

# Annual Program Report 2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor’s and master’s), modalities and locations.

**Department: English Studies**

Department Chair: Lisa Gim, Acting Department Chair (Aruna Krishnamurthy, Department Chair is on Sabbatical Leave.)

Department Assessment Committee Contact: Ben Railton

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.*

**Section I: Program Assessment** (please complete this section for each program in your department)

Program: English Studies Department \_\_\_\_\_

**A. Program Learning Outcomes (PLOs) (Educational Objectives)**

**I. List of PLOs and the timeline for assessment**

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	<b>English Studies Department Shared Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to read and understand texts across genres, cultures, and periods.</li> <li>• Students will be able to write in various forms.</li> </ul>	<a href="https://www.fitchburgstate.edu/academics/academic-schools/school-arts-and-sciences/english-studies-department">https://www.fitchburgstate.edu/academics/academic-schools/school-arts-and-sciences/english-studies-department</a>	Annual	End of Spring semester

	<ul style="list-style-type: none"> <li>• Students will be able to critically analyze texts and contexts.</li> <li>• Students will be able to communicate their perspectives and ideas.</li> <li>• Students will be able to apply their skills in distinct settings.</li> </ul>			
<b>2.</b>	<p><b>Literature Concentration Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to closely read and interpret diverse texts.</li> <li>• Students will be able to exchange critical viewpoints about literary and cultural topics.</li> <li>• Students will be able to produce scholarly work that include critical readings and the use and citation of scholarly sources.</li> <li>• Students will demonstrate knowledge about the scope, genres, and historical and critical contexts of literature</li> </ul>	<p><b>Literature Concentration, English Studies, BA/BS</b>  <a href="https://www.fitchburgstate.edu/academics/programs/literature-concentration-english-studies-babs">https://www.fitchburgstate.edu/academics/programs/literature-concentration-english-studies-babs</a>   <a href="https://www.fitchburgstate.edu/academics/programs/literature-minor">https://www.fitchburgstate.edu/academics/programs/literature-minor</a></p>	Annual	End of Spring semester
<b>3.</b>	<p><b>Professional Writing Concentration Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to develop writing skills needed to address diverse audiences.</li> <li>• Students will be able to engage with the process and the products of other writers.</li> <li>• Students will be able to analyze rhetorical situations.</li> </ul>	<p><b>Professional Writing Concentration, English Studies, BA/BS</b>  <a href="https://www.fitchburgstate.edu/academics/programs/professional-writing-concentration-english-studies-babs">https://www.fitchburgstate.edu/academics/programs/professional-writing-concentration-english-studies-babs</a>   <a href="https://www.fitchburgstate.edu/academics/programs/professional-writing-minor">https://www.fitchburgstate.edu/academics/programs/professional-writing-minor</a></p>	Annual	End of Spring semester

	<ul style="list-style-type: none"> <li>Students will be able to create and edit professional products in various genres.</li> </ul>			
4.	<p><b>5-12 Initial Licensure in English Concentration Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will be able to communicate and reflect on their pedagogical philosophy and practice in teaching 5-12 English.</li> <li>Students will be able to develop curricula and lesson plans for 5-12 English.</li> <li>Students will be able to develop subject matter expertise for teaching literature in the 5-12 classroom.</li> <li>Students will be able to receive initial licensure in 5-12 English</li> </ul>	<p><b>English Studies, Middle and Secondary Education with Initial Teacher Licensure, BA/BS</b></p> <p><a href="https://www.fitchburgstate.edu/academics/programs/english-initial-license-5-12-babs">https://www.fitchburgstate.edu/academics/programs/english-initial-license-5-12-babs</a></p> <p><a href="https://www.fitchburgstate.edu/academics/programs/middle-and-secondary-education-5-12-minor">https://www.fitchburgstate.edu/academics/programs/middle-and-secondary-education-5-12-minor</a></p>	Annual	End of Spring semester

## B. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan. **PLEASE SEE ATTACHED DOCUMENT.**
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success. **PLAN EXISTS BUT NEEDS TO BE ADJUSTED AND REVISED.**
- III. If you do not have a plan, would you like help in developing one? **PLAN EXISTS; IMPLEMENTATION IS PENDING UPCOMING ENGLISH STUDIES PROGRAM REVIEW AND REQUIRED CHANGES.**

= Yes

The existing Department Assessment plan follows the methodology discussed above in which we use “Approaches to English Studies” and “The English Studies Capstone” courses as our assessment tools. We do have a more detailed draft of assessment plan from our 2019 Assessment Workshop in development, (see attachment), but we still need to engage in a department-wide conversation about the use and value of that draft assessment plan since some requirements have changed and the PASM program requirements for licensure have also altered.

- I. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

<b>PLO #</b> (from above )	<b>Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)</b>	<b>When assessment was administered in student program (internship, 4<sup>th</sup> year, 1<sup>st</sup> year, etc.)</b>	<b>To which students were assessments administered (all, only a sample, etc.)</b>	<b>What is the target set for the PLO? (criteria for success)</b>	<b>Reflection on the results: How was the “loop closed”?</b>
1.	Read, understand, use and cite primary texts (Objective 1)	ENGL 2999 (taken at end of sophomore year) and in Capstone (ENGL 4999 taken in senior year)	All	Please see the chart that follows: Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets	Generally, students have some but limited facility in using and engaging with primary texts. The score of 2.3 in the sophomore level class suggests

				standard); 2.5 and 3 (exceeds standard).	that there is room for improvement but meets the standard. That score improves during their final year to 2.65, which suggests a trajectory of growth and improvement of literary analysis and writing.
2.	Critically analyze primary texts across genres, cultures, and periods using and citing secondary texts (Objective 2)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	This is an ongoing challenge at the sophomore level as the score of 1.86 indicates. Here, too, there is a dramatic improvement by the time students reach their senior year, with a score of 2.25. There is work to be done to improve their facility with secondary sources in general.

3.	Be able to critically analyze texts and contexts. (Objective 3)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	In this area, student do well and meet the standards of engaging with primary texts in multilayered ways. Both the sophomore as well as senior scores—2.6 and 2.45 show a good skillset.
4.	Be able to communicate their perspectives and ideas after engagement with texts. (Objective 4)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	Students meet the standards generally, with scores near or above 2 in both classes, but this is an area that needs always deserves our focus.

*You may use this comment box to provide any additional information, if applicable:*

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

We used the rubric below:

Rating → Indicator ↓	1 Does Not Meet Standard	2 Meets Standard	3 Exceeds Standard	N A	Score
Ability to use and cite hard copy primary texts	Demonstrates unclear or incomplete citation	Demonstrates basic use and citation	Demonstrates complex use and full citation		
Ability to use and cite hard-copy secondary texts	Demonstrates unclear or incomplete citation	Demonstrates basic use and citation	Demonstrates complex use and full citation		
Critical engagement with primary texts	Demonstrates no critical engagement (ie, summary)	Demonstrates basic critical engagement	Demonstrates sophisticated critical engagement		
Critical engagement with secondary texts	Demonstrates no critical engagement (ie, summary)	Demonstrates basic critical engagement	Demonstrates sophisticated critical engagement		

### 2022-23 English Studies Undergraduate Assessment: Results from the Assessment Committee

In Spring 2023, the English Studies Assessment Committee assessed 10 projects from ENGL 2999: Approaches to English Studies and 10 portfolios from ENGL 4999: English Studies Capstone. Each document is assessed twice, and the data gathered represents the averages of those two scores. With this approach, we are able to draw some tentative conclusions about the degree to which English Studies students' skills progress in the course of our curriculum. We are also able to target skills that should be focused on as areas for improvement.

These projects were assessed according to the following criteria: Ability to use and cite primary texts (Objective 1); Ability to use and cite secondary texts (Objective 2); Demonstration of critical engagement with primary texts (Objective 3); Demonstration of critical engagement with secondary texts (Objective 4). These projects were assessed on a 3 point scale: 1 (Does not meet standard), 1.5, 2 (Meets), 2.5, and 3 (Exceeds). The data below represent averages of the two scores. The results are as follows:

#### “Approaches to English Studies” Class averages:

Cite primary 1.975

Cite secondary 1.975

Crit primary 2.025

Crit secondary 1.975

#### “Senior Capstone” Class averages:

Cite primary 2.35

Cite secondary 2.3

Crit primary 2.3

Crit secondary 2.35



The longitudinal data here is encouraging, suggesting that between their sophomore and senior years our English Studies Majors are indeed strengthening these important skills at the use and citation of texts. It's also encouraging to see that even at the sophomore level our Majors are working above average with primary sources, and simply need more practice with secondary ones to further develop those skills. We will communicate this data to the faculty teaching these courses as well as all our faculty, so we can focus both in these spaces and across the board on continuing and further strengthening these goals.

<b>Reflection Prompt</b>	<b>Narrative Response</b>
<p><b>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b></p>	<p>Senior Capstone Course;            Examination of writing samples (as stated above) in entering majors' work in foundational "Approaches to English Studies" class and in "Capstone" portfolio of materials (final senior level class.)            For Initial Licensure concentration (aligned with Program Area for Secondary and Middle School PASM education), MTEL licensure exams and practica in area 5-12 schools are also utilized to determine whether students obtain licensure. (I don't have this data at the moment)</p>
<p><b>Who interprets the evidence?            What is the process? (e.g. annually by the curriculum committee)</b></p>	<p>The English Studies Departmental Assessment Committee, comprised of faculty members across the concentrations, who annually assess these papers, then report to chair and whole department.            For the Initial Licensure concentration, the process also involves 5-12 English Studies PASM group; practicum supervising teachers in 5-12 schools, as well as Secondary-Middle education faculty and determination of students' MTEL exams completion as per the state requirements.</p>
<p><b>What changes have been made as a result of using</b></p>	<p>Changes over the last few years have been made so that we articulate more clearly and purposefully the goals of English studies in our entry-level "Approaches to</p>

<p><b>the data/evidence? (close the loop)</b></p>	<p>English Studies,” and also the importance of preparing and maintaining a Senior portfolio that captures the learning of our students over the years. (This was done in response to feedback from our external evaluator from our Program Review in 2017.)</p> <p>In “Approaches,” students are given academic preparation in the form of introduction to theories, analytical and research methods to bring students into the discipline of English Studies. The course involves deep engagement with primary texts and a meaningful use of secondary sources, as well as frameworks for literary analysis. The other courses in the curriculum build on these initial frameworks of primary and secondary engagement throughout the four years of study. Capstone prepares students for professionalization, graduate work and employment in related fields to English.</p> <p>We continue build the career and jobs focus for our students by offering alumni panels and speakers who explore with students the range of possibilities and skills that they have acquired, developed and have as English Studies majors within our three concentrations. We also usually conduct a forum that addresses the process of preparing for graduate study which helps our students who are prospective candidates approach and complete the process of applying for advanced degree programs in literature, library science and law, but have not been able to do it this year, due to the post-Covid slow start. This year we have worked with career development services to place two students in paid summer internships to help build skills and experience.</p> <p>We have also embarked on a revising of our course titles and descriptions to more accurately reflect the content of what we teach to encourage students to take and participate in our courses.</p> <p>During our fall 2021 retreat we discussed some of the issues to do with student success in our department and made some changes to our course descriptions, but await the 2023 program review to initiate major changes.</p>
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NOTE: The existing Department Assessment plan follows the methodology discussed above in which we use our required foundational “Approaches to English Studies” course, and “The English Studies Capstone” which all seniors must successfully complete as our courses for our program assessment.

We do have an existing draft of a proposed assessment plan from our 2019 Assessment Workshop that is still in development, (see the attachment), but we need to engage in a department-wide conversation about the use and value of that draft assessment plan since several program requirements have changed and the PASM program requirements for licensure necessitate changes to some of these parameters. This Assessment Plan from the 2019 Assessment Workshop is attached separately.

### **English Studies Graduate Program Learning Outcomes:**

#### **PLO Learning Objectives**

- Students will produce graduate-level scholarship in the study of literature and culture.
- Students will research and respond to fellow literary and cultural studies scholars.
- Students will develop a wide range of literary knowledge, including a global perspective.
- Students will polish and expand their writing style and techniques.
- Students will explore major literary theories and the history of English Studies as a discipline, including key forms and genres.
- Students will have opportunities to refine and expand their pedagogical philosophies and practices.
- Students will have the opportunity to produce a culminating project, whether in the form of a researched MA thesis or an exit exam.
- Students will be able to complete the program in-person or online, as fits their needs.

### **English Studies Graduate Program Learning Assessment:**

We offer a zero-credit exit exam or the option of a Masters Thesis as our capstone experience. Over the years we have successfully graduated many of our MA students with both these options.

### **2022-23 English Studies Graduate program PLO Assessment:**

The ultimate measure of achievement for students in our English Studies MA program is that they complete their degree and do so with distinction, and that was very much the case for the two students who completed their MA thesis and defense in 2022-23: Amy Gentile in Fall 2022 and Justin Roberts in Spring 2023. Their theses were rigorous and effective, their defenses were entirely successful (and attended by FSU's new Provost in both cases), and their work across the board reflected very well on their time in the MA program.

If we examine the four objectives for students listed on the English Studies MA program's website, students in our 2022-23 graduate courses have also been able to achieve these objectives. Students in ENGL 8050: Advanced Research in English Studies "explored major literary theories and the history of English as a discipline." Students in ENGL 9069: Multiethnic American Literatures "studied diverse voices from across the globe and over many different time periods." Students in ENGL 9044: Graphic Novel as Literature were able to "bridge the gap between cutting-edge scholarship [of this still emerging genre] and classroom practice." And students in all these courses, as well as the first two in our Creative Writing Certificate program, were able to "expand their strategies for teaching literature" and writing.

## **B. Assessment Plan for Program/Department**

- I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

**Please see the attached document -- our proposed new assessment plan from our "2019 assessment workshop." We have not implemented this, due to a need for review and readjustment due to program and concentration changes that have occurred since that time. Accordingly, we are undertaking this concurrent with our upcoming program review for 2023-24, and will adjust it in line with recommended changes.**

- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

**(See Draft Plan, with potential Assessment revisions.)**

- III. If you do not have a plan, would you like help in developing one?

\_\_\_Yes

**As noted, our potential new Assessment Plan for our Department was designed in an Assessment Workshop 5/29/19, but it still needs to be reviewed, adapted and approved for discussion by the whole department. (It is attached but is only a DRAFT PLAN since it has not been approved or reviewed by the department.)**

### **C. Program Review Action Plan or External action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

#### **I. Programs that fall under Program Review:**

i. Date of most recent Review: 2017

ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

**PLEASE SEE BELOW.**

**ALSO, PLEASE NOTE: our department will undergo a Program Review in the coming Academic Year which will initiate a new Action Plan and an External Accreditation. The Plan for the 2017 can be found at this link:**

**<https://www.fitchburgstate.edu/sites/default/files/documents/2021-09/English%20Studies%20Reviewers%20Report%202017.pdf>**

### **From the 2017 English Studies Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

#### **I. Programs that fall under Program Review:**

Date of most recent Review: 2017.

Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

<b>Specific area where improvement is needed</b>	<b>Evidence to support the recommended change</b>	<b>Person(s) responsible for implementing the change</b>	<b>Timeline for implementation</b>	<b>Resources needed</b>	<b>Assessment Plan</b>	<b>Progress Made this Year</b>
We will work to create new assessments in more of our classes concerning student work that will complement and extend existing assessment of our course objectives.	2017 Program Review	English department	5-7 year period	none	See the Assessment plan and draft assessment plan of 2019	Yes, of common core courses only
We will develop and expand existing initiatives within the department.		Department faculty and chair; for Writing Associates, additionally: the Dean of				Successfully placed students on paid internships this summer and will build on this for the next year.

<p>These include expanding our Internships outside the campus and continuing and growing the Writing Associates outreach.</p>		<p>the School of Arts and Sciences and collaboration with Student Support Services and the Director of the Writing Center</p>				
<p>We will continue to showcase the exceptional work of our faculty and students</p>	<p>2017 Program Review and per the recommendations made by the External Evaluator (Dr. Ann Brunjes in 2</p>	<p>Department</p>				<p>Good progress on many fronts, including through coursework (“Heritages of Change” in Dr Kisha Tracy’s Writing II course, and “Anti-Racist Pedagogy” in Dr Katy Covino’s Special methods class. The college newspaper and Route 2 also showcase the excellent work of</p>

						both our faculty and students.
Each of our three concentrations has a specific plan in mind that we will continue to strengthen.	Working with Admissions and the Davis Grant initiative. Also the departmental Curriculum committee.					Continuing good progress. Professional Writing has developed a new structure for the Major concentration and for the Minor which involves students taking classes in: "Rhetoric and Medium," "Genre" and "Production" categories. Both Professional Writing and Literature have found placements in the new Gen Ed program. Professional Writing has developed a new 15 credit minor.



<p>As a department, we will seek to develop projects that will expand our community outreach which helps attract students to FSU and our major since enrollments in the arts and humanities is an increasing challenge nation-wide.</p>	<p>Department and Chair</p>					<p>Good progress through ALFA and other initiatives on campus with English department participation in FYE, and cross disciplinary programs such as Digital Humanities and Minor programs in Comm Media. We are also hopeful that the two Academic Innovation grants—for The Point and TESL certificate—will further enhance our program and create interest.</p>
<p>We will examine reasons for students' non-completion in English Studies.</p>	<p>Departmental faculty and the chair; the Assessment Committee</p>					<p>Ongoing discussions in the department and assessment committees, as well as retreat.</p>

<p>Improv Assessment Courses: better articulate to students the goals and outcomes of being an English Studies major; and better articulate the purposes of the portfolio in Capstone and improve career opportunitie s, articulation, and job preparation for graduating students.</p>	<p>Department al faculty and the chair.</p>					<p>Ongoing discussion in the department and assessment committees.</p>
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**II. Programs with external Accreditation:**

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

The English Studies Initial Licensure in 5-12 in English Education concentration works with the Program Area for Secondary and Middle School (PASM) at Fitchburg State; therefore, all things pertinent to this licensure are described and analyzed within the PASM Report (or within the Fitchburg State Education Department’s Annual Report).

Please see the Program Area for Secondary and Middle School (PASM) Report for Fitchburg State regarding these Licensure programs.

<b>List key issues for continuing accreditation identified in accreditation action letter or report.</b>	<b>Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)</b>	<b>Update on fulfilling the action letter/report or on meeting the key performance indicators.</b>

## Section II - Departmental Outcomes

### A. Departmental Strategic Initiatives

<b>Accomplished Initiatives AY 22-23</b> <small>Add more rows as needed</small>	<b>Corresponding Strategic Plan Goal &amp; Strategy</b> <small>Goal # followed by Strategy # ex: 1.3</small>	<b>Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
Reassessment and renaming of several English Studies Literature courses (part of the MAJ proposal for AUC LA& S 60) that were proposed and passed through governance per the new LA&S/ Gen Education requirements as part of the AUC LA&S/ Gen Education requirements, so that all students regardless of major to will be able take 3000 and 4000 upper-division literature electives without difficulty. Other courses in the department are in the process of getting CL, DP, ER and PL, LI, AIA and IHIP designations this year.	Goal 1: Strategy 1  Goal 5	<input type="checkbox"/>
Professional Writing concentration implementation of a new minor program of 15 credits developed a year ago	Goal 1: Strategies 2, 4.	<input type="checkbox"/>
Continued Participation in Early College Initiative with courses offered in conjunction with area high schools;	Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6	<input type="checkbox"/>

Continued Participation in Dual Enrollment Initiative	Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6	<b>YES</b> <input type="checkbox"/>
Implementation of the Cross-Walk initiative in our Licensure program as part of an agreement with Mount Wachusett in conjunction PASM and our Education Department to streamline and encourage enrollment in to Licensure programs	Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6	<input type="checkbox"/>
Course development for Recent faculty hire in multi-ethnic American, and culture and post-colonial studies, with a subspecialty in ESL/ELL	Goal: Strategies 1, 2, 3, and 4. Goal 3: Strategies 3,4 and 6 Goal 4: Strategy 1 Goal 5, Strategy 1	<b>YES</b>
English Department Faculty collaboration in creating proposed interdisciplinary Digital Media Innovation major	Goal 1: Strategies 3 and 4; Goal 6: Strategy 3	<b>YES</b>
Implementation of a new Graduate M.A. Program that offers new Online and Hyflex modalities to expand appeal to a broader student population;	Goal 1: Strategies 2, 4, 5,6, and 7 Goal 2: Strategies 1 and 4 Goal 3, Strategy 6 Goal 4 Strategy 7 Goal 5, Strategy 3 Goal 6, Strategy 2 ,3, 6	
Implementation of a new fully online Creative Writing Certificate Program	Goal 1: Strategies 2,4,5,6 and 7 Goal 3, Strategy 6 Goal 4 Strategy 7	

that will appeal to adult writers seeking skills rather than a terminal degree	Goal 5, Strategy 3 and 4 Goal 6, Strategy 2,3,6	
English Department Faculty participation in ALFA Programs	Goal 1, Strategy 6 and 7 Goal 3: Strategy 3, 4, 5 Goal 5, Strategy 3 and 4 Goal 6, Strategy 3	
Developing and exploring local connections with area newspapers in the state and local vicinity through our Journalism professor and coordinator of the campus newspaper <i>The Point</i> .  Further, developed an Academic Innovation Grant that seeks to expand the form, scope and reach of the newspaper to serve the needs of the local community and our students.	Goal 1 Strategy 4 Goal 2, Strategy 5 Goal 3: Strategies 1,2, 3, 4, 5 and 6  Goal 3	<b>YES</b>
Increase focus and outreach with the Departmental Internship Program	Goal 1 Strategy 4 Goal 2, Strategy 5 Goal 3; Strategy 3, 4, 5 Goal 3: Strategy 6	<b>YES</b>

<b>Planned Initiatives for AY 23-24</b> Add more rows as needed	<b>Associated Strategic Plan Goal &amp; Strategy</b> Goal # followed by Strategy # ex: 1.3	<b>Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
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<p>Implementation of Academic Innovation Foundation Grant that lays the roadmap for <i>The Point</i> to serve as a community newspaper and engage students campus-wide and for a Center for News and Information Literacy, Deliberative Democracy and Collaborative Journalism</p>	<p>Goal 1 Strategy 4          Goal 2, Strategy 5          Goal 3: Strategies 1,2, 3, 4, 5 and 6</p>	<p><b>Yes</b> <input type="checkbox"/></p>
<p>Implementation of Academic Innovation Foundation Grant for Supporting Equity and Justice in First-Year Writing and Studying Freshman Writing courses, with the idea of engaging ESL needs (focus on increased student success and retention)</p>	<p>Goal 1: Strategies 1, 2          Goal 2: Strategies 1,2, 3          Goal 5: Strategy 1          Goal 6: Strategy 2</p>	<p><b>Yes</b> <input type="checkbox"/></p>
<p>Implementation of Academic Innovation Foundation Grant for Sustainability Studies Program Development and to Develop an interdisciplinary Sustainability Studies minor and an IDIS major with a Sustainability concentration.</p>	<p>Goal 4;          Goal 6;</p>	<p><input type="checkbox"/></p>
<p>Exploring other certificate programs such as a TESL certificate in collaboration with the education dept. and possibly TEFL that will bring in international students.</p>	<p>Goal 5: Strategy 3          Goal 6: Strategy 3</p>	<p><b>Yes</b> <input type="checkbox"/></p>

Increasing paid internship placements for students in the department	Goal 1; Goal 2, Goal 3;	Yes
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## B. Departmental Accomplishments and Reflection:

*Take this section to reflect on--*

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

- o Promotion of our English Studies High School Writing Competition regionally and with great success.
- o Promotion of *Route 2* (our English Studies journal produced in conjunction with the Editing and Publishing class)
- o Continued Promotion of The Point, our university campus newspaper.
- o Successful outcome of the Davis Grant with the outcome of new tools to identify and define career competencies for students in all three concentrations as well as an action plan for the department
- o Continued modification and re-development of the Graduate MA Program in Literature program around national and international marketing outreach with the new Online and Hyflex modality
- o Continued development and promotion of Graduate Certificate in Creative Writing Program implementation and marketing
- o Commitment to Diversity, Social Justice, Inclusivity and Sustainability in development of new courses and topics courses within our department.

2) *Any other thoughts or information that you would like to share.*

Please note that I am writing this document as the Acting Chair for English Studies because our current Department Chair, Aruna Krishnamurthy is on sabbatical leave.