature students may choose Literature (for a so-called 'double lit' emphasis), Rhetoric/Composition, or TESOL; Rhetoric/Composition students may choose Literature or TESOL. TESOL students remain single-focused in their field so they can meet the 18 units of specialized units that are state-mandated for ESL teachers.

Literature and Rhetoric & Composition students complete five courses (15 units) in their primary option, three courses in their directed electives (9 units) and one complementary course (3 units). TESOL students complete seven classes (21 units) in their primary option and two complementary courses (6 units). All students take ENG 5130: Teaching Writing as part of their curricular requirements to ensure that they have the appropriate pedagogical training, were they to teach at the secondary level, post-graduation. All students also take ENG 5368: Multicultural Literatures in the United States, which is taught as a social justice course that equips students with the tools to think about white privilege, inequity, institutional racism, and the ways in which a history of settler colonialism, genocide and slavery continues to inform social dynamics in the U.S. today. All three options require that students take the Professionalization Practicum (3

units) in addition to their Culminating Experience (1-3 units) that consists of taking master's degree comprehensive examinations or completing a master's thesis. In this culminating experience, students are required to present the competencies learned in their coursework in written form and to demonstrate a high level of academic rigor.

See appendixes for the Literature, Rhetoric & Composition and TESOL curriculum sheets.

Our M.A. Program Learning Outcomes are as follows:

Upon graduation, students will:

1. Respect the unique and overlapping contributions of Literature, Rhetoric and Composition, and Teaching English to Speakers of Other Languages (TESOL)
2. Conduct, analyze, and present original research in the field.
3. Write and speak in clear, expertly-crafted prose, with the ability to convey complex ideas clearly, consistently, and logically
4. Explain how categories of human diversity—i.e. race, gender, ethnicity, disability, etc.—are produced and perpetuated, both influencing personal identities as well as producing structures of inequality.

Our Option Specific Learning Outcomes are as follows:

Literature	Rhetoric/Composition	TESOL
Context: Knowledge of the major historical and literary periods or genres, and representative authors or works in British, American, or World literature	Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	Knowledge of the Field: Ability to demonstrate knowledge of theories, concepts, and analytical tools of the field.
Argumentation: Ability to write a thesis-driven argument using clear, focused, persuasive prose.	Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	Application: Ability to critique, analyze, and understand articles on current research, theories, and analyses in the field.
Textual Analysis: Ability to analyze literature and non-fiction showing clear engagement with the primary text(s) and in-depth textual analysis	Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue.	Pedagogy: Ability to apply theories and discipline-specific skills in the classroom (e.g., teaching, materials design).
Research: Ability to use appropriate theoretical, historical, and cultural	Academic Style: A readable, compelling, professional prose style –	Research: Ability to conduct and present data-based research as

apparatus showing clear engagement with secondary sources	suitable for first submission to a professional journal	appropriate to the discipline.
Writing: Ability to communicate using a clear, professional, and engaging style appropriate to the discourse of literary studies.	Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students	Writing: Ability to report on research, synthesize theories/analyses, and integrate relevant sources, all while using appropriate style.
	Research: Ability to conduct and present high-quality, up-to-date research and analysis in Rhetoric & Composition	

The program has undergone major changes in the past seven years: first, the university converted from quarters to semesters, which triggered a comprehensive revision of the graduate curriculum. The new semester curriculum was implemented in Fall 2018.

Immediately following conversion, the program was required to become compliant with Executive Order EO1071 which mandated the implementation of a 51% minimum common core of courses across all Master’s degree options. This generated the complete reinvention of the graduate program the following year, in 2019. The revised curriculum was implemented in Fall 2020.

Next, the COVID-19 pandemic forced the university to adopt remote instruction in March 2020. This led to reinventions at the instructional level, with the creation and implementation of synchronous and hybrid teaching modes never used at the graduate level before.

Since the pandemic, graduate classes have returned to being taught in-person with a few rare exceptions. Starting in Fall 2024, all classes will only be taught in-person only, a mode that the faculty feels is most conducive to graduate level work.

When comparing our MA curricular structure to those of peer institutions, we considered the six local CSU institutions with whom we are in direct competition when recruiting students. They include: Cal State Fullerton, Cal State LA, CSU San Bernadino, CSU Northridge, CSU Long Beach, and San Diego State University.

We are similar to half of these programs (CSU Fullerton, CSUN, and San Bernadino) in that we offer students a choice of specialization with several primary options to choose from. All four programs, ours included, offer specializations in Literature and Rhetoric & Composition. Only San Bernadino and our program offer students the option to specialize in TESOL / Linguistics. The other two programs offer Creative Writing as an alternative option, which we do not.

Our program is very distinct from that of Cal State LA, CSU Long Beach, and San Diego State which offer literature heavy curricula with limited choices of sub-specialization, if any. CSU Long Beach is solely focused on Literary Studies with a curriculum that closely aligns with our MA requirements prior to our 2018 semester conversion: required courses follow a traditional

coverage model that mandates students take classes across a wide range of periods and eras. Long Beach requires a strong foundation in British literature, while our curriculum mandated courses in World Literature, British, and American. At Cal State LA and at San Diego State, graduate students can choose to supplement their literary training with two rhetorical classes or writing studies courses, but they do not have to.

Noteworthy is also the language requirement that San Bernadino and Fullerton have added to their MA curriculum, which students must meet in addition to fulfilling their 30-unit degree requirement. We are the only program that mandates, in its place, a Language in Society course at the graduate level, which is integrated into our degree requirements. CSUN offers a similar course, but it remains an elective for students rather than a required course.

Our overall analysis reveals that we remain quite distinct from all six programs because of the flexibility our curriculum offers students: Literature students can *choose* to diversify their training, but are not required to, which serves doctoral-aspiring students well. Our Literature curriculum makes a conscious effort to include courses that address global and transnational concerns (with the inclusion of courses in World Literature, Hemispheric American Literature, Postcolonial Literatures, 9/11 Literature, etc.) and that reflect shifting disciplinary concerns (with the inclusion of courses in Book History and Digital Humanities), thus moving away from a traditional coverage model that might favor period, geography, and/or canonical literature. Rhetoric & Composition students, who are trained in ways that marry theory, practice, and pedagogy, are *required* to diversify their training by choosing a sub-specialty, which our graduate faculty feels best prepares them for the current demands of the job market. Requiring our TESOL students to take 21 units of specialized courses in their field ensures that they meet state standards of employment while giving them greater training and exposure within the field of Language Studies and Linguistics.

Our program allows students to double-specialize, providing greater depth of study (9 units) than our peer institutions while also mandating all students have training in teaching pedagogy, language in society, and social justice practices, which we feel is essential to decolonizing the curriculum and mentalities. Lastly, we are the only program that offers a Professionalization Practicum as a way to prepare students for the job market in the career path of their choice, in or outside of academia. This mandatory course allows students to both explore career options and to partake in professionalization activities during the entirety of their graduate education. The course encourages focused soul-searching, carves our time for students to research job descriptions and requirements, allows students to develop their resume or CV while enrolled in the program, and makes invisible labor visible by tying it to course units, thus incentivizing students to plan their future so they may be well positioned to secure their dream job immediately after graduation.

Clearly absent from our current curriculum are undergraduate courses, which all of our peer institutions allow (up to 6 units) as part of their MA degree requirements. Because a large number of our undergraduate BA in English students choose to return to the EML department to earn their MA, the faculty made the conscious decision to omit undergraduate coursework from the graduate curriculum. Establishing a clear distinction between undergraduate and graduate work has helped our students transition to the MA program ready to meet the demands of graduate level work. Also clearly absent from our curriculum are Creative Writing courses, which we are not equipped to offer at this time. We are actively working on integrating creative writing into the undergraduate curriculum, with plans to roll out in Fall 24 a revised BA in Literary Studies curriculum that includes creative writing offerings. Although our current curricular model seems to prepare our graduate students well for the job market in and outside of academia, it

would be worth investigating whether they show the same growing interest in creative writing course options as do our undergraduates. If so, we could develop a plan to add creative writing electives to the Literature and Rhetoric & Composition options.

Collectively, the MA program in English has adapted to current professional expectations in several manners, as shown above: preparation, matriculation, instruction, and pre-professional experiences. Incoming students gain an understanding about programmatic expectations through an orientation hosted by the graduate coordinator and faculty. During matriculation, students are apprised of disciplinary expectations through advising, memos, workshops, and instruction through a scaffolded, well-rounded curriculum. The curriculum is comprised of a methods course in the student's primary field supplemented by coursework in that field, which is complemented by a secondary option when possible, and by one additional course outside of the student's expertise to ensure a well-rounded education. Every student in the program receives pedagogical training and exposure to social justice principles. In addition, students gain practical professional knowledge about expectations in their field(s) through opportunities to present their work at the Annual EML Graduate Symposium, local and national conferences (e.g., California TESOL, Pacific Ancient and Modern Language Association, Modern Language Association, Conference on College Composition and Communication). Faculty work collaboratively to mentor students as part of acclimating them to professional practices. The creation of a mandatory Professionalization Practicum course (ENG 5400) as part of the core requirements effectively captures the program's efforts to help students meet professional expectations meaningfully in the career path of their own choosing.

Careful planning of course offerings, careful rotation of classes, and intensive advising has prevented bottleneck courses in the program. We do not have any bottleneck courses, whether they be access-bottleneck or completion-bottleneck courses. The graduate coordinator carefully monitors admission and enrollment numbers so that we can offer courses on a two-year rotation that meets student demands. This is the case for both required courses (prior to EO1071) and for core courses including methods courses that are option specific (since the implementation of EO1071).

Advising plays an essential role in the prevention of bottlenecks, which have been completely eliminated since conversion. Students have an academic worksheet that maps out the entirety of their degree courses term by term, which accounts for all core, elective courses and secondary option courses selected. This allows us to anticipate demand for each class and to plan course offerings accordingly. Mandatory courses in each option are offered yearly or every other year, elective courses are offered on a rotational basis, and core courses offered either annually or every term, depending on demand.

Early and intensive academic advising has been key to reducing the impact of high drop / withdrawal / fail rates in the graduate program to ensure student success and program effectiveness. Mandating academic advising meetings before students join the program has been key to ensuring that students are aware of program requirements and expectations from the onset in addition to helping them select appropriate courses and courseloads and setting realistic academic goals. This onboarding system is complemented by a comprehensive orientation program that familiarizes students with the program's structure, resources, and support services, but also with their graduate faculty and their peers. This helps students acclimate to the program, understand what's expected of them while encouraging early socializing and networking and making it easier for students to reach out to faculty for guidance or assistance. In addition, the graduate coordinator conducts regular progress monitoring by checking in via email and in person, monitoring at-risk students or students on academic

probation, and following up with students individually when their instructors report privately that they are struggling in their current class(es). Although time intensive, early intervention and frequent communication have been effective in supporting students academically while ensuring that they are matched with additional resources and support services to prevent future struggle. On a more systemic level, closing the assessment loop by reviewing the student feedback we collected in parallel to exam results and course success rates helps us ensure that course expectations, course assignments, and learning outcomes continue to be aligned, clearly communicated, and appropriate to maximize student success. Our assessment process also includes regular curriculum review that we conduct yearly when scheduling courses for the following academic year. This internal review process helps us ensure that the curriculum remains relevant and engaging.

The graduate program takes full advantage of the unique multidisciplinary nature of the English and Modern Languages department at Cal Poly Pomona. To meet the 2019 EO 1071 mandate that a core common to all options be created, the graduate faculty intentionally designed a core that would fully integrate Rhetoric and Composition, Linguistics and Literature so we could play up our interdisciplinary strengths. All graduate students are now required to take classes in adjacent fields to complement their training and education. This means that all graduate students take at least one class in Literary Studies (ENG 5368: Multicultural Literature in the US), one class in Rhetoric and Composition (ENG 5130: Teaching Writing), and one class in linguistics (ENG 5236: Sociolinguistics), regardless of their area(s) of specialty. In addition, graduate course offerings in the Literary Studies option include three courses taught in English by our Spanish faculty (ENG 5810: Early Modern European Drama, ENG 5801 Poetry and Poetics, and ENG 5880: Emerging Issues in Literature), allowing the program to broaden its scope of courses and further diversify their nature and perspectives.

4.2 Assessment of Student Learning – Graduate

Please see appendix for curriculum matrix.

Over the past seven years, the program has assessed the learning of students completing the program through a culminating experience. Students predominantly choose to take ENG 6970: Comprehensive Examination, though they can choose instead to take ENG 6960: Master's Thesis instead.

The specifics of the ENG 6970 experience vary by program option, reflecting differences in disciplinary knowledge, values, and practices:

- **Literature** students take a comprehensive examination administered during weeks 6–10 of the semester. Over the past seven years, the nature of the examination has shifted away from including a timed component focused on Quote ID identification and analysis toward more fully fleshed and longer take-home essays where students respond to essay prompts using textual evidence and research.
- **Rhetoric & Composition** students complete a portfolio during weeks 1–10 of the semester. The portfolio is comprised of a take-home essay in addition to self-reflective assessment and revisions of five previously submitted seminar papers or projects.
- **TESOL** students take a four-hour sit-down exam during week 11 of the semester. The exam covers grammar, pronunciation, and second language acquisition. Upon completion, students receive take-home exam prompts in the fields of grammar, pronunciation, second language acquisition, and composition, which are due ten days later. The sit-down

component of the exam was moved online in Spring 2020 because of the pandemic and reinstated in Fall 2021.

In each case, student work is assessed according to that option’s rubric.

Assessment of Literature SLOs:

Structure of Literature Option Comprehensive Examinations Prior to Fall 2019

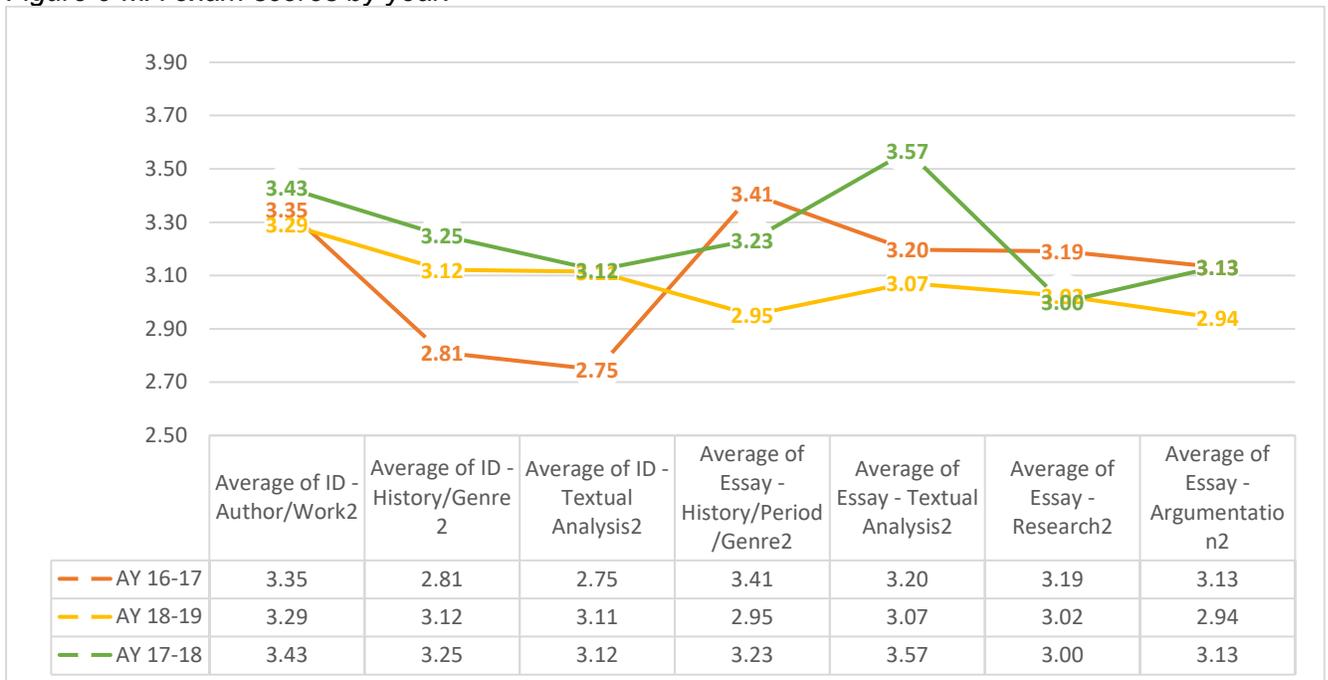
Up until Fall 2019, the Comprehensive Examination in Literature was typically administered during weeks 11 and 13 of the Fall and Spring semesters. Students first took a two-hour timed Quote ID/Analysis examination in a computer lab. Students were provided with a list of three unattributed quotations from each course. Students were asked to identify the author/text for 10 total quotations before being asked to analyze the citations to demonstrate their textual analysis skills and their familiarity with the period and/or genre. Reading lists for the exams were automatically generated from faculty syllabi. Students were expected to be familiar with all the texts on the syllabi. Both Quote IDs and essays were assessed anonymously by multiple faculty based on widely distributed program rubrics. Upon completion of the timed exam, students then received a take-home examination asking them to respond to a selection of essay prompts using textual evidence and research. They were asked to produce three 8-page essays in ten days, two essays based on coursework and one essay based on the annual “Common Read” text. The Common Read text was a single text that was not taught in any course. It was chosen by graduate faculty members each year and announced one to two years prior to the exam. Students were expected to read the Common Read text on their own and transfer their knowledge gained in the classroom to an unfamiliar text. Table 8 and 9 give detailed information on MA exam scores by year.

Table 8--Literature Option Exam Results from Fall 2016 - Spring 2019

	AY 16-17	AY 18-19	AY 17-18	Grand Total
Average of ID - Author/Work	3.35	3.29	3.43	3.34
Average of ID - History/Genre	2.81	3.12	3.25	2.95
Average of ID - Textual Analysis	2.75	3.11	3.12	2.90
Average of Essay - History/Period/Genre	3.41	2.95	3.23	3.25
Average of Essay - Textual Analysis	3.20	3.07	3.57	3.20
Average of Essay – Research	3.19	3.02	3.00	3.12
Average of Essay - Argumentation	3.13	2.94	3.13	3.07

Note: these scores are calculated from our 4-point grading rubric. A perfect score is 4.00.

Figure 9 MA exam scores by year.



Note: as above, these scores are from our 4-point MA Exam rubric, with a perfect score being 4.00.

Structure of Literature Option Comprehensive Examinations Post Fall 2019

Beginning in Fall 2019, the graduate faculty voted to eliminate the Quote/ID analysis component of the comprehensive examination. Starting in Fall 2019, Literature students were asked to submit a total of three take-home essays, each meeting a minimum of 3,125 words (10+ pages). The essay prompts are distributed on Monday of week 6 and all essays are due 5 weeks later, on Monday of week 11. Exams are evaluated anonymously by multiple faculty members using a grading rubric aligned with the Literature option student learning outcomes. Every year, faculty members decide on a single text, known as the Common Read Text, that has not been taught in any course. Students are expected to transfer their knowledge gained in the classroom to this unfamiliar text.

Essay 1: Common Read essay with an emphasis on close reading and in-depth analysis. Students are provided with two prompts on the Common Read text and select one.

Essay 2: Breadth essay. Rather than produce close readings of texts, students produce a critical synthesis at a broad level of no fewer than six literary texts from their coursework at CPP to make claims about a period or genre. Students are provided with three prompts and select one. Possible prompts may consist of discussing the evolution of a genre over time, analyzing the relationship between history and literature, or considering the function of setting in various time periods and/or geographies.

Essay 3: Thematic essay. Students are provided with three prompts and select one. The essay prompts are not course specific but rather focus on a thematic, a problematic, a question, a literary movement, a genre, etc. In response to one prompt, students discuss at least three literary texts from their coursework at CPP.

Appendix: Students produce a bibliography of all the *primary* texts they cited in their three essays and include the date of *original* publication. The bibliography must be formatted according to MLA guidelines, 8th edition only. Students must show a diversity of texts in essays 2 and 3, working across periods with a required range of a hundred years, not including the common read. Texts cannot be used across essays. Failure to submit a bibliography that conforms to these guidelines results in a grade penalty of 5% on the comprehensive exam.

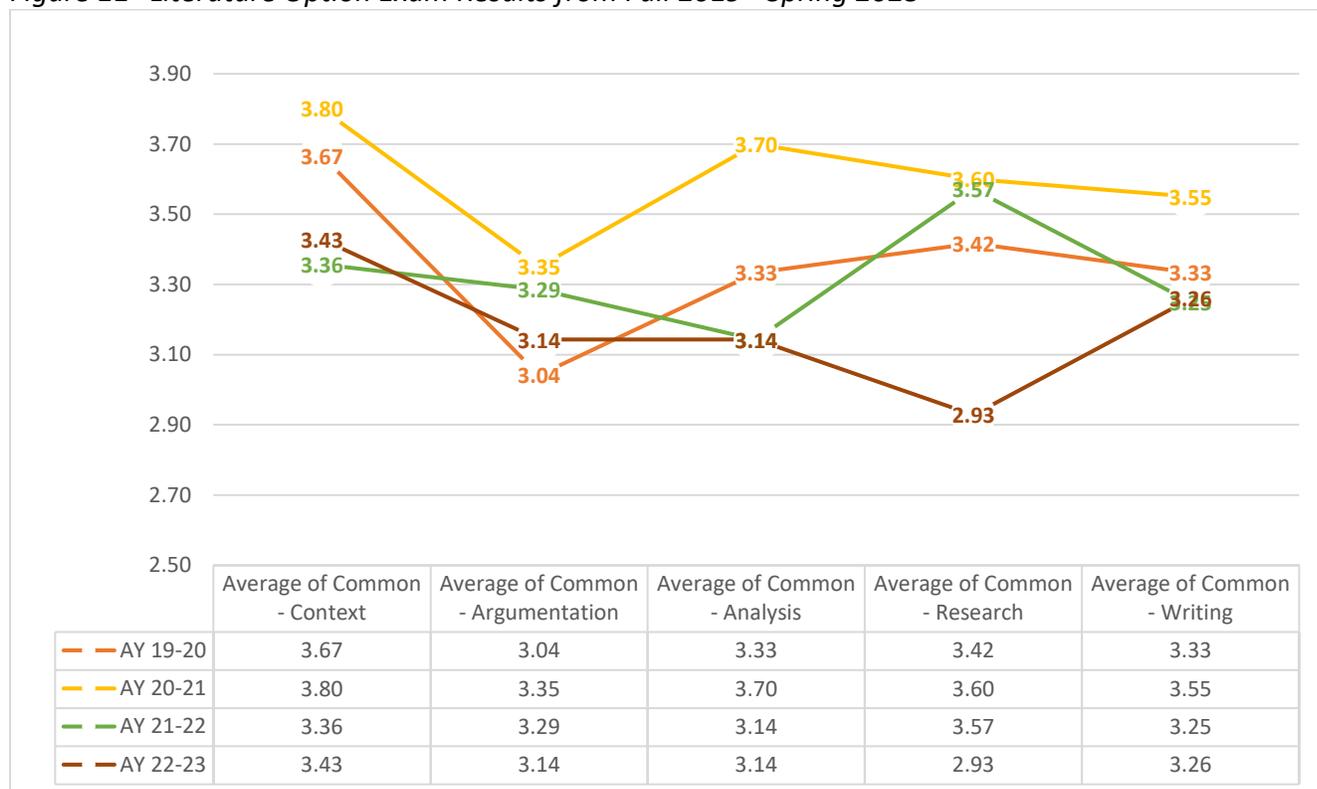
Literature Exam Rubric from Fall 2019- Spring 2023

See appendix. Table 10 and Figure 11 show Literature Option exam results since 2019.

Table 10--Literature Option Exam Results from Fall 2019 - Spring 2023

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Grand Total
Average of Common - Context	3.67	3.80	3.36	3.43	3.54
Average of Common - Argumentation	3.04	3.35	3.29	3.14	3.20
Average of Common - Analysis	3.33	3.70	3.14	3.14	3.30
Average of Common - Research	3.42	3.60	3.57	2.93	3.36
Average of Common - Writing	3.33	3.55	3.25	3.26	3.33

Figure 11--Literature Option Exam Results from Fall 2019 - Spring 2023



Note: both Table 10 and Figure 11 show scores on our 4-point exam grading scale.

Literature Option Programmatic Response Based on These Results

Between Fall 2016 and Spring 2019, graduate Literature students took a timed exam, which was created by individual faculty and tied to individual courses. Not only were these outdated timed exams poor and inequitable evaluators of student learning, but the grading was inconsistent and not directly tied to student learning outcomes.

As a program, we agreed to revise the exam to facilitate assessment of student learning. The new exam was implemented in Fall 2019. It was designed to provide an equitable experience for all students as well as the time necessary to demonstrate their learning in the expected outcomes. Most importantly, the exam criteria are directly mapped to program SLOs. The introductory research course for literature students, ENG 5010, adopted this grading rubric for its assignments, and faculty in the program have been encouraged to adopt the rubric in their own classes as well. Additionally, we have provided valuable resources to students and host information sessions every term to prepare students for the exam.

The program would benefit greatly from promoting a consistent experience for students through aligning faculty expectations. Norming faculty to the grading rubric before the exam, setting priorities in Fall Retreat to create pedagogical interventions, or consistently deploying the rubric in class are some strategies to adopt.

We need help on two fronts to advance our work: first, we need time to design and implement a norming session and time for faculty to participate in pedagogical discussions. Supporting the grad coordinator to prepare and conduct this work is one important resource necessary. But we also need leadership to prioritize space for pedagogical discussions within the normal operations of the department so that these crucial discussions are not added labor but centered within the work of the department. Doing so will also help promote a culture of collaboration between faculty that's necessary to address these programmatic needs.

Second, we need modernized classrooms. We are also hampered by a lack of versatile classroom space, which hinders pedagogical innovation. When classrooms are designed solely as lecture spaces, it eliminates the possibility for discussion, collaboration, and active learning strategies. For the last six years, the department has actively sought funds to update classroom spaces with rolling tables and chairs but has been denied these simple requests both by the Dean's Office and SPICE grants. This is particularly frustrating since our requests do not involve complex tech support or expensive upkeep—just the most basic of classroom needs.

Assessment of TESOL SLOs:

Students in the TESOL option take a four-hour sit-down exam typically in week 11 of the term in three areas: Grammar, Pronunciation, and Second Language Acquisition (SLA), followed by take-home exams in Grammar, Pronunciation, Second Language Acquisition, and Composition. Students are given 10 days to complete the take-home exams.

TESOL Option Exam Results from Fall 2016 - Spring 2023

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Grammar							
Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Superior = 2 Satisfactory = 5 Below Sat = 0	Superior = 3 Satisfactory = 10	Superior = 1 Satisfactory = 6 Below Sat = 2	Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field;	Superior = 2 Satisfactory = 5 Below Sat = 0	Superior = 1 Satisfactory = 12	Superior = 1 Satisfactory = 6 Below Sat = 2	Superior = 4 Satisfactory = 2 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to conduct and present <i>high-quality</i> research/analysis appropriate to their discipline	Superior = 2 Satisfactory = 4 Below Sat = 1	Superior = 1 Satisfactory = 12	Not assessed	Superior = 4 Satisfactory = 2 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Not assessed	Superior = 1 Satisfactory = 12	Superior = 1 Satisfactory = 6 Below Sat = 2	Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 3 Below Sat = 5	Superior = 2 Satisfactory = 0 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy	Superior = 2 Satisfactory = 5 Below Sat = 0	Superior = 1 Satisfactory = 12	Superior = 1 Satisfactory = 6 Below Sat = 2	Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy	Superior = 2 Satisfactory = 3 Below Sat = 2	Superior = 3 Satisfactory = 10		Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Ability to conduct and present <i>high-quality data-based</i> research/ analysis in second language acquisition, grammar, pronunciation, and TESOL composition	Superior = 2 Satisfactory = 4 Below Sat = 1	Superior =3 Satisfactory = 10		Superior = 4 Satisfactory = 2 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design)	Not assessed	Superior =1 Satisfactory = 12		Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 3 Below Sat = 5	Superior = 2 Satisfactory = 0 Below Sat = 0
Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	Superior = 1 Satisfactory = 4 Below Sat = 2	Superior =3 Satisfactory = 10		Superior = 5 Satisfactory = 1 Below Sat = 0		Superior = 0 Satisfactory = 7 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
SLA							
Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Superior = 0 Satisfactory = 1 Below Sat = 0		Superior = 3 Satisfactory = 2 Below Sat = 2			Not assessed	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field;	Superior = 0 Satisfactory = 1 Below Sat = 0		Superior = 4 Satisfactory = 1 Below Sat = 2			Not assessed	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to conduct and present <i>high-quality</i> research/analysis appropriate to their discipline	Superior = 0 Satisfactory = 1 Below Sat = 0		Superior = 3 Satisfactory = 3 Below Sat = 2			Not assessed	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Not assessed		Not assessed			Not assessed	Superior = 2 Satisfactory = 1 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy	Superior = 0 Satisfactory = 2 Below Sat = 0		Superior = 3 Satisfactory = 2 Below Sat = 2			Superior = 1 Satisfactory = 0 Below Sat = 0	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy	Superior = 0 Satisfactory = 2 Below Sat = 0		Superior = 4 Satisfactory = 1 Below Sat = 2			Superior = 0 Satisfactory = 1 Below Sat = 0	Superior = 2 Satisfactory = 1 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Ability to conduct and present <i>high-quality data-based</i> research/ analysis in second language acquisition, grammar, pronunciation, and TESOL composition	Superior = 0 Satisfactory = 2 Below Sat = 0		Superior = 4 Satisfactory = 3 Below Sat = 1			Superior = 0 Satisfactory = 1 Below Sat = 0	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design)	Not assessed		Not assessed			Superior = 0 Satisfactory = 1 Below Sat = 0	Superior = 2 Satisfactory = 1 Below Sat = 0
Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	Superior = 0 Satisfactory = 2 Below Sat = 0		Superior = 3 Satisfactory = 4 Below Sat = 1			Superior = 0 Satisfactory = 1 Below Sat = 0	Superior = 2 Satisfactory = 1 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Pronunciation							
Familiarity with the basic theories, knowledge areas, and analytical tools of the field		Superior=1 Satisfactory = 7 Below Sat = 2		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field;		Superior = 1 Satisfactory = 7 Below Sat = 2		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to conduct and present <i>high-quality</i> research/analysis appropriate to their discipline		Not assessed		Superior = 0 Satisfactory = 4 Below Sat = 0	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 1 Satisfactory = 3 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas		Superior = 1 Satisfactory = 7 Below Sat = 2		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy		Satisfactory = 9 Below Sat = 1		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy		Superior = 2 Satisfactory = 7 Below Sat = 1		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Ability to conduct and present <i>high-quality data-based</i> research/ analysis in second language acquisition, grammar, pronunciation, and TESOL composition		Superior = 2 Satisfactory = 7 Below Sat = 1		Superior = 0 Satisfactory = 4 Below Sat = 0	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design)		Superior = 1 Satisfactory = 8 Below Sat = 1		Superior = 3 Satisfactory = 0 Below Sat = 1	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 0 Satisfactory = 4 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0
Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.		Superior = 2 Satisfactory = 7 Below Sat = 1		Superior = 0 Satisfactory = 4 Below Sat = 0	Superior = 0 Satisfactory = 2 Below Sat = 0	Superior = 1 Satisfactory = 3 Below Sat = 1	Superior = 0 Satisfactory = 1 Below Sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Writing							
Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 9 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Superior = 3 Satisfactory = 0 Below sat = 0
Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field;	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 9 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Superior = 3 Satisfactory = 0 Below sat = 0
Ability to conduct and present <i>high-quality</i> research/analysis appropriate to their discipline	Not assessed	Not assessed	Not assessed	Not assessed	Not assessed		Superior = 3 Satisfactory = 0 Below sat = 0
Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 3 Satisfactory = 1 Below Sat = 0	Superior = 0 Satisfactory = 9 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Superior = 3 Satisfactory = 0 Below sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 0 Satisfactory = 9 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Superior = 3 Satisfactory = 0 Below sat = 0
Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 9 Satisfactory = 0 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Superior = 3 Satisfactory = 0 Below sat = 0

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Ability to conduct and present <i>high-quality data-based</i> research/ analysis in second language acquisition, grammar, pronunciation, and TESOL composition	Not assessed	Not assessed	Not assessed	Not assessed	Not assessed		Not assessed
Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design)	Superior = 1 Satisfactory = 16 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 9 Satisfactory = 0 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Not assessed
Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	Superior = 0 Satisfactory = 17 Below Sat = 0	Superior = 2 Satisfactory = 2 Below Sat = 0	Superior = 9 Satisfactory = 0 Below Sat = 0	Superior = 2 Satisfactory = 0 Below Sat = 0	Superior = 1 Satisfactory = 0 Below Sat = 0		Not assessed

TESOL Option Programmatic Response Based on These Results

The TESOL option examination results have remained consistent over the past seven years except for the period of time that coincides with the pandemic, when the students were struggling with online learning and issues plaguing the world at the time. We have not implemented significant changes in the assessment process in the past seven years with a few exceptions:

First, we have changed the specific content (but not format) of the exams when senior faculty retired and new faculty took on their classes. Second, we have added a take-home component to the Pronunciation exam in 2016 in response to the fact that we could not assess some of the outcomes (research, writing, implementation of theories) in a sit-down exam without extending the exam time beyond a reasonable limit. Had we added to the sit-down exam, students would have been unable to complete the exam in the 4-hour block allotted. Third, we have focused our efforts since Fall 2019 on the research TESOL student learning outcome to help students engage in higher quality research. To do so, we have started offering more flexible opportunities for students to engage in research in their coursework. That is, we are giving students the option to conduct empirical research if they are so motivated, or to do more teaching-oriented projects instead for their culminating projects. Fourth, ENG 5130 (Introduction to TESOL) is now being used to provide students with formal training on how to conduct research and write a proposal so that they acquire the tools they need to conduct a study or propose a new study in their other courses. Lastly, we have decided to remove the undergraduate prerequisites ENG 3211 (Structure of Language) and ENG 3212 (Language Acquisition) in an effort to close the loop, to offer graduate students a more streamlined path forward for equity purposes, but also to provide students with foundational knowledge in phonetics, phonology, and language acquisition at the graduate level, to give them the tools to succeed rather than require them for admission.

In the near future, we would like to move away from exam assessment in favor of switching to portfolio assessment as soon as possible. Although this decision was made unanimously among the TESOL graduate faculty, they have not been able to design or implement the portfolio model yet given the high teaching load and limited faculty numbers in the program. The TESOL faculty also want to redesign the Practicum courses to bring it up to date in its content and practices. Students do not test on its content on the comprehensive examination, but faculty see a need for implementing changes in light of the developing pedagogies.

Due to the pandemic reducing the number of TESOL jobs on the market, enrollment in the TESOL option is lower than normal. As a result, TESOL faculty along with the Graduate Coordinator are actively engaging in recruiting more students to the program. TESOL faculty would like to amplify these efforts on a curricular level as well, by strategically revamping the TESOL option curriculum to align it clearly with current pedagogy and today's teaching concerns.

Resources are needed to advance these efforts. To implement a switch to portfolio assessment, the TESOL faculty feel they would need 6 units of WTUs of reassigned time over the course of one year distributed among themselves. To support recruitment efforts, the graduate program as a whole would need funds to hold events such as open-houses, to facilitate on-site visits to local schools to offer their teachers opportunities for professional development, or to implement pathways for teachers at local adult schools to earn a combined Adult Credential/MA or simply take courses in our program that would help them earn the Adult Credential. All these require

time and effort and are very challenging to undertake without any institutional support or funding. The TESOL option would also like to better support current graduate students who would like to write an MA. Thesis to engage in research or to prepare for a doctoral program. Due to the significant workload involved when supervising MA theses, faculty really need some assigned time to supervise a greater number of theses. Finally, graduate students can also benefit from a dedicated departmental fund for professional development, e.g., conducting research projects, presenting at conferences, etc.

Assessment of Rhetoric and Composition SLOs:

Rhetoric & Composition uses a portfolio system as the culminating experience for the vast majority of MA students in Rhetoric & Composition. Since 2016, for example, only one student has finished the program by completing a master's thesis. This student did so successfully. For comparison, in that same time, there have been 85 portfolios.

The portfolio has four major components: a cover page confirming the contents of the portfolio, an 8-10 page reflective essay that considers how well the portfolio meets the Student Learning Outcomes of the Rhetoric & Composition MA Option, a 5-6 page rhetorical analysis of a text using appropriate classical, modern, and contemporary rhetorical theories/scholarship, and five seminar papers or projects, each including a discussion of changes in the direction or arguments the paper might take after accounting for new perspectives gained since each paper or project was written, plus annotations in the text indicating where changes would be made. Portfolios are completed during the first 10 weeks of the semester, due in the eleventh week.

Rhetoric & Composition Option Portfolio Rubric: see Appendix

Since the implementation of the portfolio, the COVID-19 pandemic was the first major stress test of the system. In AY 20-21, five students out of 12 earned high passes (a score of 23 or higher out of a possible 24 points). Although high passes are not incredibly rare in this year, they accounted for 38% of scored portfolios in the academic year under review. However, we also had a very slightly increased number of Borderline Passes (one out of 12 students) or No Pass scores (two out of 12 students). Anecdotal evidence suggests that each of these students had to deal with serious issues related to the pandemic while they worked on the portfolio. We are pleased to report, though, that both the student with the borderline portfolio and one of the students with a failing portfolio did end up passing via procedures in place.

Based on this and data from portfolios in the years before and since, we believe that the current portfolio system works much better than the previous comprehensive exam. For comparison, before we switched to portfolios, students tried—with considerable anxiety—to memorize theorists, theories, concepts, terms, and facts. What we often got instead of an answer to our question was a knowledge dump of everything they could remember that they had studied.

The current system gives us much more insight about the complete set of outcomes, especially the ability to apply theoretical concepts to actual texts and events. Students' anxiety levels are also much lower, leading to better performance. The portfolios also allow us to see how a student has grown over time, and some have grown a great deal. Some students who have struggled with graduate work at the beginning of their studies find their way to and learn to read, think, and use concepts like a graduate student and eventually like a professional. The annotations to past projects show us who is thinking, re-thinking, and assessing their own work and who is just going through the motions of doing that. Furthermore, the practice of writing at least a pair of new rhetorical analysis prompts for each semester allows students to apply their

knowledge to current real-world texts and issues. This makes rhetoric a living ongoing enterprise, not dead knowledge from ancient times. Many of our prompts involve videos and other multimodal texts. Writing these prompts also keeps the rhetoric & composition faculty up to date and on their toes.

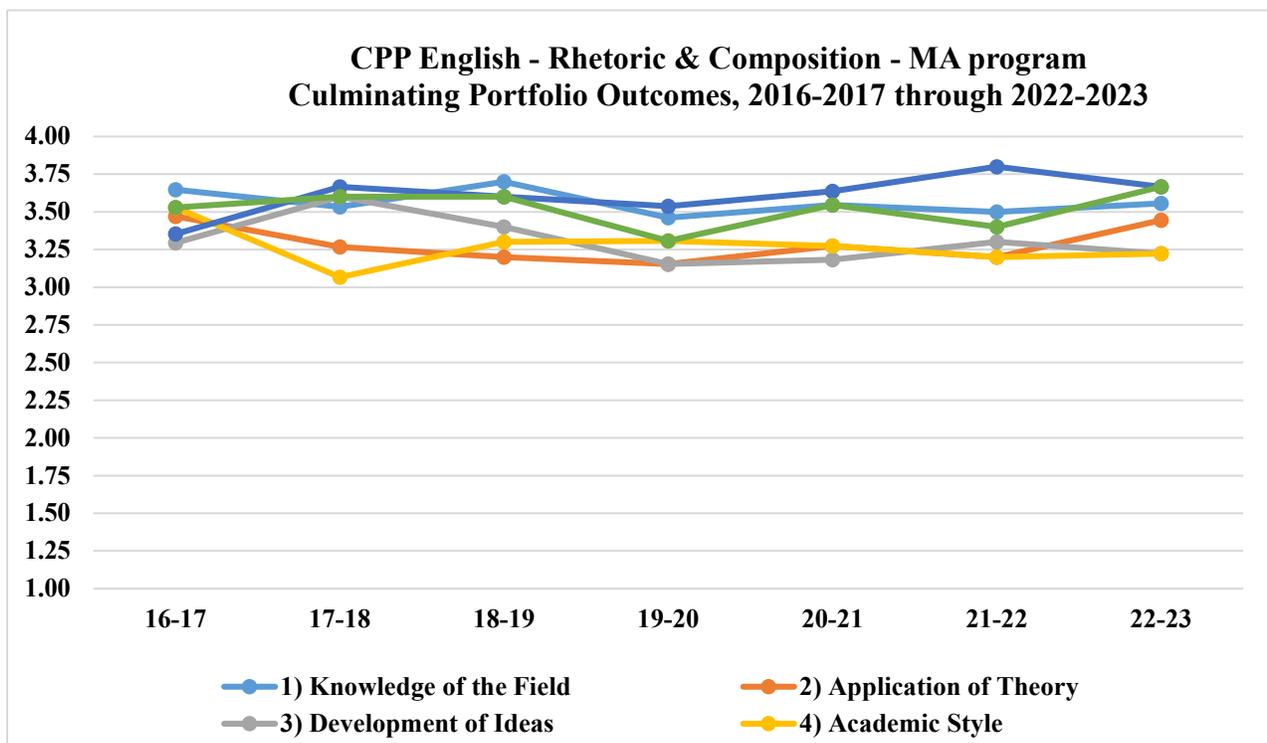
For the Rhetoric & Composition option, the portfolio system allows students with different strengths to succeed. Some students are excellent writers who excel at rhetorical analysis. Others are primarily teachers who use rhetorical concepts to enrich their teaching and to design highly effective assignments. All others, who have not taught before, come at the application of theorists in a way that appears to be more scholarly but lacks the benefit of praxis. In our program, both sorts of students can succeed, and the process clearly shows the strengths and weaknesses of each one.

Table 11--Rhetoric & Composition Option Portfolio Results from 2016-2017 through 2022-20

	1) Knowledge of the Field	2) Application of Theory	3) Development of Ideas	4) Academic Style	5) Pedagogical Insight	6) Research
16-17	3.65	3.47	3.29	3.53	3.35	3.53
17-18	3.53	3.27	3.60	3.07	3.67	3.60
18-19	3.70	3.20	3.40	3.30	3.60	3.60
19-20	3.46	3.15	3.15	3.31	3.54	3.31
20-21	3.55	3.27	3.18	3.27	3.64	3.55
21-22	3.50	3.20	3.30	3.20	3.80	3.40
22-23	3.56	3.44	3.22	3.22	3.67	3.67

Note: scores reported in our 4-point MA portfolio rubric.

Figure 12—Rhet/Comp option portfolio scores over time.



Overall analysis of these results

1) Knowledge of the Field:	97.65% of portfolios @ 3 or 4 3.56 overall average score
2) Application of Theory:	95.29% of portfolios @ 3 or 4 3.29 overall average score
3) Development of Ideas:	90.59% of portfolios @ 3 or 4 3.31 overall average score
4) Academic Style:	92.94% of portfolios @ 3 or 4 3.28 overall average score
5) Pedagogical Insight:	100% of portfolios @ 3 or 4 3.59 overall average score
6) Research:	98.82% of portfolios @ 3 or 4 3.52 overall average score

Rhetoric and Composition Option Programmatic Response to Results

In the most recent year, AY 2022-23, students exhibited solid understanding of SLO #1, rhetorical history and modern rhetorical theory. An additional strength was in their tying theories within the field to cultural and feminist Rhetorics, as well as writing pedagogy. In terms of SLO #2, application of theory, student portfolios leveraged a range of theories and concepts. Because the essays tend to shy from deeper, critical implication of those theories, we plan to address this by revisiting the structure of the response to the rhetorical analysis prompt, which through an extension of length, would allow for deeper engagement with the selected texts. The rhetorical analysis and reflective essay components reflect the strongest writing samples, indicating growth over the course of the program. Regarding SLO #3, development of ideas, portfolios' planned revisions tended to demonstrate lines of reasoning reflective of significant growth. Revisiting projects from earlier in the program has given students space to discover areas of interest that they can focus on as they propose revisions. SLO #4, academic writing style, currently reflects the lowest average score. We believe issues with academic style is in part related to the genre of the portfolio itself, which we plan to address through GradSEA (our Graduate Students in English Association student club) introduction and early semester check-in on student progress with the portfolio. Pedagogical insight (SLO #5) and research (SLO #6) are the areas with the highest average scores.

More than half of the students from this graduation year have obtained jobs in education and/or were already employed at CPP as Teaching Associates. This career focus is reflected throughout student portfolios, as students both reflected on their time as teachers and looked forward to teaching careers after graduation. Pedagogical issues tended to inform student research, as well, which was often tied to pedagogical insights developed throughout the program, centered on intersections of ethnicity, race, class, gender, and geographical location. Research is another area where the portfolio allowed students to shine. Research reflected timely and contemporary topics, most often centered on issues in writing pedagogy. By structuring the portfolio project so that students propose revisions to past work, they had the time and space to immerse themselves in contemporary writers' work.

Our planned changes necessitate getting GradSEA back up and running, as it has been on hiatus since the COVID-19 pandemic. Faculty in the program have collected contact information from students interested in helping to re-form the club, and those faculty are working with interested students to complete the needed paperwork, set initial meetings, and plan student club leadership elections. Support for these faculty in the form of accumulated release time would be ideal, though we know this is unlikely to be funded.

During the current academic year (AY2023-24), our faculty have worked with our new subject area librarian in the University Library to create a web-based guide for research and additional

professional resources in Rhetoric & Composition, since this scholarly area isn't specifically included in library search subject area filters. This guide includes specific search help for articles, books, and primary sources, as well as a comprehensive list of relevant journals, websites and other professional resources, and the two formatting and citation styles most commonly used in the field (MLA & APA). Additional support for students' course success and development in the area of research—in the form of library resources to purchase the most important scholarly books in the field from the past 15 years, including those most frequently required and recommended in program courses—would help us to further promote student success in and beyond the program.

Finally, time is the most valuable resource for our graduate students. Many do not apply for the Teaching Associate program because the pay for teaching one class per semester—factoring in the disproportionate amount of time needed for first-time teachers to prep, teach, and grade for a new class—is not high enough to add more work, or to leave an existing higher-paying job to make room for the Teaching Associateship. Dedicated resources to waive the tuition of TAs would provide students the opportunity to really focus on their teaching and studies.

5 STUDENTS – GRADUATE

5.1 Student Profile at Admission and Enrollment Graduate

The following data in Table 12 were compiled using the Applicant Profile dashboard on Tableau. Table 12 provides admission trends.

Table 12 – Admission trends for graduate students

	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
Applied	40	46	45	27	59
Gender					
Female	29	31	28	20	39
Male	11	15	17	7	20
Not Reported	0	0	0	0	0
URM Status					
Non-URM	24	27	20	12	25
URM	16	19	25	15	34
Not Reported	0	0	0	0	0
Ist Generation Status					
I st Generation	19	29	20	15	28
Not I st Generation	21	17	25	12	31
Not Reported	0	0	0	0	0
Admitted	38	41	39	25	47
Gender					
Female	28	29	24	19	30
Male	10	12	15	6	17
Not Reported	0	0	0	0	0
URM Status					
Non-URM	23	22	16	11	17
URM	15	19	23	14	30
Not Reported	0	0	0	0	0
Ist Generation Status					
I st Generation	18	28	17	13	25
Not I st Generation	20	13	22	12	22
Not Reported	0	0	0	0	0
Enrolled	19	23	23	16	32
Gender					
Female	13	18	12	13	19
Male	6	5	11	3	13
Not Reported	0	0	0	0	0
URM Status					
Non-URM	8	10	9	7	10
URM	11	13	14	9	22
Not Reported	0	0	0	0	0
Ist Generation Status					
I st Generation	10	20	12	5	22
Not I st Generation	9	3	11	11	10
Not Reported	0	0	0	0	0

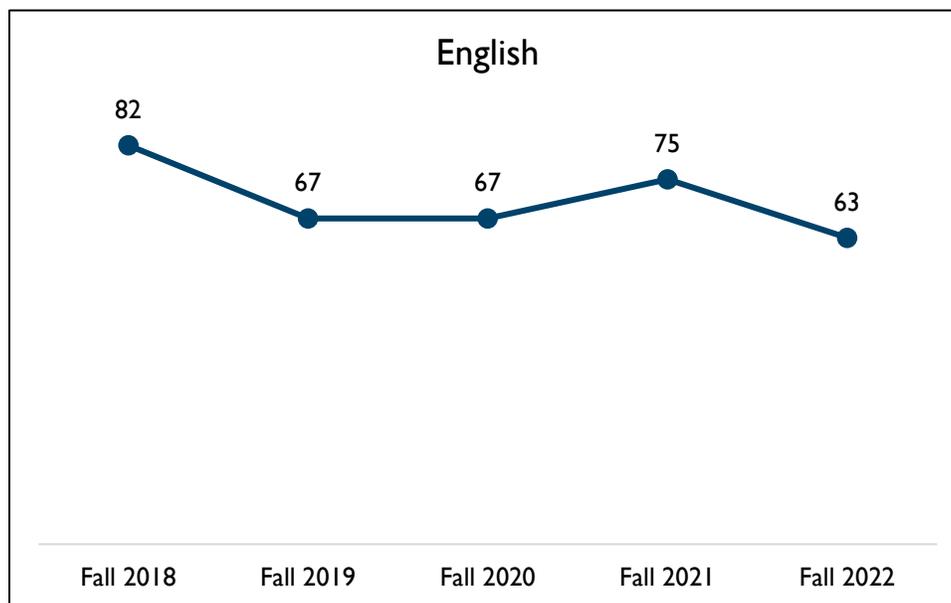
*Note: Students who did not report their demographics are counted as "Not Reported".

Table 13 and Figure 11 provide enrollment trends for the graduate program.

Table 13 – Enrollment Data by Year

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	82	67	67	75	63

Figure 11 – Student Enrollment



The program recruits first from its own undergraduate alumni student population, to whom our program is attractive for both practical reasons (secured housing close to campus and returning to a familiar institution) and for academic reasons (our MA program guarantees graduate level coursework that is distinct in scope, content, and nature from our undergraduate courses).

The program also attracts prospective students who are interested in teaching in local community colleges because of our long-standing relationship with these regional campuses and because of our reputation for training strong, pedagogically-minded teachers who are classroom ready when they leave our program.

Finally, our program serves its surrounding community, which means that we attract students who come from all walks of life and backgrounds. Some of our prospective students come straight out of their undergraduate program, others are returning students who may have been out of school for ten years and are looking to advance their education. Others work full-time and come to us to secure a pay raise in their current position. We welcome all students, continuing, returning, and non-traditional, as well as students who are shifting academic fields, because we value serving our immediate community, we value our entering students' real life and work experience, and because we value the diverse, enriching perspectives student bring to the program. This approach has defined our identity as a graduate program and we take great pride in it.

We have seen program enrollment numbers drop in the wake of the pandemic, as is the case for so many other programs, but we are actively engaging in outreach to disrupt that trend. We are intentionally and strategically inviting our current undergraduates to meet with graduate faculty or with the graduate coordinator to discuss pathways to degrees and options for careers, given the various emphases in our MA program. The graduate coordinator holds information sessions in person once a year to introduce our program to interested students and to answer any questions they may have about the program, its options, and the most common career paths. Starting this Fall, the graduate coordinator will begin holding information sessions once a semester, both in-person and on zoom to increase our outreach efforts. Faculty are also increasing their efforts to direct likely undergraduate students to our MA program, generally to area-specific faculty first, and then to the graduate coordinator for details.

Graduate faculty and the graduate coordinator alike created flyers this Fall advertising the MA program, its three options and key features, in addition to providing the application details and deadlines. This flyer was widely circulated to our current undergraduates who are English majors, all three options, and Spanish majors. Last year, the graduate coordinator updated the MA in English two-page Brochure created years ago by a graduate faculty and designed a handout on “what to do with an MA in English degree,” which we are now using as recruitment tools on campus.

If we had more resources, including funds to print brochures and outreach materials in color, we could increase outreach by drafting publicity documents and distributing them to local colleges and universities. We have also developed a relationship with UC Riverside and UC Irvine’s English department who regularly sends us their BA holders who show academic promise so we can train them at the master’s level and prepare them for doctoral work in the UC system. With more resources, we could nurture this relationship, make it more official, and capitalize on our reputation by extending the invitation to other UCs. With more resources, we could also hold a Master’s program open-house that could include a resource fair, program info sessions, Q&A session with current students, and a campus tour. With extra funding, we could offer to waive the application fee for all attendees as do other programs on campus.

5.2 Student Retention and Graduation Rates

Tables 14 + 15 show cumulative continuation and graduation rates by fall cohorts and were obtained by IRPA.

Table 14 – Cumulative Graduation & Continuation Rates by Headcount

Year	Cohort Headcount	Cumulative Graduation & Continuation Rates							
		Within 1 Year		Within 2 Years		Within 3 Years		Within 4 Years	
		Cont.	Graduate	Cont.	Graduate	Cont.	Graduate	Cont.	Graduate
Fall 2005	22	17	1	9	7	4	12	3	13
Fall 2006	19	14	2	8	6	3	10	0	13
Fall 2007	18	15	0	5	9	2	12	0	14
Fall 2008	14	10	0	3	5	1	7	0	8
Fall 2009	24	18	0	12	6	3	14	2	16
Fall 2010	31	25	0	16	7	2	17	1	20
Fall 2011	16	13	0	7	7	2	9	2	11
Fall 2012	16	14	0	10	3	1	9	0	9
Fall 2013	23	19	0	13	6	2	17	0	18
Fall 2014	22	18	0	11	4	2	13	0	15
Fall 2015	16	13	0	9	4	1	10	1	11
Fall 2016	26	23	0	14	6	2	16	1	17
Fall 2017	16	15	0	9	6	2	11	1	12
Fall 2018	32	27	0	14	12	6	21	0	25
Fall 2019	16	14	0	11	5	1	12		
Fall 2020	23	20	0	12	7				
Fall 2021	21	17	0						
Fall 2022	20								

Table 15 – Cumulative Graduation & Continuation Rates by Percentage

Year	Cohort Headcount	Cumulative Graduation & Continuation Rates							
		Within 1 Year		Within 2 Years		Within 3 Years		Within 4 Years	
		Cont.	Graduate	Cont.	Graduate	Cont.	Graduate	Cont.	Graduate
Fall 2005	22	77.3%	4.5%	40.9%	31.8%	18.2%	54.5%	13.6%	59.1%
Fall 2006	19	73.7%	10.5%	42.1%	31.6%	15.8%	52.6%	0.0%	68.4%
Fall 2007	18	83.3%	0.0%	27.8%	50.0%	11.1%	66.7%	0.0%	77.8%
Fall 2008	14	71.4%	0.0%	21.4%	35.7%	7.1%	50.0%	0.0%	57.1%
Fall 2009	24	75.0%	0.0%	50.0%	25.0%	12.5%	58.3%	8.3%	66.7%
Fall 2010	31	80.6%	0.0%	51.6%	22.6%	6.5%	54.8%	3.2%	64.5%
Fall 2011	16	81.3%	0.0%	43.8%	43.8%	12.5%	56.3%	12.5%	68.8%
Fall 2012	16	87.5%	0.0%	62.5%	18.8%	6.3%	56.3%	0.0%	56.3%
Fall 2013	23	82.6%	0.0%	56.5%	26.1%	8.7%	73.9%	0.0%	78.3%
Fall 2014	22	81.8%	0.0%	50.0%	18.2%	9.1%	59.1%	0.0%	68.2%
Fall 2015	16	81.3%	0.0%	56.3%	25.0%	6.3%	62.5%	6.3%	68.8%
Fall 2016	26	88.5%	0.0%	53.8%	23.1%	7.7%	61.5%	3.8%	65.4%
Fall 2017	16	93.8%	0.0%	56.3%	37.5%	12.5%	68.8%	6.3%	75.0%
Fall 2018	32	84.4%	0.0%	43.8%	37.5%	18.8%	65.6%	0.0%	78.1%
Fall 2019	16	87.5%	0.0%	68.8%	31.3%	6.3%	75.0%		
Fall 2020	23	87.0%	0.0%	52.2%	30.4%				
Fall 2021	21	81.0%	0.0%						
Fall 2022	20								

To improve student persistence and graduation rates, the M.A. in English program has implemented a systematic support system for students, from field and career advising with graduate faculty to course planning and academic advising with the graduate coordinator. The program organizes a Graduate Student Orientation every fall, where students are caught up on the processes involved in completing the degree, such as nature and function of courses, what happens in the Professionalization Practicum, and how to prepare for comprehensive exams and graduation. Students are introduced to faculty and best practices in their specialties and establish contact with both mentors and peers. Each student, therefore, has multiple graduate faculty with whom they work on the content and administrative portions of their experience so they feel supported at every stage of their education. In addition to faculty support, students benefit from program clubs and study groups, and from the professional opportunities we offer in their fields of study.

We have also put many specific measures in place to meet the specific needs of URM and Pell-eligible students, which we believe help every student in the program: these measures are based on our understanding that many of our students do not come from households where knowledge of university and graduate school requirements or processes are commonplace. In fact, about 50% of our graduate students identify as first-generation college graduates or as underserved or underrepresented. We also serve a significant number of students who identify as non-traditional or returning students or who come to us from a different field or discipline, having little to no foundation in their proposed area of study.

To meet the needs of the student population we serve, we first require all students to meet with the graduate coordinator to establish a rapport, to hear a program overview, clarify curriculum requirements and graduate level course expectations, to plan their classes for the duration of their studies at a pace that suits their needs and their lifestyle, and to introduce them to program and university resources that might be of assistance. We have found that this hour-long initial advising session helps establish trust between the student and their advisor and demystifies graduate school as a process, so students feel more at ease reaching out to faculty for assistance or asking questions. Graduate students are guided through the program's details in this way—individually and thoroughly.

Second, we created a Graduate Manual that includes our program and option outcomes, program policies and best practices for success, curricular requirements, co-curricular activities and professionalization opportunities, as well as a three-year tentative schedule of classes. The Manual acts both as a repository of policies and practices as well as a guide for all incoming, continuing and graduating students. We find that this tool enables effective onboarding, promotes clarity and transparency which reduces confusion and anxiety and empowers students, and ensures consistency of practices among all graduate faculty, which prevents misunderstandings for students and contributes to creating a comfortable, equitable program culture.

Third, we implemented the systematic offering of Information Sessions on two foundational courses in the program: ENG 5400 (The professionalization Practicum) and ENG 6970 (the comprehensive exams). We now offer an online Information Session on each course once every semester. These info sessions are designed to answer any questions students may have about any aspect of these courses, from the types of events that qualify for portfolio points or the best ways to document participation and submit a successful portfolio (ENG 5400) to understanding the comprehensive exam process, the exam format, and to how best prepare for the exam (ENG 6970). We have found that consistent and predictable information sessions provide a structured and reliable way to disseminate key program information, facilitate engagement, and

ensure effective communication. They equip students with the tools to succeed and show them a clear path to success, which helps foster trust while empowering them.

On a curricular level, we have also redesigned the coursework for our graduate program to be carefully scaffolded: students in each option are required to take a methods class in their primary field which introduces them to their discipline, prepares them to engage scholarship, and equips them with the tools and knowledge to design and conduct research effectively. Each option offers classes that vary in scope and nature to marry theory and practice: the TESOL option combines theoretical courses (three mandated courses) with pedagogically minded courses (two mandated courses). The Rhetoric and Composition option blends courses in the field of Rhetoric (both theory and practice) with courses in the field of Composition (pedagogy). Finally, in Literature, courses focus either on theory, literary analysis, digital humanities and book history, or on social justice. We find that scaffolding courses that integrate theory and practice to promote accessible learning, build confidence, enhance critical thinking and prepare students for successful academic and professional pathways.

We have also worked hard to decolonize the curriculum in these courses and across options to ensure the inclusion of diverse perspectives and voices. When prompted by EO 1071, we redesigned the graduate program, we chose to adopt a program core that would promote a multidisciplinary approach that encourages students to explore topics and issues from perspectives outside of their fields, thus fostering a broader understanding of their subject of study. These curricular decisions contribute to reducing barriers and increasing the success of our graduate students. We would like to continue supporting these curricular decisions by hiring diverse faculty who are inclusive in their teaching methods and interactions with graduate students.

Finally, we have made considerable effort to reduce prerequisites for students who lack preparation in the proposed field of study. Our accessibility efforts will reach fruition in Spring 24, at which point the TESOL option will reduce its prerequisites from 3 to 1, the Literature option will reduce its prerequisite to 1 while the Rhetoric and Composition option will not have any pre-requisites for students coming to the program from an outside discipline or field. The remaining prerequisite will be selected strategically in consultation with the student upon admission into the program. This will allow more students to enter the program with ease, and to introduce them to foundational knowledge once they enter the program so they may succeed and be supported academically.

With increased support in the form of funding or release time, we would like to develop a more robust data collection mechanism. We would like to collect data from courses such as the Professionalization Practicum to identify trends in student professionalization and areas where they need more support. We would also like to collect student feedback on their experiences at various points in the program, rather than solely through exit surveys upon graduation.

Our undergraduate programs are supported by Student Services with Early Alert reports, which allow faculty to flag students who are not meeting milestones in their coursework to be contacted with an offer for extra support. We would also like to see this service extended to our graduate students who tend to juggle work hours and family obligations in addition to their graduate level coursework. They would benefit tremendously from this service as well, as they would be matched with the appropriate campus resources to further support their retention and academic success.

5.3 Student Support, Satisfaction and Services Graduate

5.3.1 Co-Curricular

Data obtained from your department:

The MA program currently houses two student clubs, TESOL club and GradSEA (Graduate Student English Association). Over the last seven years, the program has had anywhere from 83 to 63 students enrolled. 20-35 students present annually at the Graduate Symposium (29 students presented in 2020, 34 in 2022, and 24 in 2023) and another 20-30 students present annually either at local student organized conferences or a regional or national conferences across all three options). Based on data collected from ENG 5400 (The Professionalization practicum), two thirds of the graduate students in our program attend at least one professional conference before graduating. All of our students engage in graduate research as part of their course work. However, some students also elect to conduct independent research under the guidance of a single faculty member. We create on average 2-3 independent studies that are research based per term, which support different students every term.

The TESOL Club is a student organization that serves English undergraduate and graduate students interested in teaching English domestically and abroad. It aims at fostering a supportive community of like-minded scholars. The TESOL club organizes regular meetings, events, and information sessions throughout the year with faculty supporters. Adhering closely to the core values of the EML Department, the TESOL club provides a space for students to directly engage with language through discussions centered on theory, pedagogy, and innovations in teaching within TESOL. Students with multilingual backgrounds gather in the TESOL club with likeminded peers, as well as with monolingual students to think critically about, and discuss social and cultural belief systems surrounding language and the teaching of languages. As a pre-professional organization, the TESOL Club supports a community of pre-service language teachers as they prepare for careers by “doing,” which is at the heart of CPP’s motto, “learn by doing.”

GradSEA is the student organization that serves our English graduate students in all three options (Literature, Rhetoric and Composition, TESOL), which also aims at fostering a supportive community of like-minded scholars. GradSEA organizes regular meetings, workshops, and information sessions throughout the year with alumni, professionals in the field as well as faculty supporters. As stated in the EML Department mission, it is key that students refine communication skills, a practice well-served by engagement with peers of similar interest and goal sets as dialogue takes place surrounding issues learned in the classroom. GradSEA exemplifies professional formation as cohorts from Master’s programs gather to prepare for their lives post-graduation through consideration of job market requirements and practices, requirements of professional/academic presentations, and surrounding further education in doctoral programs. From preparation for presenting in public at conferences and symposia, to drafting proposals, papers, and responding to calls for submissions, this group’s meeting schedule and agendas are aimed at topics that aim to prepare Masters of English to compete on the job market, as well as to contribute to their future places of employment, future doctoral programs, communities through civic engagement, and to their future fields of practice.

Both organizations were placed on hold for COVID and revived in Spring 2023 and Fall 23. Because of the short-term nature of graduate programs, student participation in these clubs fluctuates every year, but events generally host 5-20 students. Similarly, the experiences vary in emphasis based on the students involved. The TESOL Club hosted the 2016 CATESOL Conference, providing valuable professionalizing experience. GradSEA vacillates between

community-building efforts that help students navigate the program and inviting guest speakers and holding workshops to advance career readiness.

The program also offers a number of co-curricular experiences and activities that are intended to support graduate students in their disciplinary interests and professionalization:

Pomona Valley Review (PVR) is an online postmodern literary arts journal that receives submissions from dozens of countries, universities, and freelancers across the globe in the fields of poetry, short fiction, and art. Its editors seek to read the work of communities of different backgrounds and aesthetics, particularly of the new, the complex, the partially exposed, and the unknown. *PVR* is run by MA alumni and by current EML graduate students under the supervision of faculty advisors, one of whom is a graduate faculty in the program. PVR offers its literary community a diverse space for reading, writing, and publishing while presenting its graduate student editors opportunities to gain experience in submission managing, editing, web design, and marketing. Critical and creative thinking are essential to participation with the creation of PVR, as students collaborate with each other, authors of texts, and with written artifacts submitted for publication. Attending to the core value of creative thinking, it is the fresh perspectives and approaches to journal publication that keeps PVR relevant and competitive among literary arts journals. As a transferrable skill, students take reading, writing, and publication from the classroom and into the workforce through practice gained at PVR, as well as through confidence at having contributed creatively from a project as it moves from submission, to process and finally, to product. Students think analytically as they face challenges associated with publication, maintain the ethos of publication practices, and engage with the public through acceptance and rejection of written submissions to the literary arts journal. This professional practice of public engagement prepares students for off campus situations in which they must navigate the close communication required of relationships between author, editor, and publisher.

The Teaching Associate Program offers paid Teaching Assistantships in the fields of Literature, Composition, and Multilingual Composition. Once selected, Teaching Associates teach one course as the instructor of record per semester, in the area of their primary option. Graduate students in the TA program remain full-time students during the year of the award while receiving weekly mentoring and guidance from their teaching supervisor. Per the EML Department Mission statement, rigorous study of language, texts, and contexts are important but also create the base of preparation for teaching in English and Modern Languages. While setting groundwork for teaching, students think creatively of schedules to accompany a 15-week syllabus while attending to course objectives and outcomes. Analytic thinking is required daily, as Teaching Associates are steeped in issues that come up for leaders of classrooms as they interact with teaching peers and with students. Through preparation and day-to-day maintenance of the classroom space, Teaching Associates prepare for professional lives as teachers of English who contribute civically to their communities, as well as teach young adults to be active participants within their communities through dialogue, writing, and through critical analysis of information. The Teaching Associate Program as well, puts Teaching Associates in direct line of engagement with language, as they consider the rhetorical power of language as it is used on, against, and for all members within a community.

The Language and Linguistics Laboratory (LaLaLab), housed in the Department of English and Modern Languages, is a dedicated physical space for MA students to engage in hands-on application of linguistics and language through cutting-edge, innovative technology. This laboratory, acquired through generous contributions through the Cal Poly Pomona (CPP) Special Projects for Improving the Classroom Experience (SPICE) Grant supports student

engagement with language as they prepare for professional experiences post-graduation. Through this lab located in building 24, room 118, students can gain access to the Kay Pentax Medical Computerized Speech Lab to analyze the physical properties of speech and to engage in systematic, quantitative, and qualitative analyses of language. Students are also granted licensed access to all available language corpora, in addition to receiving access to syntax software for conducting syntactic analysis and representing its results digitally using specialized notation systems. Finally, students have access to Ethnologue – the largest and most authoritative database of world languages that provides statistical and raw data for sociolinguistic and demographic analyses of linguistic diversity. Exposure and access to the laboratory space broadens and deepens students' classroom learning as they move from theory within the classroom, to practice within the lab. Skills necessary for life-long learning are best honed through the exercise of such skills, which can be achieved in the LaLaLab, as students become proficient with the Kay Pentax Speech Lab. Students also gain skills as they put to work their licenses to database information, software for analysis and notation. Students' classroom learning is extended with access to this laboratory as they move from theory to practice by doing, and from process to product through analysis and research, as well as from learning to transfer of knowledge that moves between laboratory, classroom, and future worksites.

Teaching in China Program, organized by EML faculty, offered students the opportunity to teach English oral proficiency in China during a 4-week summer program up until the Covid pandemic in 2020. The program was open to undergraduate and graduate students enrolled at Cal Poly Pomona or at other institutions. Upon selection, students received training during Spring quarter to teach English to middle-school Chinese students. These weekly training sessions allowed students to develop cross-cultural awareness, acquire linguistic pedagogy, know how to conduct second language needs assessment and modification, learn interactive teaching techniques, and learn how to create appropriate lesson plans in a partnership with another student. Upon completion of their training, students embarked on a 4 week-long summer trip to China where they typically taught in teams of 10 students. This teaching program was designed to develop students' cultural awareness and sensibility while providing students with the enhanced professional opportunity to acquire experience in teaching non-native speakers of English. Participants in the China program learned classroom management, practiced teamwork daily, and developed self-confidence as teachers and orators. Graduates of the program returned from China with an increased understanding of English learners' needs, a comprehensive understanding of effective teaching methodology, and a recognition and appreciation of their self-development or growth as educators. This program was so popular that the graduate faculty is working on establishing a Teaching in Thailand Program that will operate under the same principles. We are hoping to launch the Teaching in Thailand Program in the summer of 2024.

PhrienDs: a Student Support Group for PhD Aspirants, is an informal group that was founded in 2013 by a graduate faculty to bring together and support English M.A. students interested in pursuing a Ph.D. post-graduation. The group was active until 2020 but fizzled during the pandemic. Its motto: getting into a PhD program requires more than intellect; it requires preparation. Among other things, the group hosts an annual PhD Forum that brings faculty, alumni, and students together to talk about the application process: taking GRE exams, writing personal statements, preparing a writing sample, and revising CVs. The goals of the group clearly aligned with the department's core values in that it fostered an environment where students engage deeply with disciplinary discourses relevant to their research while encouraging original thinking and innovative approaches to analysis. The group provided a platform to help members synthesize foundational knowledge derived from their coursework and assess their acquired skills while identifying gaps in scholarship and areas of possible

contributions. Finally, the group supported students in their professional development by providing practical advice and best practices on how to draft application documents and support their readiness for more advanced study.

Graduate research, scholarship and creative activities within the program broaden and deepen students' classroom learning while supporting the development of skills necessary for life-long learning. The program and its graduate faculty engage students in scholarship by first training them in the respective methodologies of their fields (ENG 5010: Introduction to Graduate Literary Research; ENG 5100: Rhetorical History and Methodology; ENG 5230: Introduction to TESOL), before requiring students to conceptualize and generate a research project in these courses. Students are then encouraging to disseminate the findings of their research project through professional venues, which the program supports in at least two ways: first, students receive credit for presenting at a regional or national conference as part of their Professionalization Practicum course (ENG 5400). In coordination, the graduate faculty send out regular professionalization announcements and calls for papers at regional and national conferences to students and encourage students to present their work by helping them prepare for conference presenting. Second, the program extends an invitation every Spring to all its graduate students to present their work at its annual Graduate Symposium. The symposium consists of concurrent panels of three presenters each and of poster sessions, with representatives from all three M.A. options (Literature, Rhetoric/Composition, and TESOL). Proposals are accepted for individual, paired, and group presentations or posters, as well as for entire three-paper panels dealing with thematically related topics. Emulating the space of the professional conference, students practice and hone their presentation and critical thinking skills in front of an audience comprised of their peers, families, professors, and mentors. This academic conference functions as an inspiration to undergraduates aspiring to graduate study and constitutes a priceless experience for graduate student presenters as they prepare for the professional world. Graduate students choose to present their work annually not only to build their CV but also to gain experience, to build confidence, and to partake in shared scholarship.

Nearly every student in the program engages in professional research and presents at the annual Graduate Symposium, which often turns into presentations at regional conferences. Students are supported to do this kind of professionalizing through the core course, ENG 5400: Professionalization Practicum. In this course we collect data from students on their work, but we have not been able to create a consistent reporting mechanism to facilitate record-keeping and production of data. It is an area of opportunity for the program to grow to compile data from ENG 5400 to showcase student career readiness.

Graduate faculty also set up regular independent studies to support graduate students who are interested in honing their research skills or getting a seminar paper ready for publication. These research independent studies allow students to work on well-defined research projects for one semester, without having to commit to pursuing a Master's thesis with a larger scope and time frame.

Finally, graduate faculty encourage and support graduate students who express interest in writing a Master's thesis instead of taking comprehensive exams to fulfill their culminating experience. Students interested in this culminating experience option submit a portfolio in their first year along with a thesis proposal they have developed with a faculty of their choice in order to demonstrate the academic readiness (GPA and strength of analytical or writing skills) as well as the feasibility of their project (nature, scope and range).

These experiences broaden and deepen students' classroom learning by encouraging application and implementation of skills outside of the classroom (independent scholarship), by promoting self-directed experiential learning in a safe and supervised environment (conference presentation), by promoting innovation and creativity while requiring goal setting and self-discipline (thesis)-- all of which encourage cultivating a critical mindset to ensure students become independent thinkers and leaders in their own right.

Unfortunately, faculty are no longer able to consistently engage students in scholarship beyond taking on additional, volunteer labor, which limits independent studies to 1-2 a semester and M.A. thesis to 1 or so a year. The department used to be able to support faculty to direct students' MA thesis work, but that support has dried up and it's become increasingly difficult to help students move from scholarship within the classroom to scholarship within the field.

5.3.2 Academic Advising

Our advising efforts at the graduate level are facilitated by the graduate coordinator. She serves on the university Extended Council where she represents the program, and she also serves as the CLASS representative on the Executive Council where she represents the College. In this way, she is kept abreast of all graduate deadlines and permission number policies, changes to registration processes, changes to graduation processes, changes to graduate policies, changes to financial aid eligibility, and other changing systems. In the years since we moved online and then back to the classroom, there have been many changes indeed, and the Graduate Coordinator's updates to faculty and students alike in conjunction with her maintenance of the Graduate Manual have constituted spot training as necessary. The Graduate Coordinator also keeps up with the ins and outs of disqualification and at-risk advising. As many policies and procedures have gone online in the past three years, graduate students are now required to file their own digital petitions. The graduate Coordinator provides step-by-step and troubleshooting instructions to students to supplement the guides provided by the Registrar's office that often prove insufficient.

The graduate coordinator is currently the main point of contact for graduate students, and she serves as the sole academic advisor for the program. She meets with each student individually for an hour on their entry to the program to orient them in the program, explain requirements and opportunities, and to create an individualized two-year academic plan with them that takes into accounts their strengths, weakness, interests and career goals. She follows up with them in their first term of study, reaches out to check on the progress to address any concerns or issues they may be facing, and checks in with current students on courseload management and stress levels, follows up with at-risk students and students with incompletes, and informs students of changes to the graduate offerings and to their schedule as a result. The combination of individualized guidance, pro-active outreach, regular check-ins and early intervention to match students with appropriate resources on campus at the first sign of distress has been key to ensuring the success of our graduate students.

The move to have the graduate coordinator advise all students is recent. This model was implemented during the pandemic, at a time of great uncertainty and change institutionally and socially. The Graduate coordinator remains the most knowledgeable about university degree requirements, policies and procedures and so she has the best advice for students as they plan their curriculum to ensure a balanced courseload while protecting their time to degree. She then uses this data to create the graduate schedule with a five-term projection as she knows exactly

how many students will need each course in any given term. We have found that this creates the smoothest, best adapted graduate schedule, which therefore needs less tweaking after the fact in the way of canceling or adding classes. It also cuts down on misinformation, which minimizes student stress and confusion, and makes students' experience more positive and welcoming. Because she does this careful, time-intensive work voluntarily, students who might feel lost in the system or discouraged by red tape (especially URM and Pell-grant recipients) feel well-supported and wend their way through the graduate program with minimal stress and at higher success rates.

This advising model has worked well in part because it is centralized and comprehensive at a time of so much uncertainty and instability for graduate students who are balancing school with an often intensive work life and/or home life. Our program is aware that a strong advising model goes beyond simply scheduling classes and focuses on guiding students with empathy to achieve their educational and career goals. Our students receive consistent, personalized guidance that encourages seamless progression through mapping out their entire academic pathway. They form a bond with their graduate coordinator which allows for more tailored and individualized advice and leads to faster problem resolution when students face academic challenges.

Although the bulk of graduate advising rests with the graduate coordinator, graduate faculty support students' professionalization and mentor them accordingly. In their final term of study, students are required to enroll in ENG 5400: Professionalization Practicum, where they submit a portfolio that demonstrates their professionalization efforts during the duration of their studies. Graduate faculty guide students in their extracurricular activity by helping them explore their desired career paths, identify beneficial professionalizing opportunities and assist them in securing them. This collaboration between the academic advisor and the graduate faculty mentors creates a holistic network system for students that contributes to their success, their retention, and their overall satisfaction.

However, the care and time that the graduate coordinator spends shepherding students through the program is now being jeopardized by the loss of one of her two annual course releases. To continue running a successful program, she needs to be further compensated with an additional course release (for a total of one release per term).

5.3.3 Student Satisfaction

The M.A. program mandates that exit surveys be submitted every term by graduating students who are asked to identify whether their program expectations were met, assess their own growth, and assess to what extent they have met program learning outcomes, offer suggestions for improvement, etc. The program also requests feedback from alumni invited back to speak to the current student cohort during our annual graduate orientation, from alumni who make up the department alumni Facebook group; from alumni enrolled in advanced degree programs (Ph.D., Ed.D., Law), and from alumni who contact the graduate faculty for letters of recommendation to secure positions post-graduation.

Based on the systematic exit surveys we conduct and based on alumni feedback, graduate students and alumni alike seem to be very satisfied with the design and delivery of the program.

Table 15 showcases graduating student’s self-reported rating of their experience in our M.A. program, with 1 corresponding to “excellent,” 2 to “very good,” 3 to “good,” 4 to “satisfactory” and 5 to “poor.” The table includes eight years of data with a sample size of about 200 students

Table 15—Graduating students’ experience in MA program

Row Labels	Average of Please rate your overall experience in the MA program.
AY 15-16	1.38
AY 16-17	1.50
AY 17-18	1.72
AY 18-19	1.91
AY 19-20	1.47
AY 20-21	1.35
AY 21-22	2.03
AY 22-23	1.57
Grand Total	1.67

Note: these are ratings on a 5-point scale in which 1 is best, 5 worst.

Indeed, we have no trouble finding alumni who are interested in returning to talk to current students about their experiences. For instance, at the last Graduate Student Orientation, seven alumni came to share their experience with incoming students. They provided students with both academic and professional advice and fielded questions about their experience in the program, on the job market, and in their professional lives. Alumni frequently report the significance of the Professionalization Practicum (ENG 5400) in preparing them for the job market and advise students to maximize their engagement with the course.

Studies report valuing the multiple options built-into the program and their ability to focus their studies in more than one field of specialization. The dual-emphasis nature of their degree makes students very marketable and allows students who love one field but think another is more practical to study both. This flexibility and duality of training leads to tremendous student satisfaction.

Students also report extreme satisfaction with the program’s academic advising and with the faculty support they receive in the program. Our hands-on advising model provides comprehensive support to students throughout their academic journey. It goes beyond simply drafting their class schedule and focuses on guiding students to achieve their educational and career goals. Because the graduate coordinator is the sole academic advisor in the program, students always receive accurate and up to date information about program offerings as well as university policies and procedures in addition to university resources and services. The graduate coordinator provides individualized academic guidance to each student to create academic plans that consider their goals, strengths, weaknesses, and interests. She helps students choose the right courses and the appropriate courseload that best suits their needs and lifestyle while ensuring that they meet their anticipated graduation date. The graduate coordinator pro-actively reaches out and checks in regularly with students to ensure that they are receiving ongoing support and have

opportunities to discuss their academic development and troubleshoot when difficulties arise. Students report feeling genuinely heard and supported and appreciate this empathetic, human-based approach which demonstrates genuine care in their success and well-being. The graduate coordinator is assisted by the team of graduate faculty who support students in their professionalization throughout the duration of their studies. While the graduate coordinator provides academic advising, the graduate faculty guide students in their extracurricular activities. Graduate faculty help students select professionalization engagement that are appropriate for each student's preferred career path and provide mentoring to help students meet their career goals. This collaboration between the academic advisor and the graduate faculty mentors creates a holistic network system for students that contributes to their success, their retention, and their overall satisfaction.

In fact, students all rave about the support they get in developing research agendas. Many of them present independent research at the Graduate Symposium the program organizes, but they also present in droves at local student organized conferences and at regional TESOL and PAMLA conferences, for which they are eligible for institutional support. Faculty advisors prepare students so they may present their research clearly and effectively, from providing feedback on abstracts and conference papers, providing presentation tips and best practices, to editing presentations.

On the curricular front, students appreciate the diversity of course topics and our efforts to decolonize the curriculum by offering classes that move away from Eurocentric literature and academic practices to favor non-canonical and innovative research enterprises. The graduate faculty work activity to continually update courses and the curriculum to make them relevant. Sometimes this takes the form of recasting our literature curriculum to give equal space and credence to Decentered Canons and previously excluded literatures, sometimes it means developing Polytechnic Experiences like the Professionalization Practicum, which requires students to get practical, hands-on experiences in their fields, from attending and presenting at conferences, working in the Linguistics and Language Lab, to securing an internship with a publishing company.

The exit survey also allows graduating students to offer suggestions to improve the program, including making logistical changes (e.g., scheduling, curriculum and course topic preference, professional experiences, etc.) and professional preparation. The graduate coordinator and graduate faculty have made adjustments in terms of scheduling course rotations, reducing overlap in course content, strengthening the curriculum to address gaps, and increasing opportunities to engage in pre-professional experiences (such as the renewal of a teaching abroad program or the revival of the GradSEA student club, making changes to the practicum requirements in response to professional expectations, and allowing broader exposure to conference experiences as attendee or presenter). To strengthen student satisfaction in the program, faculty are also working on linking courses to professionalization activities more actively or intentionally so students can make the connection between their coursework and their career goals. We are continually working on putting more resources into professionalization, career support, and student placement after completion of the program. In ENG 5400 (the Professionalization Practicum), students are asked to complete activities related to their career goals, but also to build a CV or resume, to write a cover letter or to create a professional online presence, which some students struggle with. We are working on providing greater support and clearer guidance on how to write these documents and that content to help ensure that students' needs are addressed in terms of the job market, which is often students' primary concern as they prepare to exit the program.

5.4 Stakeholders

To gauge the success of the program in preparing its student for post-graduation life and to gauge our graduates' perceptions of the program, we obtained data from the following sources: recent graduate school acceptance and enrollment rates, program alumni surveys conducted via the department alumni Facebook page; feedback provided by alumni invited back to speak to current students during our annual graduate orientation; feedback provided by alumni enrolled in advanced degree programs (Ph.D., Ed.D., Law) who apprise us of their accomplishments post-graduation; and feedback provided by alumni who contact us for letters of recommendation to secure positions post-graduation. Finally, we considered the data pulled from the exit surveys that graduating students submit every year. The surveys ask them to identify whether their expectations were met by the program, to assess their own academic growth, and to assess to what extent they have met program learning outcomes.

Tables 16, 17 and 18 below present graduating M.A. students' self-reported assessment of the extent to which they have met the learning outcomes in their respective option (1 = strongly agree; 2 = agree; 3 = somewhat agree; 4 = disagree; 5 = strongly disagree)

Table 16 Self-assessment of MA students in the TESOL Option, Average scores

	I am familiar with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy.	I have the ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy.	I am able to conduct and present high-quality data-based research/analyses in second language acquisition, grammar, pronunciation, and TESOL composition.	I have the ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design).	I am able to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.
AY 15-16	1.13	1.25	1.38	1.25	1.25
AY 16-17	1.33	1.33	1.33	1.00	1.33
AY 17-18	1.20	1.60	1.40	1.20	1.20
AY 18-19	1.33	1.40	1.33	1.33	1.33
AY 19-20	1.20	1.20	1.20	1.00	1.80
AY 20-21	1.00	1.00	1.00	1.00	1.00
AY 21-22	1.36	1.55	1.45	1.55	1.36
Grand Total	1.27	1.39	1.35	1.29	1.35

Table 17 Self-assessment of MA students in the Rhetoric and Composition Option, Average scores

	I am knowledgeable of the key theorists / practitioners, concepts and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	I have the ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	I have the ability to identify the question at issue and frame an insightful, focused response to the question.	I have the ability to develop a detailed, resourceful line of reasoning in response to a question at issue.	I have the ability to adopt a readable, compelling, professional prose style.	I have the ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students.
AY 15-16	1.50	1.30	1.30	1.30	1.20	1.56
AY 16-17	1.50	1.38	1.25	1.50	1.63	1.38
AY 17-18	1.27	1.25	1.31	1.27	1.44	1.38
AY 18-19	1.48	1.50	1.36	1.44	1.24	1.44
AY 19-20	1.50	1.57	1.43	1.43	1.36	1.67
AY 20-21	1.31	1.38	1.06	1.13	1.06	1.38
AY 21-22	1.63	1.59	1.18	1.24	1.24	1.18
Grand Total	1.45	1.44	1.27	1.32	1.28	1.41

Table 18—self-assessment of MA students in the Literature option, Average scores

	I am knowledgeable of the major literary periods and / or genres in British, American, or World Literature.	I am familiar with representative authors and works of British, American, or World Literature.	I have the ability to analyze literature and non-fiction using appropriate theoretical, historical and cultural apparatus / tools.	I have the ability to write clear, persuasive prose using research and synthesizing multiple sources.
AY 15-16	1.33	1.33	1.22	1.22
AY 16-17	1.42	1.42	1.33	1.33
AY 17-18	1.58	1.63	1.50	1.46
AY 18-19	1.42	1.47	1.42	1.32
AY 19-20	1.67	1.60	1.40	1.40
AY 20-21	1.55	1.48	1.19	1.29
AY 21-22	1.43	1.43	1.30	1.45
Grand Total	1.50	1.50	1.35	1.37

As these tables clearly demonstrate, students report feeling secure in the knowledge and skills they have acquired over the course of their studies with us. This self-assessment is confirmed by the results of their culminating experience, which formally assesses the extent to which student have met the learning outcomes in their option. This is, of course, only one measure of student preparedness.

Based on all data we gathered, we can affirm that the M.A. program does good work preparing grad students for meaningful lives, for further graduate education, and for successful careers, overall. Regarding *meaningful lives*, the study of public address in all three options (Literature, TESOL, and Rhetoric & Composition) helps graduates find greater interest in and generate more powerful insights into public policy, academic policy making, civic debates, the growing awareness of the interdependence between the symbol-saturated human and the non-symbolic non-human, trends in digital studies (including AI-generated prose in and outside of the classroom), the rhetoric and sociology of private exchange, and, not least, literature as rhetorical event and political site. Regarding *further education*, a small but steady number of our students routinely earn major scholarships for doctoral study, ending such study with professorships at local community colleges and national universities and contributing scholarship (such as *Excavating the Memory Palace*, published in 2020 by the University of Chicago Press). While the students who go on to law school make up a smaller number, such students also tend to do well. More recently, more of our students have pursued an Ed.D. with plans to secure top-level administrative position in higher education or in local K-12 schools and take part in educational policy and curriculum development. Many of our students go on to secure positions in the advertising or publishing industry as copywriters or content writers, as editors and as technical writers. Recently, more of our recent graduates have demonstrated an interest in seeking positions at local universities and secured positions as diverse as grant writers, instructional designers or educational coordinators, as academic counselors, and reading / writing specialists. Regarding *successful careers*, graduates report enjoying their positions in education (including positions at the secondary level), in law enforcement, and in marketing—to name a few careers graduates have gone into. We find this last category overlaps significantly with “meaningful lives,” for a successful career is a meaningful career—no small part of a meaningful life.

While the program already does good work preparing students for life after graduation, there is some room for small improvements. The Teaching Associate Program, for example, is an effective program for preparing students to teach at the college level. Not all graduate students can fit this program into their schedules, however, so creating more opportunities for embedded tutoring might serve a similar function. Embedded tutoring involves neither as much time preparing for class nor as much time grading as does the TA Program which places students in a class where they act the instructor of record. Some graduate students wish to use their advanced literacy outside the classroom—as literary editors, say, or as community activists. Looking into internships and community-outreach programs would improve the prospects for such students. A feature that would help students who wish to continue improving their professional writing, whether for scholarly or community publication, would be to organize graduate-student-led writing workshops. These would be valuable supplements to the already-in-place annual Graduate Symposium. To improve student preparation, the program would love to offer faculty-led workshops that specifically engage with the publication process vis-à-vis academic journals. This would be especially helpful to students who wish to apply to Ph.D. programs as well as those who are interested in academic writing. On the level of pedagogy, the quality of the teaching, as reflected in student evaluations, is excellent. But graduate students

often lack sufficient background in options such as Rhetoric and Composition or TESOL. In such cases, more “pre-reading” activities—even devices as basic as Anticipation/Reaction Guides—would help students better engage the assigned reading as would more scaffolding of course assignments and increased modeling. Finally, to improve student preparation for the job market, the program would love to revive the workshops it used to offer to coach students with respect to preparing doctoral applications or job applications along with offering interview guidelines and provide mock interviews upon request. The student clubs used to be our venue for such endeavors, which came to an end with the 2020 Covid pandemic. Since, we have been struggling to find the resources, both human and financial, to bring these opportunities to students again.

6 INCLUSIVE POLYTECHNIC EDUCATION

MA Program – Inclusive Polytechnic Identity

Table 8- Alignment of MA Program Activities to the Inclusive Polytechnic Education

Department Activity (Curricular and Co-Curricular)	Elements of Inclusive Polytechnic Education							
	Application of Knowledge	Critical Thinking & Problem Solving	Creativity, & Discovery, & Innovation	Diverse & Multi- Disciplinary Perspectives	Integration of Technology	Collaborative Learning	Community & Global Engagement	Professional & Career Readiness
Program orientation & advising	X				X		X	X
MA required core classes	X	X	X	X	X	X	X	x
Option required & elective classes	X	X	X		X	X	X	X
ENG 5400: Professionalization Practicum	X	X	X	X	X		X	X
Culminating Experience	X	X	X		X		X	X
TA program	X	X	X		X		X	X
Writing Center tutoring & embedded tutoring	X	X			X		X	X
Graduate Symposium	X	X	X		X		X	X
GradSEA club	X			X	X	X	X	X
Pomona Valley Review literary and arts journal	X	X		X	X	X	X	X

Our M.A. program ensures that students receive an inclusive polytechnic education through intense mentorship. Our intense mentorship begins with application and admission to the program. The graduate coordinator meets with each incoming student individually to answer questions and plan students' program of study. These meetings continue regularly throughout the program and are supplemented by the graduate orientation held each fall semester, during which the entire graduate cohort meets with the coordinator and then in breakout groups by primary and secondary options with faculty in those options. At the classroom level, courses are capped low enough that faculty have time and space to provide intentional, regular, proactive, in-depth, and sustained mentorship to students in their graduate seminars throughout the semester. This culminates in many courses with a semester-long researched seminar project that receives detailed formative research, methodological, formatting, and genre feedback from faculty, in addition to summative assessment feedback on finalized projects. Further, students are encouraged each year to present at our annual spring Graduate Symposium, for which they

are frequently mentored by faculty in revising seminar projects for presentation and developing presentation slides. These efforts are captured in the curriculum with the addition of ENG 5400, the Professionalization Practicum course, to the core of required classes. The course incentivizes students to go beyond the classroom to pursue and partake in professional activities that will get them closer to their professional goals. The course allows students to explore career options to explore new experiences while mandating that they engage in relevant and appropriate professionalization activities. The course gives students the time and space to prioritize working towards career goals by giving them course credit for doing so. Throughout all of this, the graduate program coordinator and graduate faculty connect students with academic, basic needs, mental health, and other campus and community support as needs arise.

In terms of dissemination beyond the classroom, graduate students are also encouraged each year to present at our annual Graduate Symposium, for which they are frequently mentored by faculty in revising seminar projects for presentation and developing presentation slides. This symposium provides a safe space to practice presenting in a known and supportive environment. Additionally, as part of their requirements for ENG 5400: Professionalization Practicum, students are incentivized to present their research at local, state, national, and international conferences, as well as to submit their work for publication. Faculty also regularly invite students to propose abstracts for conferences in the area, as well as for conferences run by their national professional organizations.

These efforts result in frequent projects that meet the rubric criteria for creativity, discovery and innovation, such as that undertaken by Dr. Kristi Prins with 3 graduate students from her ENG 5152: Digital Rhetorics and Literacy class who got the chance to revise their work culminating into a co-authored piece with her. Dr. Prins shepherded them through writing a proposal for the piece, drafting and revising it, submitting it, getting referee feedback, making further revisions and then copyediting for layout and digital publication: Casey J. Marler-Marshall, Malia Ruehl, Rain Vivant & Kristin Prins. "Digital Advocacy in Digital Rhetoric & Literacy: Parts I and II." *Digital Rhetoric Collaborative Blog Carnival 15: Design Advocacy* (April 2019).

<http://www.digitalrhetoriccollaborative.org/2019/04/29/digital-advocacy-in-digital-rhetoric-literacy-part-i/>

Another faculty member, Brian Stone, organized a panel titled "Cultural Rhetorical Performance Pedagogy" for the March 2019 Conference on College Composition & Communication in Pittsburgh with graduate students Brian Redmond who gave a talk titled "Reggae, Hip Hop, and Performance of Caribbean Poetry" and Ruby Villarruel, whose presentation was titled "Multimodal Performance and Hip-Hop Pedagogy."

The EO 1071 mandate that required the creation of a core of classes across all degree options allowed us to redesign our graduate curriculum so as to center diversity & multidisciplinary perspectives: graduate students are now required to take courses beyond their specific disciplines of study which makes them more well-rounded and better equipped to enter the professional workforce.

Literary Studies, Rhetoric & Composition, and TESOL all have their own disciplinary focuses, methodologies, histories, conferences, journals, etc. Each student in the program takes at least two classes outside of their primary option, providing them with a broader framework for conducting research and scholarly activities in their primary option coursework. For example, the insights of sociolinguistics inform how Literary Studies and Rhet/Comp students study

literature and rhetoric & writing studies. Further, because students from across options are taking classes together, faculty and students in the program routinely discuss the connections among these disciplines, building new insights from these constellated perspectives. One of the core requirements mandated for all students is a class titled Multicultural Literature in the United States (ENG 5368), which serves as a social justice course that gives students the language and tools to understand the mechanisms of institutional racism, prejudice or white privilege and to process their own positionality in a society still very much informed by a legacy of settler colonialism, genocide, and slavery.

In terms of community and global engagement, the program mandates participation in ENG 5400 (Professionalization Practicum) which requires students partake in professionalization activities outside of the classroom and off campus. To this end, the program makes constant announcements about opportunities at local community colleges and area organizations to encourage students to partake in them while ENG 5400 makes this kind of invisible student labor visible. The program also encourages students to seek out paid professionalization experiences through the Teaching Associate program, through our local Writing Centers, and through embedded tutoring programs in the area.

Finally, both collaborative learning and critical thinking & problem-solving are integrated throughout graduate level coursework and outside of the classroom like. Many program courses, such as ENG 5150: Writing in the Disciplines, ENG 5230: Introduction to TESOL; ENG 5010: Introduction to Graduate Literary Research; ENG 5100: Rhetorical History and Methodology require collaborative final projects, while collaboration is built into the frequent independent studies faculty set up with individual students, which are all research-based. The program Clubs like GradSEA and the TESOL Club and the Online Literary Arts Journal Pomona Valley Review created by the MA program alone provide students with numerous opportunities to collaborate, goal set, network, take part in program outreach, reflect on their expectations and acquired skills while problem-solving in real time and outlining ways to meet their professional goals. Finally, students are asked to reflect on their academic growth, their acquired skill set, and demonstrate self-aware as part of the reflective components of their Culminating experience and as part of the exit survey that the program mandate prior to their graduation.

BA Program – Inclusive Polytechnic Identity

Two English courses are currently listed as Signature Polytechnic Experiences (PolyX) and several others score well on the PolyX rubric. In addition to currently listed ENG 4401A Journal Publishing Activity and ENG 4119 Technologies of Writing, department courses offerings in supervised research (ENG 4402) and teaching English abroad (ENG 4230) score highly enough to be submitted for listing as PolyX designated courses. As the chart above indicates, many English courses address facets of an inclusive polytechnic education, and fulfilling these criteria is an important factor in the program's sense of its uniqueness and competitive advantage among regional English programs. The faculty survey commissioned for this review asked respondents, "To what extent do you contribute (teaching, research, service) to helping students develop CPP's inclusive polytechnic university identity?" The results indicate enthusiastic support and engagement within the department with "frequently" being selected by at least 75% of respondents on six of eight facets of inclusive polytechnic education, and 100% of all respondents selecting either "frequently" or "sometimes" for all eight facets.

Table 9- Alignment of BA Program Activities to the Inclusive Polytechnic Education

Department Activity (Curricular and Co-Curricular)	Elements of Inclusive Polytechnic Education							
	Application of Knowledge	Critical Thinking & Problem	Creativity, Discovery, & Innovation	Diverse & Multi-Disciplinary	Integration of Technology	Collaborative Learning	Community & Global Engagement	Professional & Career Readiness
SPEAKER SERIES-SSF				X			X	X
OPTION CAPSTONES	X	X	X	X		X		
ENG 1000				X	X	X	X	X
ENG 2150		X		X	X	X		
ENG 3010	X	X	X					
ENG 3012	X	X			X	X		X
ENG 3013	X	X			X	X		X
ENG 3141			X	X	X	X		X
ENG 3151	X				X			X
ENG 4110	X	X	X	X	X			X
ENG 4220	X	X		X			X	
ENG 4230	X			X		X	X	X
ENG 4400A			X		X	X	X	X
ENG 4401A			X		X	X	X	X
ENG 4402	X	X	X			X		X
ENG 4410							X	X
ENG 4411	X	X			X	X		X
ENG 4730	X	X		X			X	
ENG 4740	X	X	X	X			X	
ENG 4895	X				X	X		X

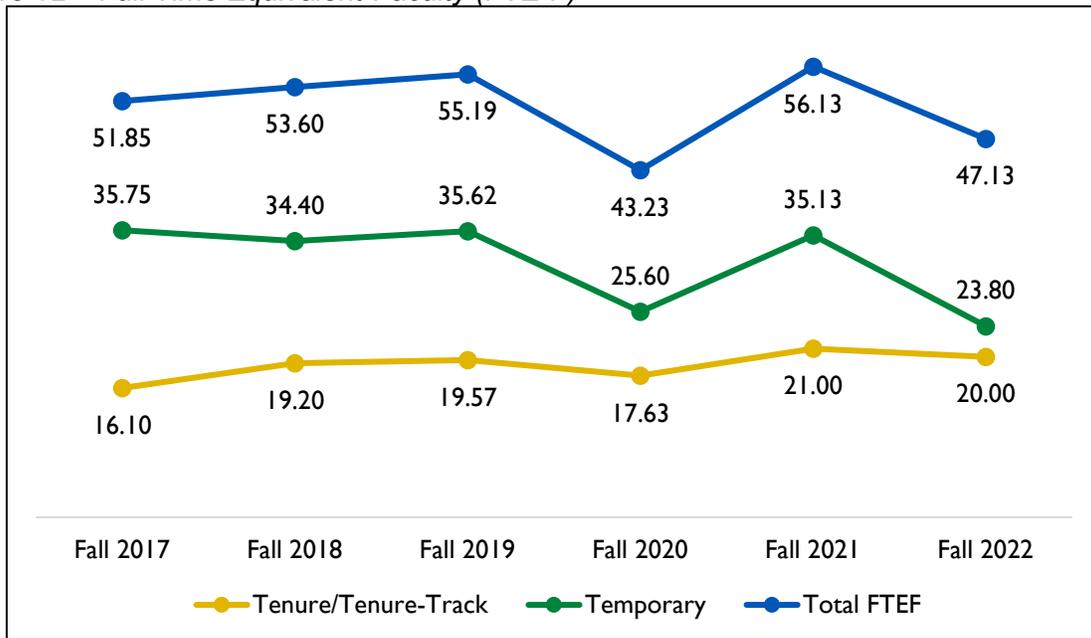
7 FACULTY

7.1 Overview of Faculty

Figure 10 to Figure 13 provide data over 5 years on the historical Full Time Equivalent-Faculty (FTE-F), Full Time Equivalent-Student (FTE-S), Student to Faculty Ratio (SFR), and Major to Faculty Ratio (MFR). The following definitions are from the Office of Academic Resources. Full Time Equivalent-Faculty is an aggregate measure of faculty workload based on payroll appointment fractions. Student to Faculty Ratio is an aggregate measure of students served based on units in course sections and student level. For FTE-S reporting, graduate student (master or doctoral) is considered full-time with 12 units; all others are considered full-time with 15 units. Student Faculty Ratio is FTE-S divided by FTE-F. Lastly, Major Faculty Ratio is the number of stateside degree-seeking students enrolled at census by the FTE-F for tenure-line faculty in the department.

Please note that the data for the following contains information for both undergraduate and graduate programs.

Figure 12 – Full Time Equivalent-Faculty (FTE-F)¹⁹



¹⁹ AR "FTE-Faculty with Status Detail Tenure-Track and Temporary Faculty", Falls 2011-2022 Report https://www.cpp.edu/arar/campus-data/ft_e_faculty_with_status_detail-tenured_tenure-line_and_temporary_faculty_falls_2011_to_2020.pdf

The Office of Academic Resources were unable to break down the FTE-S data for Tenure/Tenure-track and Temporary faculty at the time they provided our office with the data. FTES in Fall 2022 was 939 and in Fall 2023 was 914. No additional updated information at this time from the institution.

Figure 13 – Full Time Equivalent-Student (FTE-S)²⁰

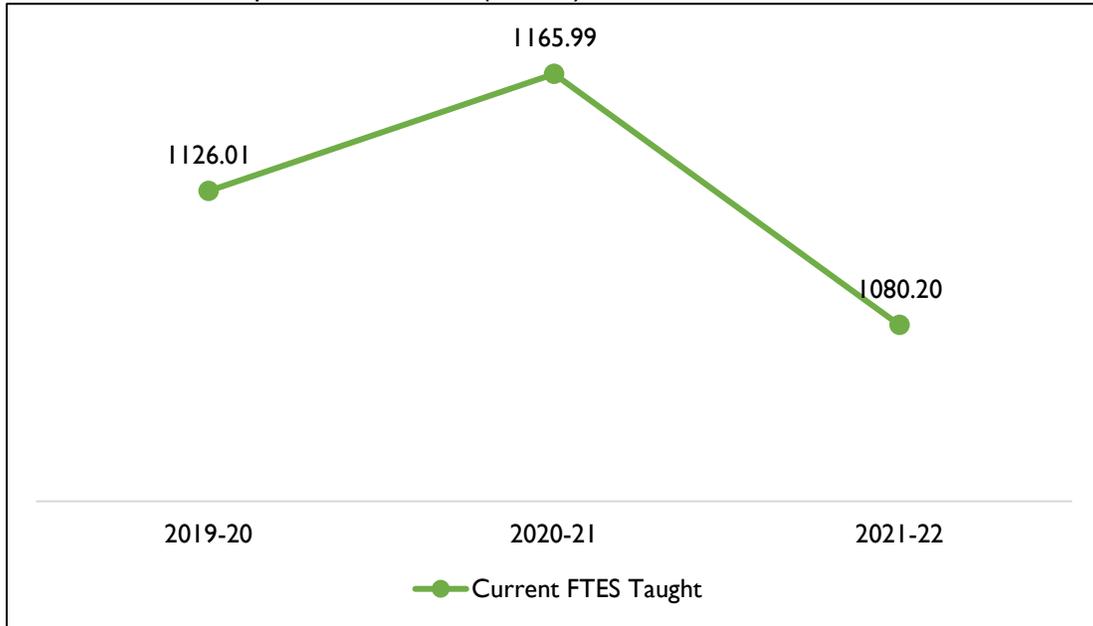
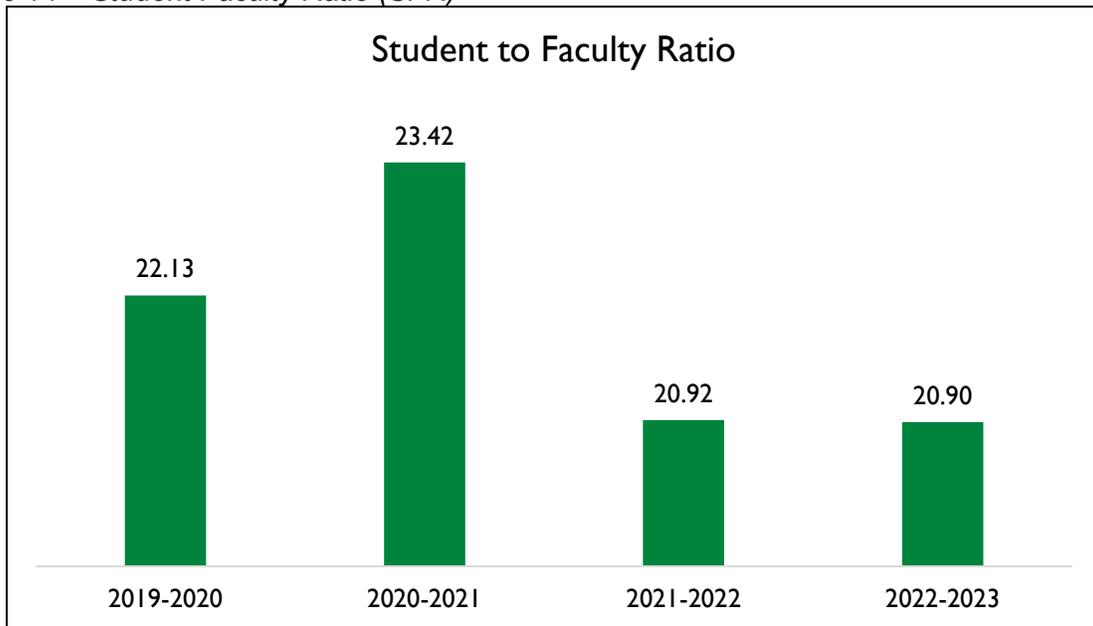


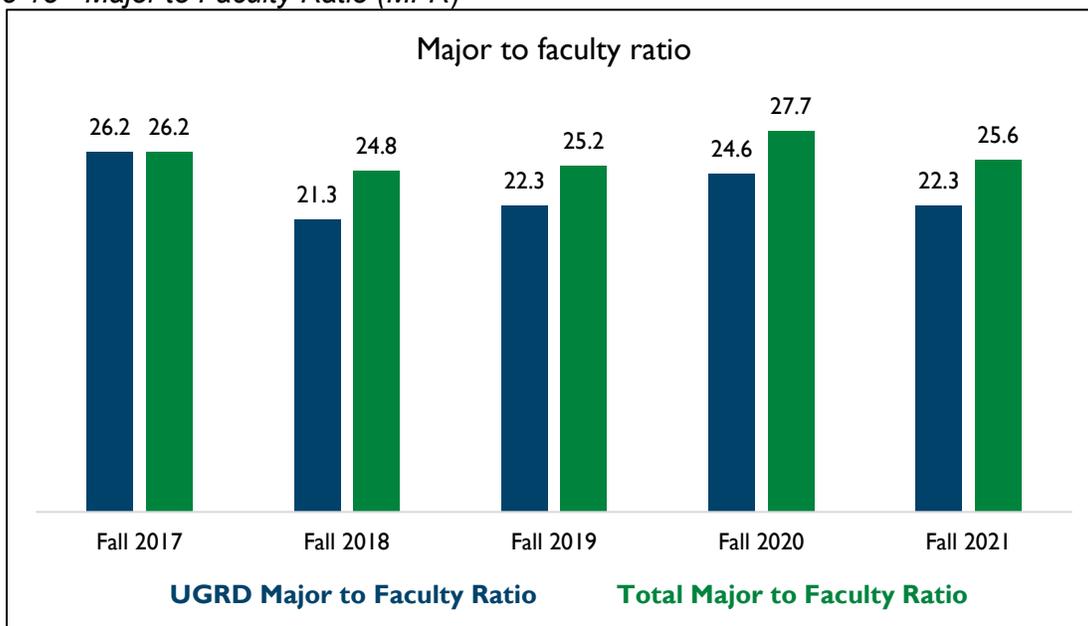
Figure 14 – Student Faculty Ratio (SFR)²¹



²⁰ Tableau <https://analytics.cpp.edu/#/site/production/views/FacultyAssignmentsbyDepartment/SFRbyCY?iid=1>

²¹ Tableau <https://analytics.cpp.edu/#/site/production/views/FacultyAssignmentsbyDepartment/SFRbyCY?iid=1>

Figure 15 - Major to Faculty Ratio (MFR)²²



*Note: Fall 2017 is for undergraduate only since that was the only data reported for that year.

The EML department is an integrated community of interdisciplinary scholars working in the fields of literature, linguistics, rhetoric and composition, creative writing, and modern languages. Nine faculty members work in literature primarily, four primarily in rhetoric and composition, five primarily in modern languages, and three primarily in linguistics. Among these faculty members, several teach across these broad disciplinary divides, and faculty in modern languages, rhetoric and composition, and literary studies also teach in Creative Writing. This range of disciplines creates a unique set of intellectual opportunities and synergies for the program, which has previously been described in the composition of the program’s core courses. Unlike many of our peer institutions, less than one-third of tenure-track faculty have the disciplinary training and experience to teach within the composition program. Nearly all of these courses are taught by adjunct faculty members, the vast majority of whom have taught in the program for a decade or more.

The department employs 21 full-time tenured/tenure-track faculty members, four retired tenured faculty members, and 33 part and full-time lecturers. Lecturers taught 63% (136 of 215) of program courses in Fall 2023. A handful of teaching assistants are recruited from the English graduate program each year, but they do not undertake a significant teaching load.

Tenure-track faculty composition has gone through significant change in the past seven years due to faculty retirements and the recruitment of new faculty members. In 2016, 90% of tenure-track faculty members were tenured, and 64% of the twenty-two tenure-track faculty members were full professors. In Fall 2023, 33% of the twenty-one tenure-track faculty members are untenured, and 48% are full professors. Faculty recruitment in the last seven years has focused on building more disciplinary connections between program subfields and diversifying the curriculum. This changing composition has affected the distribution of service responsibilities within faculty ranks. A survey of faculty attitudes undertaken for this program review indicates

²² ARAR “Major to Faculty Ratio”, Falls 2011-2021 Report <https://www.cpp.edu/arar/campus-data/headcount-ftef-ftes-mfr.shtml>

significant dissatisfaction within the department over large service loads for all faculty, but particularly for those earlier in their careers.

Our focus on the craft of writing leads to smaller, intensive classes that average twenty-five to twenty-seven seats. Some activity courses under the polytechnic experiences umbrella (PolyX) have even lower caps. Given that the course caps for 73% of our courses are within 10% of the program SFR target (158 courses out of 215 in Fall 2023), the program has consistently failed to reach its SFR target. In the past two years, option coordinators in the program have used an increasingly data-driven process to schedule classes in order to reduce empty seats in program courses without creating so much scarcity as to impede progress toward degree. As discussed earlier, high numbers of students in English major options interrupted their studies at the sophomore and junior level during the pandemic. Many have not enrolled again since the return to face-to-face instruction. This has made forecasting of demand for gateway courses in the core curriculum during AY 22 and AY 23 unreliable, especially for courses aimed at Juniors and Seniors like ENG 3000 and the option capstone courses. Changes in the university's General Education program have also resulted in a steep drop in enrollment in the department's few large enrollment classes, further complicating department efforts to meet FTE-S and SFR targets. Even so, programs have used pandemic-era training in online teaching methodologies and best practices to improve existing online synchronous and asynchronous course offerings in order to provide more large enrollment course options for the campus and, through Cal State Online, the system as a whole.

Demand for the English major has been consistent over the past seven years, as evidenced by numbers of applications received. However, enrollment post-pandemic has declined, as discussed earlier. More importantly, longitudinal studies and forecasts of California's demographics indicate a long-term decline in school-aged populations and a subsequent decline in demand for K-12 education, which is a major factor in the demand for English degrees. Cal Poly Pomona and our English program remains well positioned to compete for a declining pool of prospective English majors. The university far outperforms our peer institutions in the Southern California region in a host of university rankings, and Cal Poly's strong "learn by doing" reputation increases the visibility of our English program's distinctive curricular features and interdisciplinary options within the major.

The program can accommodate major growth in all options. In the past two years, faculty members have been increasingly driven to consider recruitment strategies and are currently partnering with the CLASS dean's office to improve visibility of the program among feeder institutions. An emerging area of concern focuses on the take-rate for offers of admission.

7.2 Faculty Support

Support for faculty includes appropriate workload levels, equitable distribution of service assignments, functioning and accessible classroom spaces/technology, sufficient professional development and research funding, campus-based instructional technology support and teaching workshops, grant application support, release time for shared governance roles like program coordination, and college and university-level counseling and advising resources. The faculty survey commissioned for this program review indicates profound dissatisfaction in all of the listed areas. 75% of respondents indicated they were "dissatisfied" or "very dissatisfied" with "support for the program and classes from the Dean and other administrators." 50% of respondents indicated they were "dissatisfied" or "very dissatisfied" with "physical instructional facilities."

The faculty survey reveals the impact of five converging trends: 1) ballooning faculty service loads that far exceed three Weighted Teaching Units of assigned and related duties; 2) a significant proportion of faculty turnover since 2020; 3) a fractured department community weakened by pandemic distancing and internal conflict over workload distribution; 4) leadership changes at the departmental and college level that have contributed to confusion and dissent; and most significantly, 5) a perception of university disinvestment in shared governance and underfunding of program instruction, particularly in A2 composition and languages. 87% of respondents indicated they were “dissatisfied” or “very dissatisfied” with their workload. Faculty report that on average 36% of their overall working hours are spent on service and administrative responsibilities, whereas on average only 49% is spent on teaching.

These working conditions for faculty members haven’t prevented excellent teaching and high levels of scholarly and creative activities. Since 2016, program faculty report five monographs, four edited book-collections, two book-length creative works, ten book chapters, thirty-eight peer-reviewed articles published, and more than a dozen regional and national grants for scholarly research and travel. Program faculty members have given twenty-two keynote and invited speaker addresses and several scores of regional and national conference presentations in the past six years. This productivity has occurred despite 40% of faculty reporting “dissatisfaction” with the “Opportunity and support for professional development” provided by the university. 50% report they are “very dissatisfied” or “dissatisfied” with “campus resources for faculty.” College funding for professional development varies by year from \$800-\$1,500 per faculty member, and no distinction is made between travel for scholarly purposes and professional memberships or scholarly book purchases. This level of support is generally sufficient for one national research presentation or archive trip or two regional presentations.

Table 20 details professional development workshops provided by the Center for the Advancement of Faculty Experience (CAFE). The image depicts the number of faculty, department chairs, and teaching assistants who attended events. Unfortunately, since the data is provided by the department level, the count of attendees includes both English and Spanish faculty members. CAFE workshops are highly valued by EML faculty members. CAFE trainings were particularly helpful during the transition to online education in 2020-2022, and faculty who participated in those trainings have reported ongoing benefit from the course structure and Learning Management System resources provided.

Table 20—professional development workshops offered by CAFE.

Year	Event	Count of Event
2018-2019		
2018-2019	Accessibility Workshop	6
2018-2019	ACUE Course on Effective Teaching Practices	3
2018-2019	ACUE Pinning	1
2018-2019	Black Board Wrangling Workshop	3
2018-2019	BlackBoard Mastery	2
2018-2019	Course Redesign Institute	8
2018-2019	Creating Effective Multiple Choice Tests	3
2018-2019	Creating Hybrid & Online Courses	3
2018-2019	CSU Symposium	1
2018-2019	Do the Flip! How to flip your classroom	4

2018-2019	DOLCE 3.1	6
2018-2019	EDSI	1
2018-2019	EDSI - Semester Conversion Bootcamp	2
2018-2019	Ensuring Academic Integrity in Online Tests. Respondus Training Webinar	2
2018-2019	Every Semester Needs a Plan Workshop	3
2018-2019	Faculty Day	7
2018-2019	Faculty Inclusion Luncheon	1
2018-2019	Hybrid/Online Brown Bag	1
2018-2019	Motivate Students through "Belonging" -- Part 2	1
2018-2019	New Faculty Follow Up	3
2018-2019	New Faculty Orientation	2
2018-2019	New Faculty Welcome Week	1
2018-2019	New Lecturer Orientation	3
2018-2019	PolyTeach	7
2018-2019	Ready 2 Zoom? Promoting Active Participation & Assessment in Class	2
2018-2019	Saddle Up for Semesters	3
2018-2019	Wall of Cool Speaker Series	1
2019-2020		
2019-2020	Academic Integrity in Blackboard	2
2019-2020	ACUE Kick Off	2
2019-2020	ACUE: August	12
2019-2020	ACUE: Microcredential October	3
2019-2020	Alignment in Remote Courses	1
2019-2020	Assessment in Remote Courses	1
2019-2020	Blackboard Ally: Get Started !	1
2019-2020	Blackboard Ally: Make Blackboard Itself More Accessible	2
2019-2020	Building Community in Remote Classes	2
2019-2020	CAFE Remote Course Design: August	33
2019-2020	CAFE Remote Course Design: July	29
2019-2020	CAFE Remote Course Design: June	1
2019-2020	Consistent Calendaring for a Remote Course	2
2019-2020	EDSI 2020: Enhancing Inclusion & Student Motivation	1
2019-2020	Facilitator - CAFE Remote Course Design: July	2
2019-2020	Facilitator CAFE Remote Course Design: August	1
2019-2020	How to Do a Peer Observation of Teaching	1
2019-2020	How to Have a Fabulous First Day	1
2019-2020	Introduction to teaching online	1
2019-2020	Introduction to Teaching Online Using the QLT Instrument for Summer(QLT1-S)	1
2019-2020	New Lecturer Orientation	3
2019-2020	PolyTeach - Main	1
2019-2020	Transparency in a Remote Course	2

2019-2020	Variation of Activities in Remote Courses	1
2020-2021		
2020-2021	Introduction to Teaching Online Using QLT June 7 June 27	1
2020-2021	ACUE Micro E - Promoting Active Learning - Brenda Fernandez Lango	2
2020-2021	ACUE Micro H - Promoting Active Learning - Robert Nyenhuis	1
2020-2021	ACUE Micro J - Creating Student-Centered Courses - Krishna Sigdel	2
2020-2021	ACUE Micro K - Creating Student Centered Courses - Zahra Sotoudeh	3
2020-2021	ACUE Micro L - Creating an Inclusive & Supporting Learning Environment - JC Canedo	2
2020-2021	ACUE Micro M - Creating an Inclusive & Supportive Learning Environemnt - Payam Parsa	3
2020-2021	Advanced QLT Course in Teaching Online July 26- Aug 15	1
2020-2021	Advanced QLT Course in Teaching Online July 5-25	1
2020-2021	Advanced QLT Course in Teaching Online June 7 - June 27	1
2020-2021	Applying the Quality Matters Rubric (QM) July 26 - Aug 15	1
2020-2021	CAFE Inclusive & Equitable Hybrid & Flipped Course Design	23
2020-2021	Cal Poly Pomona Spring 2021 Lecturer Orientation	1
2020-2021	Canvas Course Tools	5
2020-2021	CANVAS week May 24, 2021 - May 28, 2021	7
2020-2021	Communicating in Canvas	5
2020-2021	EDSI - What's in a Grade June 1 - June 30	9
2020-2021	EDSI: What's in a Grade ?	10
2020-2021	Facilitator - ACUE Micro I Cohort	1
2020-2021	Facilitator - Intro to Teachning CANVAS	2
2020-2021	Improve Your Online Course (QM) July 26 - Aug 15	1
2020-2021	Improve your Online Course (QM) June 7 - June 27	1
2020-2021	Improve Your Online Course July 5-25	1
2020-2021	Intro to Teaching Canvas - 5 of 25	1
2020-2021	Intro to Teaching CANVAS - Ashley Group June 1 - June 15	1
2020-2021	Intro to Teaching CANVAS - Ayana Jamieson July 11 - July 25	6
2020-2021	Intro to Teaching CANVAS - Christopher Lamb June 28 - July 12	2
2020-2021	Intro to Teaching CANVAS - Cynthia Sanchez	3
2020-2021	Intro to Teaching CANVAS - Ekaterina Chernobai July 19 - August 2	2
2020-2021	Intro to Teaching CANVAS - Ghada Gad June 28 - July 12	1
2020-2021	Intro to Teaching CANVAS - Phan Group June 1 - June 15	1
2020-2021	Intro to Teaching CANVAS - Raj Singh June 28 - July 12	2
2020-2021	Intro to Teaching CANVAS - Sara Juarez July 18 - August 1	3
2020-2021	Intro to Teaching CANVAS - Steagall June 7 - June 20	12
2020-2021	Intro to Teaching CANVAS - Tamayo June 14 - June 25	6
2020-2021	Intro to Teaching CANVAS Summer 2021	1
2020-2021	Introduction to Teaching Online Using QLT July 5-25	3
2020-2021	Lecturer Faculty Evaluation	10

2020-2021	New Tenure Track Faculty	2
2020-2021	Part 2: Asynchronous & Synchronous Strategies for Engaged Learning	5
2020-2021	Peer Review & Student Ratings	2
2020-2021	Teaching Online: Best Practices for Asynchronous & Synchronous Delivery	3
2020-2021	Tech Tuesday - Faculty Sites	2
2020-2021	Tech Tuesday - Zoom Best Practices	1
2020-2021	USC Mini-Institute on Equity April & May 2021	1
2020-2021	Wall of Cool	2
2021-2022		
2021-2022	ACUE Inclusive Teaching for Equitable Learning	12
2021-2022	CFA Interrupting Racism Workshop	1
2021-2022	Fearless Classroom 2.0	1
2021-2022	First Day of Face to Face Class	3
2021-2022	First Day of Remote Class	1
2021-2022	Learning Fridays - Spruce Up Your Canvas	1
2021-2022	New Lecturer Orientation	9
2021-2022	The Lecturer Evaluation Packet	1
2021-2022	The Truth About Time Management	1
2021-2022	Wall of Cool & Jose Bowen - In Person	1
2021-2022	Wall of Cool & Jose Bowen - Zoom	3
2021-2022	Wall of Cool Only- Zoom	1
2022 - 2023		
2022 - 2023	Building a Publishing Pipeline: Increase Your Writing Productivity	1
2022 - 2023	Course Design Experience	2
2022 - 2023	Peer Coaching	1
2022 - 2023	Small Strategies, Important Gains Series	3
2022 - 2023	Summer Institute Thursday Workshop	14
2022 - 2023	Summer Institute Thursday Workshop - H Holmgren	7
2022 - 2023	Summer Institute Thursday Workshop - P Vieira	5
2022 - 2023	Summer Institute: Anti Racist Teaching & Learning	16

8 UNIVERSITY SUPPORT AND RESOURCES

8.1 Personnel

EML has two full-time staff members dedicated to administrative work: financial reporting, budgeting, travel permissions and reimbursement, coordinating office maintenance and other physical space, departmental event planning, coordinating paperwork for English graduate program, recordkeeping associated with teaching evaluations, assisting with invited speakers, support for faculty searches, recordkeeping and documentation of TT assigned time, and so forth.

One staff member is classified as Administrative Support Coordinator II (the highest level of administrative support professional, one of two in the college), the other as Administrative Support Assistant II.

The department does not employ other support personnel.

The picture is mixed with regard to whether this level of administrative support is adequate. Before the pandemic, the department had three full-time staff members, but with the pandemic many staff in the college chose early retirement buy-outs, leaving vacancies across the college. This included our third staff member, whose main responsibility was scheduling courses in PeopleSoft. Duties were shifted to the remaining staff members and department chair. Even though many processes have now moved online (with corresponding efficiencies), our existing staff are stressed and overworked. Scheduling in PeopleSoft is currently (temporarily) handled by the department chair. When staff scheduling duties are moved back into the department and incorporated, staff workload issues will continue to be difficult.

Our staff is the first point of contact for many students seeking to answer questions, and they have had to limit the time they dedicate to students. Even post-pandemic, our experience has been that EML students continue to frequent staff offices, and staff members continue to help students via email, phone and in-person.

From June 2022 to June 2023, staff scheduling duties were assigned to a staff person in the Dean's Office. Currently (December 2023) data entry in PeopleSoft is being handled by the department chair. This is set to change prior to the scheduling of F 2024 classes in January 2024, and we will welcome having staff scheduling duties performed by an EML staff member, who is much more conversant with department personnel and classes. Scheduling by staff outside the department introduces many errors, inefficiencies, and damaging delays.

8.2 Facilities and Space

Classrooms: The Department has the following classrooms where they have schedule priority—although not at all time blocks. (The number in parentheses indicate the number of students it holds):

Building 1: 303 (30), 306 (28)

Building 5: 126 (32), 130 (32), 136 (30), 210A (28) (Computer lab), 244 (41)

Building 9: 133 (37), 207 (36), 281 (37),

Building 24: 107 (30) (We have recently lost 24-106).

In addition, we have the newly created “Language and Linguistics Lab,” for Linguistics research. This Lab was funded with a university-internal SPICE grant received by Drs. Kermad, Griswold (in English) and Llombart (Spanish).

8.3 Library

Undergraduate Library Data:

Subject Librarian

The University Library assigns specific librarians to support specific disciplinary areas. For the English program, the assigned library faculty member is Hannah Cole. Subject librarians provide the following services:

- Design and deliver library-related course-integration instruction at the request of teaching faculty;
- Develop online tutorials and guides for specific courses or projects as well as more general online research guides for the disciplinary area;
- Available on a by-appointment basis to meet with individual students or with small groups of students for personalized research consultations in-person, via Zoom or chat, or by phone or email. <https://www.cpp.edu/library/reference-instruction/contact-subject-librarian.shtml>

Outreach Efforts

The BA English program is a heavy utilizer of library services. The composition program makes heavy usage of library instruction, and the faculty are frequently in communication with their subject librarian about resources they would like added to the library collections. In addition, these faculty members often recommend students to their subject librarian for research assistance. Over the last 5 years, the subject librarians responsible for this program have met with the faculty as a whole, and closely coordinated with the faculty member overseeing the composition program. The hope is to continue and expand on this close coordination over the following year with co-lead workshops, continued instruction sessions, and online learning objects.

Research Assistance

Research assistance is available in a variety of ways— in-person, via online chat, by telephone, or via email. Library faculty provide reference service (this includes assistance that is 15 minutes or less) and offer one-on-one research consultations (by appointment consultations

that generally run longer than 15 minutes). Table 21 outlines the number of reference questions and research consultations conducted in the specific disciplinary area over the last five fiscal years (we cite fiscal years rather than academic years here because that is how the data was gathered):

Table 21—library research consultations over time.

	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
Reference Questions	11	22	26	31	31
Research Consultations	7	11	14	13	14
Total	11	22	26	31	31

Course-Related Instructional Statistics

Table 22 outlines the number of course-integrated instructional sessions offered by library faculty at the request of teaching faculty teaching specific credit courses in the academic program. Total number of attendees and contact hours are also provided. These statistics cover sessions offered for specific credit courses over the last five fiscal years:

- AY 2018-19
 - ENG 1100
 - ENG 1103 (11 Sections)
 - ENG 2105 (5 Sections)
 - ENG 3000
- AY 2019-20
 - ENG 1100 (2 Sections)
 - ENG 1101 (3 Sections)
 - ENG 1103 (5 Sections)
 - ENG 2015 (4 Sections)
 - ENG 3000
- AY 2020-21
 - ENG 1000 (2 Sections)
 - ENG 1101 (2 Sections)
 - ENG 1103 (3 Sections)
 - ENG 3000
- AY 2021-22
 - ENG 1000 (2 Sections)
 - ENG 1101 (4 Sections)
 - ENG 2015 (6 Sections)
 - ENG 3000
- AY 2022-23
 - ENG 1000
 - ENG 1101 (8 Sections)
 - ENG 1103 (14 Sections)
 - ENG 2105 (8 Sections)

Table 22—library instructional sessions integrated into English courses.

	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
Number of Course-Integrated Instructional Sessions	30	15	11	20	25
Total Number of Attendees	638	335	280	465	626
Total Number of Instructional Contact Hours	531.67	279.17	186.67	310.0	417.33

Library Workshop Instructional Statistics

Table 23 outlines the number of library-sponsored workshops designed and delivered by library faculty. Total number of attendees and contact hours are also provided. These statistics cover the following workshops offered over the last five fiscal years:

- AY 2020-21
 - Doing Research in English Classes

Table 23—library-sponsored workshops.

	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
Number of Course-Integrated Instructional Sessions	N/A	N/A	1	N/A	N/A
Total Number of Attendees	N/A	N/A	6	N/A	N/A
Total Number of Instructional Contact Hours	N/A	N/A	6.0	N/A	N/A

Online Research Guides

Library faculty created online research guides for specific courses and disciplines. The full list is available on the library website here: <https://libguides.library.cpp.edu/>

For this subject area, the subject librarian has developed and maintained the following research guides listed below. Table 24 also includes the number of views by fiscal year which indicates usage.

Table 24—research guides prepared by University Library.

Online Research Guide Title + Link	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
English & Modern Languages	224	105	142	113	68
English Composition (ENG 1100, 1101, 1103 and 2105)	332	737	451	1222	260

Online Tutorials & Modules

Library faculty create online tutorials and modules for specific courses and disciplines. Table 25 shows the relevant tutorials and modules for this academic program and the number of views which indicates usages.

Table 25—library tutorials.

Online Research Guide Title + Link	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
APA Citation	1	0	0	0	0
Interlibrary Loan	1	0	0	2	0
EZ Research Tutorial	N/A	3	0	15	7
Finding Bibliographic Information	0	1	2	0	0
Finding Books Using OneSearch	0	1	0	2	6
Google Books	N/A	0	0	1	0
Google Scholar	N/A	0	2	1	0
Finding Masters Theses & Projects	N/A	0	0	1	0
MLA Citation	N/A	4	1	0	0
Research 101-1	6	0	0	5	3
Research 101-2	4	6	4	3	2
Research 101-3	6	8	5	5	1
Research 101-4	4	7	6	9	1
Research 101-5	5	6	4	5	3
Research 101-6	0	1	0	0	0

Library Resources

For this program area, there are 5 electronic resources that support the disciplinary area. These resources include both journals and databases. These resources and the number of searches are indicated in Table 26, below..

Table 26—library databases.

Electronic Resource Titles	FY 2022-23	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19
Ethnologue	n/a	n/a	n/a	n/a	n/a
Shakespeare Collection (Gale)	937	2074	4835	n/a	n/a
Taylor & Francis Social Science/Humanities Library	1283	18657	20587	21421	21028
MLA International Bibliography	1775	3792	n/a	4438	n/a
Project Muse	5522	6600	7962	11839	12218

Graduate Library Data:

Outreach Efforts

The MA English program has had at least some connection with the University Library over the past 5 years, particularly in the TESOL program, where there has been contact with faculty over the purchasing of materials, and instruction sessions provided to courses. Much of the outreach for this program is completed at the beginning of the semester through outreach to English Full Time and Part Time faculty. With the expansion of the Graduate Resource Center, the hope is to continue expanding this outreach.

Research Assistance

Research assistance is available in a variety of ways– in-person, via online chat, by telephone, or via email. Library faculty provide reference service (this includes assistance that is 15 minutes or less) and offer one-on-one research consultations (by appointment consultations that generally run longer than 15 minutes). Table 27 outlines the number of reference questions and research consultations conducted in the specific disciplinary area over the last five fiscal years:

Table 27—reference questions and research consultations.

	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19
Reference Questions	1	5	2	2	2
Research Consultations	1	2	0	0	1
Total	1	5	2	2	2

Course-Related Instructional Statistics

Table 28 outlines the number of course-integrated instructional sessions offered by library faculty at the request of teaching faculty teaching specific credit courses in the academic program. Total number of attendees and contact hours are also provided. These statistics cover sessions offered for specific credit courses over the last five fiscal years:

- AY 2022-21
- AY 2021-22
- AY 2020-21
- AY 2019-20
 - ENG 5010
- AY 2018-19
 - ENG 5010
 - ENG 5230

Table 28—courses integrating library instructional sessions.

	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19
Number of Course-Integrated Instructional Sessions	0	0	0	1	2
Total Number of Attendees	0	0	0	18	40
Total Number of Instructional Contact Hours	0.0	0.0	0.0	12.0	26.67

Library Workshop Instructional Statistics

Table 29 outlines the number of library-sponsored workshops designed and delivered by library faculty. Total number of attendees and contact hours are also provided. These statistics cover the following workshops offered over the last five fiscal years:

Table 29—library-sponsored workshops.

	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19
Number of Course-Integrated Instructional Sessions	0	0	0	0	0
Total Number of Attendees	0	0	0	0	0
Total Number of Instructional Contact Hours	0.0	0.0	0.0	0.0	0.0

Online Research Guides

Library faculty created online research guides for specific courses and disciplines. The full list is available on the library website here: <https://libguides.library.cpp.edu/>

For this subject area, the subject librarian has developed and maintained the following research guides listed below. Table 30 also includes the number of views by fiscal year which indicates usage.

Table 30—online research guides.

Online Research Guide Title + Link	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19
English & Modern Languages	224	105	142	113	68

Online Tutorials & Modules

Library faculty create online tutorials and modules for specific courses and disciplines. Listed in table 31 are the relevant tutorials and modules for this academic program and the number of views which indicates usages.

Table 31—online tutorials

Online Research Guide Title + Link	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19
APA Citation	0	1	0	0	0
EZ Research Tutorial	0	0	0	1	1
Google Books	0	0	0	1	0
Google Scholar	0	0	0	1	0
Research 101, Part 1	0	0	0	3	0
Research 101, Part 2	0	0	0	1	0
Research 101, Part 3	0	0	0	1	0
Research 101, Part 4	0	0	0	1	0
Research 101, Part 5	0	0	0	1	0

The data presented above shows that the department makes use of library services and EML students benefit from the symbiotic relationship between the department and the University Library.

8.4 Other Campus Resources

The MA program makes great use of the [Graduate Resource Center](#) (GRC), which has become essential to our graduate students. The LOGRAR [grant](#) that currently funds key GRC initiatives and programs has made an enormous difference in supporting students’ research interests and teaching interests through the LOGRAR student travel award and the teaching academy and winter academies. In addition, the LOGRAR grant funds the largest student scholarships to graduate students on campus, providing sources of funding to our most economically vulnerable students and to our highest performing students alike. The GRC also provides our students with great resources from academic workshops to tutoring services, for which three of our EML faculty serve as faculty tutors. The GRC peer mentoring program is also a wonderful asset to our students, as it allows some of our advanced students to gain mentoring experience while easing the transition for incoming students and fostering a supportive environment. More than ever our graduate students need all-around support –which includes professionalization assistance and opportunities, financial assistance, including both merit-based and need-based sources of funding. Our graduate students don’t tend to be wealthy and tend to have very big life obligations. Our current GRC does a great job validating the graduate student as a whole person through its offering of a variety of services and many of our students utilize it frequently.

8.5 Budget

Departmental operating budget totaled \$10,375 in Fiscal Year 2022-23.

- Allocated base budget: \$7,000
- Amount based on % of FTE goal: \$3,375

In the accounts, 95% of our expenditures are categorized as “supplies and services”. (A pie chart would thus not be helpful.) Supplies and services comprises the following types of purchases:

- Office Supplies.
- Mailroom copier maintenance agreement.
- Subscriptions (ADE/ADFL membership, English Council and Modern Language council memberships, WebCAPE language placement exam).
- Facilities work orders (repairs and painting in hallways and offices).
- TV monitor contract (in department hallway).
- Faculty recruitment (additional candidate travel expenses above the \$3000 allotted per search).

This allocation (\$10,375) is in line with allocations in recent previous years. While limited, it has been sufficient for department operations.

We use these funds to continue basic operations necessary to department functioning.

In the current fiscal year, we have been allocated only \$3,500 as a base budget, reflecting a college budget that is lower than expected. The department has already exhausted the total allocation. We are currently awaiting further allocations.

In addition, we have a budget committee that administers the SEFs (Student Engagement Funds)—around \$6000 annually. The committee sends calls to the department to request funding for events faculty members may want to organize. The events need to be open to all EML students to be funded through the SEFs.

9. CONCLUSION

Powered by our endlessly inventive, consistently reflective, and relentlessly committed faculty, graduate and undergraduate programs in English at California State Polytechnic University have adapted to numerous institutional and community challenges in the past seven years. The programs have been revised three times and new programs have been developed at the undergraduate level. Through all the change, the program's strengths have been consistent: we are an integrated, interdisciplinary program that draws on diverse faculty members in literature, linguistics, and rhetoric and composition. Our students report significant satisfaction with the ways that the programs have adapted to foreground our distinctive polytechnic course offerings that offer them measurable advantages in their careers since they allow them to point to professionalizing experiences and career-relevant accomplishments which were achieved during their enrollment in our programs. Our course offerings and curricula have been thoughtfully decolonized at the graduate and undergraduate level to support students as they apply the knowledge gained through our programs in an increasingly diverse and inclusive society. Despite declining university support for shared governance in the coordination of the programs, faculty members have increased their levels of advising and research mentorship for students.

In addition to supporting General Education through Area A2, A3, C2, C3 and F courses, the department has been integral to our campus efforts to introduce the new Graduation Writing Assessment Requirement. Program faculty served on the GVAR committee, helping design the system our senate adopted. Program faculty members have been hired to consult across campus as departments designate and redesign courses as GVAR courses. Dr. Karen Trujillo and Dr. Kristin Prins have been instrumental in this process, and Dr. Trujillo is currently serving in the position of Writing in the Disciplines Coordinator—a position that offers assistance on designing pedagogically sound and discipline-specific writing courses. The department itself does not have a role in teaching GVAR classes.

The post-pandemic landscape of higher education and California's long-term trend of declining school-aged populations present the programs with significant challenges and opportunities in the future. At the undergraduate level, programs lost nearly a third of their second- and third-year students during the pandemic, and new enrollments in 2022 and 2023 registered a slight decline from the previous seven years. This has led both graduate and undergraduate programs to increase outreach, and the success of future efforts depends upon university support for these non-instructional activities that are vital for program success. Recent and emerging changes in CSU general education requirements which reduce the number of general population students enrolling in English courses will need to be addressed through course redesigns that align with new GE 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.

Given that the course caps for 73% of our courses are within 10% of the program SFR target of 25, 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. Failure to reach SFR targets leads to reduced support for A2 instruction by cutting the department's budget to hire lecturers who are specialists in rhetoric and composition instruction.

Faculty rank composition will continue to tilt toward the assistant and associate professor ranks. This shift will stress the department's ability to fill needed shared governance roles in

coordinating programs and serving students since these roles far exceed the three WTUs allotted to assigned and related duties, and the university has annually reduced its funding for reassigned time that supports faculty in these roles. Faculty members in junior ranks are still developing their research and pedagogical programs and are ill-advised to undertake work overloads which some tenured faculty members have historically shouldered.

Both graduate and undergraduate programs can explore further student demand for Creative Writing courses, and the polytechnic experience course (ENG 4401A) that showcases student creative writing should be offered consistently.

Cal Poly Pomona's English programs are the most distinctively polytechnic humanities programs in the CSU. With more outreach and support, our English BA and MA programs are poised for growth as programs of choice throughout the region.

10. APPENDICES

10.1 Curriculum Matrices – BA Program

Curriculum Matrix (B.A. Core)

Last updated September 2022		CORE OUTCOMES				
		Critical Reading	Writing	Research	Literature	Linguistics
Major Required (Introduce)	ENG 1000: EML FYE Colloquium (1 unit)	X	X			
	ENG 2200: Intro to Linguistics					X
	ENG 2300: American Literature to 1865	X			X	
	ENG 2320: American Lit since 1865	X			X	
	ENG 2330: Multicultural Lit, ENG 2331: Latino/a Lit, ENG 2334: Lit and the Afr Amer Experience, or ENG 2883: Women Writers	X			X	
	ENG 2510: British Literature 1	X			X	
	ENG 2520: British Literature 2	X			X	
	ENG 2710: World Literature 1	X			X	
	ENG 2720: World Literature 2	X			X	
	2000-level Foreign Language Course	X				X
	ENG 3000: Intro to Literary Studies	X	X	X	X	
	ENG 3150: Advanced Expository Writing		X			
	ENG 3151: Writing for the Professions		X			
	ENG 3210: The Grammar of Modern English					X
Polytechnic Experience (Introduce)	ENG 3120: Professional Editing		X			
	ENG 4230: Teaching English Abroad	X	X			X
	ENG 4400A: Writing for the Web		X			
	ENG 4401A: Journal Publishing		X			
	ENG 4402: Undergraduate Research			X		
	ENG 4410: Internships	<i>varies by internship</i>				
	ENG 4411: English Education Teaching Practicum	X	X	X		
	ENG 4895: Careers for English Majors		X	X		

Curriculum Matrix (B.A. Literary Studies)

		CORE OUTCOMES					Literary Studies Outcomes	
		Critical Reading	Writing	Research	Literature	Linguistics	Diverse Literary Traditions	Genre
Surveys (Introduce)	ENG 2330: Multicultural Lit	X			X		X	
	ENG 2331: US Latino/a Lit	X			X		X	
	ENG 2334: Lit and the Afr Amer Experience	X			X		X	
	ENG 2300 or ENG 2320: Amer.	X			X			
	ENG 2510 or ENG 2520: Brit	X			X			
	ENG 2710 or ENG 2720: World	X			X			
	ENG 3000: Intro to Lit Studies	X	X	X	X			
Ways of Thinking (Introduce, Develop)	ENG 3010: Lit Theory	X	X		X			
	ENG 3011: Lit, Power, Politics	X	X		X			
	ENG 3012: Digital Methods	X	X		X			
Genre (Develop, Master)	ENG 4311: American Poetic Trad.	X	X		X			X
	ENG 4502: British Renaissance	X	X		X			X
	ENG 4503: Shakespeare before 1600	X	X		X			X
	ENG 4504: Shakespeare after 1600	X	X		X			X
	ENG 4505: Shakespeare through Performance	X	X		X			X
	ENG 4513: British Drama to 1890	X	X		X			X
	ENG 4521: The Novel	X	X		X			X
	ENG 4800: Modern Drama	X	X		X			X
	ENG 4882: Myth	X	X		X			X
	ENG 4883: Epic	X	X		X			X
Decentered Canon (Develop, Master)	ENG 4330: Multiethnic Amer	X	X		X		X	
	ENG 4331: Hemispheric Amer	X	X		X		X	
	ENG 4332: African American	X	X		X		X	
	ENG 4333: Native American	X	X		X		X	
	ENG 4334: Asian American	X	X		X		X	
	ENG 4730: Colonial Postcolonial	X	X		X		X	
	ENG 4731: Exile	X	X		X		X	
	ENG 4740 (GE): Chinese Civ	X	X		X		X	
	ENG 4881: Intersectional	X	X		X		X	
	SPN 4380 Literature of the Spanish Empire,	X	X		X		X	
	SPN 4350 Hispanic Modernisms,	X	X		X		X	
SPN 4320 Mexican and Chicano Lit	X	X		X		X		
Focused Inquiry (Develop, Master)	ENG 4300: Early American Lit	X	X	X	X			
	ENG 4310: 19th C. American	X	X	X	X			
	ENG 4500: Chaucer	X	X	X	X			
	ENG 4501: English Civil War	X	X	X	X			
	ENG 4510: Enlightenment	X	X	X	X			
	ENG 4511: Romanticism	X	X	X	X			
	ENG 4512: Victorian	X	X	X	X			
	ENG 4720: Novel in Modern Wrld	X	X	X	X		X	
	ENG 4721: Viewing Words	X	X	X	X		X	X
	ENG 4811: Contemporary Lit	X	X	X	X		X	
ENG 4880 (GE): Mod/Pomo	X	X	X	X			X	
Linguistics (Introduce)	ENG 3211: Structure of Language	X	X			X		
	ENG 3212: Language Acquisition	X	X	X		X		
	ENG 4210: History of the English Language	X	X			X		
	ENG 4211: Fundamentals of Syntax	X	X			X		
	ENG 4220: Language in Society	X	X	X	X	X		
	ENG 4221 Analysis of Conversation	X	X			X		
ENG 4222 Applied Pragmatics	X	X			X			
Culminating Experience (Master + Assess)	ENG 4610: Senior Symposium	X	X	X	X	X		

Curriculum Matrix (B.A. English Education)

		CORE OUTCOMES				English Education Outcomes			
		Critical Reading	Writing	Research	Literature	Linguistics	Diverse Literary Traditions	Effective Teaching	Understanding of Learning Literacy
Fundamentals (Introduce)	ENG 3110: Intro to Rhetorical Theory	X	X						X
	ENG 3212: Language Acquisition	X	X	X		X			X
	ENG 3152: Literacy, Lang. Cultural Practices								X
	ENG 3010 Literary Theory	X	X	X	X				
	ENG 3011 Literature Power and Politics				X				
	ENG 3012 Digital Research Methods			X					
Literature Coursework (Introduce)	ENG 3153: Theory to Practice			X				X	X
	ENG 4150 Multimedia Practicum			X				X	X
	ENG 4311: American Poetic Trad.	X	X		X				
	ENG 4800: The Modern Drama	X	X		X				
	ENG 4513: British Drama to 1890	X	X		X				
	ENG 4502: British Renaissance	X	X		X				
	ENG 4503: Shakespeare before 1600	X	X		X				
	ENG 4504: Shakespeare after 1600	X	X		X				
	ENG 4505: Shakespeare through Performance	X	X		X				
	ENG 4521: History of the Novel	X	X		X				
Decentered Canon (Develop, Master)	ENG 4883: The Epic	X	X		X				
	ENG 4882: Myth	X	X		X				
	ENG 4330: Multiethnic Amer	X	X		X		X		
	ENG 4331: Hemispheric Amer	X	X		X		X		
	ENG 4332: African American	X	X		X		X		
	ENG 4333: Native American	X	X		X		X		
	ENG 4334: Asian American	X	X		X		X		
	ENG 4730: Colonial Postcolonial	X	X		X		X		
	ENG 4731: Exile	X	X		X		X		
	ENG 4740 (GE): Chinese Civ	X	X		X		X		
Focused Inquiry (Develop, Master)	ENG 4881: Intersectional	X	X		X		X		
	SPN 4380 Literature of the Spanish Empire,	X	X		X		X		
	SPN 4350 Hispanic Modernisms,	X	X		X		X		
	SPN 4320 Mexican and Chicano Lit	X	X		X		X		
	ENG 4110 Technologies of Writing	X	X	X	X		X		X
	ENG 4300 Early American Literature				X				
	ENG 4310 19th C. American Literature				X				
	ENG 4500 Chaucer				X				
	ENG 4501 Literature of the English Civil War				X				
	ENG 4510 The Enlightenment	X	X	X	X				
Linguistics (Introduce)	ENG 4511 British Romanticism	X	X	X	X				
	ENG 4512 The British Victorian Age	X	X	X	X				
	ENG 4720 The Novel in the Modern World				X				
	ENG 4721 Viewing Words; Reading Pictures	X	X	X	X		X		X
	ENG 4811 Contemporary Literature				X				
	ENG 4880 Modernism and Postmodernism	X	X	X	X				
	ENG 3211: Structure of Language					X			
	ENG 3212: Language Acquisition					X			
	ENG 4210: History of the English Language					X			
	ENG 4211: Fundamentals of Syntax					X			
Culminating Experience (Master + Assess)	ENG 4220: Language in Society					X			
	ENG 4221 Analysis of Conversation					X			
Single Subject Credential Directed Coursework	ENG 4222 Applied Pragmatics					X			
	ENG 4630: English Education Capstone Seminar			X			X	X	
	ENG 4503: Shakespeare before 1600	X	X		X				
	ENG 2801: Young Adult Literature —or— ENG 3520: Harry Potter as Literature and Culture —or— ENG 3800: Children's Literature	X	X		X				
Single Subject Credential Directed Coursework	ENG 2710: World Literature I —or— ENG 4882: Myth as Literature —or— ENG 4883: The Epic	X	X		X				

Curriculum Matrix (B.A. English Education)

		CORE OUTCOMES					Applied Language Studies Outcomes		
		Critical Reading	Writing	Research	Literature	Linguistics	Linguistic Features of Language	Linguistic Research	Second Language Competency
Linguistic study (Introduce)	ENG 3211: Structure of Language	X	X			X	X		
	ENG 3212: Language Acquisition	X	X	X		X	X	X	
Linguistic Electives (Develop, Master)	ENG 4210: History of English	X	X			X	X		
	ENG 4211: Fundamentals of Syntax	X	X	X		X	X	X	
	ENG 4220: Language in Society	X	X	X	X	X	X	X	
	ENG 4221: Analysis of Conversation	X	X	X		X	X	X	
	ENG 4222: Applied Pragmatics	X	X			X	X		
	ENG 4230: Teaching English Abroad	X	X			X	X		
Foreign Language (Introduce, Develop)									X
Culminating Experience (Master + Assess)	ENG 4650: Applied Language Studies Capstone Seminar	X	X	X		X	X	X	

Curriculum Matrix (Languages)

			LANGUAGE OUTCOMES			
			Oral Communication	Written Communication	Critical Reading	Cultural Understanding
Introduce	CHN 1111	Elementary Chinese I	X	X	X	X
	CHN 1112	Elementary Chinese II	X	X	X	X
	FRE 1111	Elementary French I	X	X	X	X
	FRE 1112	Elementary French II	X	X	X	X
	GER 1111	Elementary German I	X	X	X	X
	GER 1112	Elementary German II	X	X	X	X
Develop, Master	CHN 2111	Intermediate Chinese I	X	X	X	X
	CHN 2112	Intermediate Chinese II	X	X	X	X
	CHN 2113	Intermediate Chinese III	X	X	X	X
	CHN 3410	Chinese Civilization and Culture	X	X	X	X
	FRE 2111	Intermediate French	X	X	X	X
	FRE 2112	Intermediate French Reading	X	X	X	X
	FRE 2113	Intermediate French Comp & Conversation	X	X	X	X
	FRE 3210	Readings in French & Francophone Lit	X	X	X	X
	FRE 3410	French Civilization	X	X	X	X
	FRE 3420	Contemporary France	X	X	X	X
	GER 2111	Intermediate German I	X	X	X	X
	GER 2113	Intermediate German Comp. & Conv.	X	X	X	X
	GER 2120	Intermediate German Reading and Film	X	X	X	X
	GER 3410	German Civilization	X	X	X	X

10.2 Assessment Plans – BA Program

Alignment Matrix (Undergraduate)

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Core Competencies					Strategic Vision		
			Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation and Creativity	Civic Engagement	Problem Solving
Be critically aware readers, thinkers, and communicators AND appreciate the value of diversity		<i>Critical Reading: Students will evaluate—make and defend judgments based on internal evidence or external criteria—literary, expository, and linguistic texts.</i>	X							
		<i>Research: Students will locate appropriate research using common databases Research: Students will synthesize research coherently to make effective arguments.</i>		X						
		<i>Literature: Students will be able to analyze how literary texts use language to achieve a purpose and convey the aesthetics/style of an author or period.</i>	X			X		X		
Be competent in written and oral applications of language		<i>Writing: Students will write with an awareness of audience, purpose, form, and other rhetorical concepts.</i>				X				

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Core Competencies					Strategic Vision		
			Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation and Creativity	Civic Engagement	Problem Solving
		<i>Writing: Students will know the conventions of Standard Written English.</i>								
Understand the linguistic features of language: its structure, acquisition, and use in interaction		<i>Linguistics: Students will know current linguistic theories/concepts and principles of language structure, acquisition, and use in interaction.</i>	X			X				X
Be prepared to enter multiple professional environments that value advanced facility with communication, culture, and language			X	X	X	X		X	X	X
Appreciate translingual and transcultural awareness through foreign language study			X	X	X	X			X	

Overall assessment plan (Core Learning Outcomes)

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination on schedule	Closing the loop strategies
Core learning outcomes	<i>Critical Reading: Students will critique—make and defend judgments based on internal evidence or external criteria—literary, expository, and/or linguistic texts</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610, ENG 4630, ENG 4650. ALSO, ENG 3000</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Research: Students will locate appropriate research using common databases</i> <i>Research: Students will synthesize research coherently to build effective arguments.</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610, ENG 4630, ENG 4650</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Writing: Students will write with an awareness of audience, purpose, form, and other rhetorical concepts.</i> <i>Writing: Students will know the conventions of</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610, ENG 4630, ENG 4650</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination on schedule	Closing the loop strategies
	<i>Standard Written English.</i>				<i>students who "Exceed Expectations."</i>			
	<i>Linguistics: Students will understand the grammatical structure of language and how this knowledge is used in interpreting the structure of texts.</i>	<i>Assessed in ENG 3210: The Grammar of Modern English</i>	<i>Exam</i>	<i>Item Analysis; Point Systems</i>	<i>Each grammatical item (out of 25 items) is worth 2 points each</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Literature: Students will be able to analyze how literary texts use language to achieve a purpose and convey the aesthetics/style of an author or period.</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610, ENG 4630, ENG 4650</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Critical Reading: Students will critique—make and defend judgments based on internal evidence or external criteria—literary, expository, and/or linguistic texts</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610, ENG 4630, ENG 4650. ALSO ENG 3000</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>

Overall assessment plan (Literary Studies Outcomes)

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
Literary Studies	<i>Diverse Literary Traditions: Students will understand the diverse social, cultural, and historical contexts in which texts are produced, influenced, circulated, read, and analyzed. Students will explain how categories of human diversity—i.e. race, gender, ethnicity, disability, etc.—inform personal identities and their relationship to structural inequity.</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Genre: Students will differentiate the medium-specific elements of literary genres and how those elements contribute to the reader's or audience's interpretation of a work, as well as the historical and cultural contexts in which these genres are deployed.</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4610</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>

Overall assessment plan (English Education Outcomes)

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
English Education	<i>Diverse Literary Traditions: Students will understand the diverse social, cultural, and historical contexts in which texts are produced, influenced, circulated, read, and analyzed. Students will explain how categories of human diversity—i.e. race, gender, ethnicity, disability, etc.—inform personal identities and their relationship to structural inequity.</i>	<i>Core outcomes are distributed across all courses in the program, but assessed in ENG 4630</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Effective Teaching: Students will demonstrate knowledge of teaching methods (e.g., strategies, techniques, etc.) aligned with teaching theory, including knowledge of essential elements in lesson planning, as evident by delivering an engaging and age-appropriate demonstration lesson.</i>	<i>Student teaching hours in ENG 3153: Theory to Practice, ENG 4411 English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar.</i>	<i>Teachers fill out an observation rubric form</i>	<i>Analytic rubric</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory; 2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Understanding of Learning Literacy: Students will demonstrate</i>	<i>Outcome assessed in ENG 3153: Theory to Practice in</i>	<i>Capstone courses - all students produce a</i>	<i>Course performance</i>	<i>Portfolios are scored by 2 readers on a scale of 1-4 (1=introductory;</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action</i>

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
	<i>knowledge of approaches to reading and writing instruction, such as effective methods to scaffold student literacy learning (e.g., 6th-12th grade), and awareness of the Common Core State Standards.</i>	<i>Student Literacy and ENG 4630, the senior capstones in English Education, in addition to teacher evaluations from in-class observations in</i>	<i>comprehensive portfolio of work</i>		<i>2=developing; 3=practicing; 4=mastery), and scores are averaged together. Scores are also presented as % of students who "Exceed Expectations."</i>			<i>items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>

Overall assessment plan (Applied Language Outcomes)

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
Applied Language	<i>Linguistic Features of Language: Students will demonstrate an understanding of the linguistic features of language, including grammar, morphology, pragmatics, phonology, and syntax.</i>	<i>Outcome distributed across the coursework in the program and assessed in ENG 4650: Applied Language Studies Capstone Seminar</i>	<i>Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Analytic rubric</i>	<i>Passing Exam Scores; Completion of successful research project</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Linguistic Research: Students will demonstrate skills in empirical data collection, analysis, and interpretation.</i>	<i>Assessed in ENG 4650: Applied Language Studies Capstone Seminar</i>	<i>Capstone research project</i>	<i>Analytic rubric</i>	<i>Completion of successful research project</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>
	<i>Second Language Competency: Students will apply knowledge of their second language to demonstrate metalinguistic and cultural awareness.</i>	<i>Two foreign language courses at the 2000 level or above; ENG 4650: Applied Language Studies Capstone Seminar</i>	<i>Language Exams and Papers; Capstone courses - all students produce a comprehensive portfolio of work</i>	<i>Exam Scores and Self-Reflection</i>	<i>Competency in foreign language demonstrated by successful performance in language courses, artifacts in foreign language, and metalinguistic and cultural awareness</i>	<i>EML "Learning and Teaching Committee"</i>	<i>Annual</i>	<i>Discussion at Fall Conference and Spring Retreat to produce action items for pedagogy, curricula, and extracurricular opportunities. Ongoing conversations at faculty meetings.</i>

Assessment Data Collection Timeline (Undergraduate - Core)

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
<i>Critical Reading: Students will critique—make and defend judgments based on internal evidence or external criteria—literary, expository, and/or linguistic texts</i>		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies	
<i>Writing: Students will write with an awareness of audience, purpose, form, and other rhetorical concepts.</i> <i>Writing: Students will know the conventions of Standard Written English.</i>			Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies
<i>Research: Students will locate appropriate research using common databases</i> <i>Research: Students will synthesize research coherently to build effective arguments.</i>			Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies
<i>Linguistics: Students will understand the grammatical structure of language and how this knowledge is used in interpreting the structure of texts.</i>		Class-administered exam in ENG 3210: The Grammar of Modern English		Class-administered exam in ENG 3210: The Grammar of Modern English	
<i>Literature: Students will be able to analyze how literary texts use language to achieve a purpose and convey the aesthetics/style of an author or period.</i>	Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies			Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies	
<i>Critical Reading: Students will critique—make and defend judgments based on internal evidence or external criteria—literary, expository, and/or linguistic texts</i>		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies	
<i>Writing: Students will write with an awareness of audience, purpose, form, and other rhetorical concepts.</i> <i>Writing: Students will know the conventions of Standard Written English.</i>			Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies		Analytic rubric, portfolio reading of papers from ENG 4610 4630, and 4650, the senior capstones in Literary Studies, English Education, and Applied Language Studies

Assessment Data Collection Timeline (Undergraduate – Literary Studies)

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
<i>Diverse Literary Traditions: Students will understand the diverse social, cultural, and historical contexts in which texts are produced, influenced, circulated, read, and analyzed. Students will explain how categories of human diversity—i.e. race, gender, ethnicity, disability, etc.—inform personal identities and their relationship to structural inequity.</i>	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations
<i>Genre: Students will differentiate the medium-specific elements of literary genres and how those elements contribute to the reader's or audience's interpretation of a work, as well as the historical and cultural contexts in which these genres are deployed.</i>	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4610 the senior capstones in Literary Studies, in addition to teacher evaluations from in-class observations

Assessment Data Collection Timeline (Undergraduate – English Education)

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
<i>Diverse Literary Traditions: Students will understand the diverse social, cultural, and historical contexts in which texts are produced, influenced, circulated, read, and analyzed. Students will explain how categories of human diversity—i.e. race, gender, ethnicity, disability, etc.—inform personal identities and their relationship to structural inequity.</i>	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations
<i>Effective Teaching: Students will demonstrate knowledge of teaching methods (e.g., strategies, techniques, etc.) aligned with teaching theory, including knowledge of essential elements in lesson planning, as evident by delivering an engaging and age-appropriate demonstration lesson.</i>	Student teaching hours in ENG 3153: Theory to Practice, ENG 4411: English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar; Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Student teaching hours in ENG 3153: Theory to Practice, ENG 4411: English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar; Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Student teaching hours in ENG 3153: Theory to Practice, ENG 4411: English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar; Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Student teaching hours in ENG 3153: Theory to Practice, ENG 4411: English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar; Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations	Student teaching hours in ENG 3153: Theory to Practice, ENG 4411: English Ed Teaching Practicum; ENG 4630: English Education Assessment Seminar; Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations
<i>Understanding of Learning Literacy: Students will demonstrate knowledge of approaches to reading and writing instruction, such as effective methods to scaffold student literacy learning (e.g., 6th-12th grade), and awareness of the Common Core State Standards.</i>	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations in ENG 3153: Theory to Practice in Student Literacy	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations in ENG 3153: Theory to Practice in Student Literacy	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations in ENG 3153: Theory to Practice in Student Literacy	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations in ENG 3153: Theory to Practice in Student Literacy	Portfolio reading of papers from ENG 4630 the senior capstones in English Education, in addition to teacher evaluations from in-class observations in ENG 3153: Theory to Practice in Student Literacy

Assessment Data Collection Timeline (Undergraduate – Applied Language Studies)

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
<i>Linguistic Features of Language: Students will demonstrate an understanding of the linguistic features of language, including grammar, morphology, pragmatics, phonology, and syntax.</i>	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies; Exams from Linguistics classes	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies; Exams from Linguistics classes	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies; Exams from Linguistics classes	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies; Exams from Linguistics classes	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies; Exams from Linguistics classes
<i>Linguistic Research: Students will demonstrate skills in empirical data collection, analysis, and interpretation.</i>	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Capstone research project; Portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies
<i>Second Language Competency: Students will apply knowledge of their second language to demonstrate metalinguistic and cultural awareness.</i>	Successful performance in two foreign language courses at the 2000 level or higher; metalinguistic and cultural awareness; portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Successful performance in two foreign language courses at the 2000 level or higher; metalinguistic and cultural awareness; portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Successful performance in two foreign language courses at the 2000 level or higher; metalinguistic and cultural awareness; portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Successful performance in two foreign language courses at the 2000 level or higher; metalinguistic and cultural awareness; portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies	Successful performance in two foreign language courses at the 2000 level or higher; metalinguistic and cultural awareness; portfolio reading of papers from ENG 4650 the senior capstones in Applied Language Studies

10.3 Curriculum Matrices – MA Program

Curriculum Matrix (M.A. Core)

			CORE OUTCOMES			
			Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field	Ability to conduct and present high-quality research/analysis appropriate to their discipline	Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas
Last Revised September 2022						
Major Required	I D	ENG 5010: Grad Literary Research	x	x	x	x
	I D	ENG 5230: Introduction to TESOL	x	x	x	x
	I D	ENG 5100: Rhetorical History and Methodology	x	x	x	x
	I D	ENG 5130: Teaching Writing	x	x	x	x
	I D	ENG 5236: Sociolinguistics	x	x	x	x
	I D	ENG 5368: Multicultural Literatures in the US	x	x	x	x
	D	ENG 5400: Professionalization Practicum				x
	Master + Assess	ENG 6970: Comp Exam	x	x	x	x
	Master + Assess	ENG 6960: MA Thesis	x	x	x	x

Curriculum Matrix (M.A. English - Literature)		CORE OUTCOMES				Literature Outcomes			
		Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field	Ability to conduct and present high-quality research/analysis appropriate to their discipline	Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Knowledge of the major historical and literary periods/genres, and their representative authors and works, in British, American, or World literature	Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis	Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts	Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose
L Literature		ENG 5361 – 19th C. American Literature	X	X	X	X	X	X	X
	DM	ENG 5362 – 20th/21st C. American Literature	X	X	X	X	X	X	X
	DM	ENG 5370 – Early American Encounters and Identity	X	X	X	X	X	X	X
	DM	ENG 5378 – Asian American Literature	X	X	X	X	X	X	X
	DM	ENG 5560 – British Literature to 1500	X	X	X	X	X	X	X
	DM	ENG 5570 – Renaissance Drama	X	X	X	X	X	X	X
	DM	ENG 5561 – British Literature: 1500-1660	X	X	X	X	X	X	X
	DM	ENG 5562 – British Literature: 1660-1800	X	X	X	X	X	X	X
	DM	ENG 5572 – Emerging Issues in 19th Century British Literature	X	X	X	X	X	X	X
	DM	ENG 5760 – Exile and Diaspora in World Literature	X	X	X	X	X	X	X
	DM	ENG 5761 – Studies in Nobel Prize Literature	X	X	X	X	X	X	X
	DM	ENG 5770 – Postcolonial Literatures and Theories	X	X	X	X	X	X	X
	DM	ENG 5771 – Comparative World Literatures	X	X	X	X	X	X	X
	DM	ENG 5779 – Hemispheric American Literature	X	X	X	X	X	X	X
	DM	ENG 5011 – Modern Literary Theory	X	X	X	X	X	X	X
	DM	ENG 5800 – Drama: Theatre, Meta-Theatre	X	X	X	X	X	X	X
	DM	ENG 5801 – Pedagogies of Dramatic Literature	X	X	X	X	X	X	X
	DM	ENG 5802 – Poetry and Poetics	X	X	X	X	X	X	X
	DM	ENG 5810 – Early Modern Literature	X	X	X	X	X	X	X
	DM	ENG 5811 – Contemporary Literature	X	X	X	X	X	X	X
DM	ENG 5880 – Emerging Issues in Literature	X	X	X	X	X	X	X	
Rhet/ Comp	ID	ENG 5100 – Rhetorical History and Methodology	X	X	X	X			
	DM	Any course in the 5100 series		X	X	X			
TESOL	ID	ENG 5230: Introduction to TESOL	X	X		X			
	DM	ENG 5231: Grammar	X	X	X	X			
	DM	ENG 5232: Teaching ESL Composition	X	X	X	X			
	DM	ENG 5235 TESOL Practicum	X	X		X			
	ID	ENG 5236 Sociolinguistics	X	X	X	X			
	DM	ENG 5280 Emerging Issues in Linguistics	X	X	X	X			
MA	ENG 6970 Comp Exam	X	X	X	X	X	X	X	
MA	ENG 6960 MA Thesis	X	X	X	X	X	X	X	

Curriculum Matrix (M.A. Rhet/Comp)

		CORE OUTCOMES				Rhet/Comp Outcomes						
		Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field	Ability to conduct and present high-quality research/analysis appropriate to their discipline	Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy	Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy	Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue	Academic Style: A readable, compelling, professional prose style	Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students	Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition	
Rhet/Comp	ID	ENG 5110: Theory and Practice of Modern Rhetoric	X	X	X	X	X	X	X	X	X	X
	DM	ENG 5131: Pedagogies of Reading;		X	X	X	X	X	X	X	X	X
	DM	ENG 5140: Cultural Rhetorics		X	X	X	X	X	X	X	X	X
	DM	ENG 5141: Feminist Rhetorics		X	X	X	X	X	X	X	X	X
	DM	ENG 5150: Writing in the Disciplines;		X	X	X	X	X	X	X	X	X
	DM	ENG 5151: Rhetoric and Poetics;		X	X	X	X	X	X	X	X	X
	DM	ENG 5152: Digital Rhetoric and Literacy;		X	X	X	X	X	X	X	X	X
	DM	ENG 5180: Emerging Issues in Rhetoric and Composition		X	X	X	X	X	X	X	X	X
Literature	ID or DM	Choose any 1 literature courses in the 5000, 5300, 5500, 5700, or 5800 series.	X	X	X	X	X					
TESOL	ID	ENG 5230: Introduction to TESOL	X	X		X						
	DM	ENG 5231: Grammar	X	X	X	X						
	DM	ENG 5232: Teaching ESL Composition;	X	X	X	X						
	DM	ENG 5235: TESOL Practicum;	X	X		X						
	ID	ENG 5236: Sociolinguistics	X	X	X	X						
	DM	ENG 5280: Emerging Issues in Linguistics	X	X	X	X						
	MA	ENG 6970 Comp Exam	X	X	X	X	X	X	X	X	X	X
MA	ENG 6960 MA Thesis	X	X	X	X	X	X	X	X	X	X	

Curriculum Matrix (M.A. TESOL)

			CORE OUTCOMES				TESOL Outcomes				
			Familiarity with the basic theories, knowledge areas, and analytical tools of the field	Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field	Ability to conduct and present high-quality research/analysis appropriate to their discipline	Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy	Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, and TESOL pedagogy	Ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition	Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design)	Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style
TESOL	D M	ENG 5232 Teaching ESL Composition	X	X	X	X	X	X	X	X	X
	D M	ENG 5233 Teaching American English Pronunciation	X	X	X	X	X	X	X	X	X
	D M	ENG 5234 Second Language Acquisition	X	X	X	X	X	X	X	X	X
	D M	ENG 5235 TESOL Practicum	X	X		X	X	X		X	X
	I D	ENG 5236 Sociolinguistics	X	X	X	X	X	X	X	X	X
	D M	ENG 5231 Grammar	X	X	X	X	X	X	X	X	X
	D M	ENG 5280 Emerging Issues in Linguistics	X	X	X	X	X	X	X	X	X
	Master and Asses	ENG 6970 Comp Exam	X	X	X	X	X	X	X	X	X
	Master and Asses	ENG 6960 MA Thesis	X	X	X	X	X	X	X	X	X

10.4 Assessment Plans – MA Program

Alignment Matrix (Graduate)

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Graduate Institutional Learning Outcomes				Strategic Vision		
			GILO1	GILO2	GILO3	GILO4	Innovation and Creativity	Civic Engagement	Problem Solving
PLO1: Familiarity with the basic theories, knowledge areas, and analytical tools of the field	PLO1	Literature: Knowledge of the major historical and literary periods as well as genres, and their representative authors and works, in British, American, or World literature.			X				
PLO2: Ability to read and understand unfamiliar articles on current research, theories, and analyses in their field	PLO2	Literature: Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis.			X				
PLO3: Ability to conduct and present high-quality research/analysis appropriate to their discipline	PLO4	Literature: Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts.		X			X		
PLO4: Ability to apply theories and discipline-specific skills to teaching, editing, or other professional areas	PLO3	Literature: Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose.	X			X			
	PLO1	RC: Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.			X				
	PLO4	RC: Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.			X		X		
	PLO2	RC: Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue.				X			X

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Graduate Institutional Learning Outcomes				Strategic Vision		
			GILO1	GILO2	GILO3	GILO4	Innovation and Creativity	Civic Engagement	Problem Solving
	PLO3	RC: Academic Style: A readable, compelling, professional prose style.	X						
	PLO4	RC: Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students.			X			X	
	PLO3	RC: Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition.		X					
	PLO1	TESOL: Students will demonstrate familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy.		X					
	PLO2	TESOL: Students will demonstrate the ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy.		X					
	PLO3	TESOL: Students will demonstrate the ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition.	X						
	PLO4	TESOL: Students will demonstrate the ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design).		X				X	X
	PLO3	TESOL: Students will demonstrate the ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	X						

Overall assessment plan (Graduate)

<i>PLO/SLO Alignment</i>	<i>SLOs</i>	<i>Courses where each SLO is addressed.</i>	<i>Assessment activity (signature assignment) used to measure each SLO.</i>	<i>Assessment tool used to measure outcome success</i>	<i>How assessment data will be reported as evidence SLO performance criteria have been met</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data for the program</i>	<i>Student learning outcome data dissemination schedule</i>	<i>Closing the loop strategies</i>
	Literature: Knowledge of the major historical and literary periods as well as genres, and their representative authors and works, in British, American, or World literature.	ENG 6970	5-week take-home essays	Exam data; Analytic rubric	Scores reported	EML Literature Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	Literature: Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis.	ENG 6970	5-week take-home essays	Exam data; Analytic rubric	Scores reported	EML Literature Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	Literature: Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts.	ENG 6970	5-week take-home essays	Exam data; Analytic rubric	Scores reported	EML Literature Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	Literature: Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose.	ENG 6970	5-week take-home essays	Exam data; Analytic rubric	Scores reported	EML Literature Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	RC: Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EML Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	RC: Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EML Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.

<i>PLO/SLO Alignment</i>	<i>SLOs</i>	<i>Courses where each SLO is addressed.</i>	<i>Assessment activity (signature assignment) used to measure each SLO.</i>	<i>Assessment tool used to measure outcome success</i>	<i>How assessment data will be reported as evidence SLO performance criteria have been met</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data for the program</i>	<i>Student learning outcome data dissemination schedule</i>	<i>Closing the loop strategies</i>
	RC: Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EML Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	RC: Academic Style: A readable, compelling, professional prose style.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EML Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	RC: Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EML Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	RC: Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition.	ENG 6970	Portfolio submission	Holistic Rubric	Scores reported	EFL Rhetoric/Composition Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	TESOL: Students will demonstrate familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy.	ENG 6970	10-day take-home essays	Exam data; Analytic rubric	Scores reported	EML - TESOL Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	TESOL: Students will demonstrate the ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy.	ENG 6970	10-day take-home essays	Exam data; Analytic rubric	Scores reported	EML - TESOL Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.

<i>PLO/SLO Alignment</i>	<i>SLOs</i>	<i>Courses where each SLO is addressed.</i>	<i>Assessment activity (signature assignment) used to measure each SLO.</i>	<i>Assessment tool used to measure outcome success</i>	<i>How assessment data will be reported as evidence SLO performance criteria have been met</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data for the program</i>	<i>Student learning outcome data dissemination schedule</i>	<i>Closing the loop strategies</i>
	TESOL: Students will demonstrate the ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition.	ENG 6970	10-day take-home essays	Exam data; Analytic rubric	Scores reported	EML - TESOL Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	TESOL: Students will demonstrate the ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design).	ENG 6970	10-day take-home essays	Exam data; Analytic rubric	Scores reported	EML - TESOL Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.
	TESOL: Students will demonstrate the ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	ENG 6970	10-day take-home essays	Exam data; Analytic rubric	Scores reported	EML - TESOL Faculty	Faculty meet, discuss findings, and report to department.	Discussion at Fall Conference and Spring Retreat leads to developing strategies to address areas of weakness.

Assessment Data Collection Timeline (Graduate)

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Literature: Knowledge of the major historical and literary periods as well as genres, and their representative authors and works, in British, American, or World literature.	Annual Comprehensive Examination: take-home essays				
Literature: Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis.	Annual Comprehensive Examination: take-home essays				
Literature: Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts.	Annual Comprehensive Examination: take-home essays				
Literature: Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose.	Annual Comprehensive Examination: take-home essays				
RC: Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	Annual Portfolio				
RC: Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.	Annual Portfolio				
RC: Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue.	Annual Portfolio				
RC: Academic Style: A readable, compelling, professional prose style.	Annual Portfolio				

Student Learning Outcome	Academic Year				
	AY 20-21	AY 22-23	AY 23-24	AY 24-25	AY 25-26
RC: Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students.	Annual Portfolio	Annual Portfolio	Annual Portfolio	Annual Portfolio	Annual Portfolio
RC: Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition.	Annual Portfolio	Annual Portfolio	Annual Portfolio	Annual Portfolio	Annual Portfolio
TESOL: Students will demonstrate familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy.	Annual Comprehensive Examination: take-home essays	Annual Comprehensive Examination: In-class exam, take-home essays			
TESOL: Students will demonstrate the ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy.	Annual Comprehensive Examination: take-home essays	Annual Comprehensive Examination: In-class exam, take-home essays			
TESOL: Students will demonstrate the ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition.	Annual Comprehensive Examination: take-home essays	Annual Comprehensive Examination: In-class exam, take-home essays			
TESOL: Students will demonstrate the ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design).	Annual Comprehensive Examination: take-home essays	Annual Comprehensive Examination: In-class exam, take-home essays			
TESOL: Students will demonstrate the ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.	Annual Comprehensive Examination: take-home essays	Annual Comprehensive Examination: In-class exam, take-home essays			

10.5 Curriculum

Curriculum for the M.A. in Literature Option

Literature Primary Option (30-31 units)

Required Core Courses (15-16 units)		
ENG 5010	Introduction to Graduate Literary Research	3
ENG 5130	Teaching Writing	3
ENG 5236	Sociolinguistics	3
ENG 5368	Multicultural Literatures in the US	3
ENG 5400	Professionalization Practicum	3
ENG 6970	Comprehensive Exams	1
or ENG 6960	MA Thesis (substitute with directed elective course)	3
<p>Option Courses (9 units) Students must take 3 classes across a minimum of 2 categories:</p>		
Category 1		
ENG 5361	19 th century American Literature	3
ENG 5362	20 th -21 st century American Literature	3
ENG 5370	Early American Encounters and Identity	3
ENG 5378	Asian American Literature	3
Category 2		
ENG 5560	British Literature to 1500	3
ENG 5570	Renaissance Drama	3
ENG 5561	British Literature: 1500-1660	3
ENG 5562	British Literature: 1660-1800	3
ENG 5572	Emerging Issues in 19 th century British Literature	3

Category 3		
ENG 5760	Exile and Diaspora in World Literature	3
ENG 5761	Studies in Nobel Prize Literature	3
ENG 5770	Postcolonial Literatures and Theories	3
ENG 5771	Comparative World Literatures	3
ENG 5779	Hemispheric American Literatures	3
Category 4		
ENG 5011	Modern Literary Theory	3
ENG 5800	Drama: Theatre, Meta-Theatre	3
ENG 5801	Pedagogies of Dramatic Literature	3
ENG 5802	Poetry and Poetics	3
ENG 5810	Early Modern Literature	3
ENG 5811	Contemporary Literature	3
ENG 5880	Emerging Issues in Literature	3

Students who choose Literature as their primary option must choose from the following three sets of Directed Electives:

1. Advanced Literature Directed Electives

Required Courses (6 units)		
Students take an additional 2 courses across categories 1-4 above. Across their Literature coursework, students must take courses in at least 3 of the 4 categories		

2. Rhetoric/Composition Directed Electives

Required Courses (6 units)		
ENG 5110	Theory/Practice of Modern Rhetoric	3
Any course in the 5100 series		3

3. TESOL Directed Electives

Required Course (6 units) Students take 2 courses from the following list:		
ENG 5230	Introduction to TESOL	3
ENG 5231	Grammar for TESOL	3
ENG 5232	Teaching ESL Composition	3
ENG 5235	TESOL Practicum	3
ENG 5280	Emerging Issues in Linguistics	3

Curriculum for the M.A. in Rhetoric & Composition Option

Rhetoric/Composition Primary Option (30-31 units)

Required Core Courses (15-16 units)		
ENG 5100	Rhetorical History and Methodology	3
ENG 5130	Teaching Writing	3
ENG 5236	Sociolinguistics	3
ENG 5368	Multicultural Literatures in the US	3
ENG 5400	Professionalization Practicum	3
ENG 6970	Comprehensive Exams	1
or ENG 6960	MA Thesis (substitute with directed elective course)	3
Option Courses (9 units)		
Required Option Course (3 units)		
ENG 5110	Theory and Practice of Modern Rhetoric	3
Foundational Option Courses (6 units): choose two		
ENG 5131	Pedagogies of Reading	3
ENG 5140	Cultural Rhetorics	3
ENG 5141	Feminist Rhetorics	3
ENG 5150	Writing in the Disciplines	3
ENG 5151	Rhetoric and Poetics	3
ENG 5152	Digital Rhetoric and Literacy	3
ENG 5180	Emerging Issues in Rhetoric and Composition	3

Students who choose Rhetoric/Composition as their primary option must choose from the following two sets of Directed Electives:

1. Literature Directed Electives

Required Courses (6 units)		
ENG 5010	Introduction to Graduate Literary Research	3
Any course in the 5000, 5300, 5500, 5700, or 5800 series		3

2. TESOL Directed Electives

Required Course (6 units) Students must take 2 courses from the following list:		
ENG 5230	Introduction to TESOL	3
ENG 5231	Grammar for TESOL	3
ENG 5232	Teaching ESL Composition	3
ENG 5235	TESOL Practicum	3
ENG 5280	Emerging Issues in Linguistics	3

Curriculum for the M.A. in TESOL Option

TESOL Primary Option (30-31 units)

Required Core Courses (15-16 units)		
ENG 5230	Introduction to TESOL	3
ENG 5130	Teaching Writing	3
ENG 5236	Sociolinguistics	3
ENG 5368	Multicultural Literatures in the US	3
ENG 5400	Professionalization Practicum	3
ENG 6970	Comprehensive Exams	1
or ENG 6960	MA Thesis	3
Required Option Courses (15 units)		
Students must take 5 courses from the following list:		
ENG 5231	Grammar for TESOL	3
ENG 5232	Teaching ESL Composition	3
ENG 5233	Teaching American English Pronunciation	3
ENG 5234	Second Language Acquisition	3
ENG 5235	Practicum in Teaching ESL	3
ENG 5280	Emerging Issues in Linguistics	3

Rhetoric & Composition Option Portfolio Rubric (Culminating Experience)

Outcomes	1	2	3	4
1) Demonstrate knowledge of relevant theories and facts	Does not demonstrate basic knowledge of major figures and research.	Demonstrates some familiarity with major figures and research in the field but lacks breadth and/or depth of knowledge.	Demonstrates general familiarity with major figures and research in the field but may lack sufficient currency.	Uses specific, relevant, and current knowledge of major theorists and research.
2) Use theory to frame questions and analyze specific cases	Does not use theory for analysis.	Shows awareness of theories but does not use them for analysis, or uses them incorrectly.	Uses relevant theory to analyze texts and situations, but the analysis may be rudimentary or simplistic at points.	Uses relevant theory appropriately to analyze texts and situations, and uses that analysis to produce new knowledge.
3) Develop ideas	Develops responses that are short or underdeveloped.	Develops some ideas, but less into lines of reasoning than into responses that are thin on facts and analysis.	Develops ideas that are well-supported by relevant material, but not all aspects of arguments are developed.	Fully develops and supports ideas with facts, examples, and citations; counter-arguments are weighed and considered.
4) Develop academic writing style	Uses a writing style that is overly simple or complex, lacks control over syntax and diction, and/or contains errors that inhibit reading.	Uses a writing style that is uneven, although it may have moments of clarity.	Uses a writing style that is adequate to the purpose of assessment, if not of submission for job applications or publication.	Uses a writing style that is appropriate for both assessment and job applications/publication.
5) Make pedagogical insights	Does not connect pedagogical theory to teaching practice.	Tends to deploy traditional pedagogy despite evoking current pedagogical theories and practices.	Makes connections between current pedagogical theory and teaching practice.	Uses pedagogical theory and research to create insightful and effective pedagogical practices.
6) Conduct and use research	Does not provide evidence of an ability to do basic library research.	Provides evidence of familiarity with basic research techniques.	Frames research questions, gathers relevant information, and draws conclusions.	Frames research questions, gathers relevant information, and draws conclusions by using research conducted through well-formulated methodologies and expert library search practices.

Literature Option Exam Rubric (Culminating Experience)

Essay Scoring Rubric	4	3	2	1	0
Context: Knowledge of the major historical and literary periods or genres, and representative authors or works in British, American, or World literature	The essay is 1) contextualized within historical period, aesthetic movement, theoretical tradition, or genre; 2) the context is supported by scholarship, and 3) appropriate to the essay's argument.	The essay is contextualized but may lack <i>either</i> scholarly support <i>or</i> be inappropriate to the argument.	The essay is contextualized but lacks <i>both</i> scholarly support <i>and</i> is not appropriate to the argument.	The essay is insufficiently contextualized (thin, vague, or ambiguous statements).	The essay lacks contextualization.
Argumentation: Ability to write a thesis-driven argument using clear, focused, persuasive prose.	The essay 1) responds to the prompt, 2) presents a clear, arguable thesis statement, 3) is well structured with clear transitions and argument sign-posts, 4) addresses the significance of the thesis (usually in a well-thought out conclusion).	The essay 1) responds to the prompt and 2) presents a clear, arguable thesis, but may lack 3) strong structure or 4) attention to significance.	The essay 1) responds to the prompt and 2) presents a simple claim, but may lack 3) adequate structure overall or 4) attention to significance.	The essay either doesn't 1) respond to the prompt or doesn't 2) provide an adequate argumentative claim.	The essay neither responds to the prompt nor provides an adequate argumentative claim.
Textual Analysis: Ability to analyze literature and non-fiction showing clear engagement with the primary text(s) and in-depth textual analysis	The essay 1) fully engages the required number of texts (1 for the common read essay, 6-8 for the breadth essay, 3 for the thematic essay), 2) produces compelling close-readings of the material, and 3) uses both direct quotation and paraphrasing of the texts.	The essay 1) fully engages the required number of texts (1 for the common read essay, 6-8 for the breadth essay, 3 for the thematic essay), 2) produces compelling close readings of the material, and 3) may cite specific textual details but relies on summary and description rather than attentiveness to the text's language.	The essay 1) engages the required number of texts (1 for the common read essay, 6-8 for the breadth essay, 3 for the thematic essay), though they may not be relevant to the argument, 2) presents close readings that may be compelling but are not fully formed or are reductive, 3) may cite texts, but does not explore them adequately.	The essay 1) engages the required number of texts (1 for the common read essay, 6-8 for the breadth essay, 3 for the thematic essay), but 2) may present simplistic, reductive or summative close readings, and 3) may cite texts, but does not explore them adequately.	The essay 1) insufficiently engages the required number of texts (1 for the common read essay, 6-8 for the breadth essay, 3 for the thematic essay) or engages fewer than required (N/A for the common read question), 2) presents simplistic close readings or summarizes rather than analyzes content.

<p>Research: Ability to use appropriate theoretical, historical, and cultural apparatus showing clear engagement with secondary sources</p>	<p>The essay 1) includes multiple scholarly sources (4+) that is 2) relevant to the argument, 3) clearly explained, 4) well-written (integrated into the essay's style, mixes direct quotation and paraphrase), and 5) advances the argument.</p>	<p>The essay 1) includes multiple scholarly sources (4+), but only two of the four characteristics: relevance to argument, clarity of explanation, integration into writing, and advancement of argument.</p>	<p>The essay 1) includes scholarship, but only one of the four characteristics: relevance to argument, clarity of explanation, integration into writing, and advancement of argument.</p>	<p>The essay includes minimal sourcing that is only vaguely described or applied.</p>	<p>There is no demonstration of research.</p>
<p>Writing</p>	<p>Writing is excellent (clear, professional, and engaging), is nearly error free, and citations are mostly accurate. Essay meets minimum word count, excluding works cited.</p>	<p>Writing is good (clear, appropriate), only possesses minor errors that don't impede meaning, and citations are consistent. Essay meets minimum word count, excluding works cited.</p>	<p>Writing is adequate (understandable), possesses frequent errors, repetitive, vague, or unclear, and citations are consistent. Essay meets or approaches minimum word count, excluding works cited.</p>	<p>Writing is weak, difficult to follow, possesses frequent errors that impede meaning, and citations are inconsistent or nonexistent. Word count (excluding works cited) may not be met.</p>	<p>Significant writing or structural errors that impede meaning. Word count (excluding work cited) may not be met.</p>