

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and sent by the dean to the program. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields. To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, prior to entering final responses in the official fillable form.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant, and must not include the names of any current or former employees. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: BA English (*Next review will include the new OEC Professional Writing*)

Specialized Accrediting Agency (if applicable): N/A.

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY20

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Jennifer Stone, Professor, English

Trish Jenkins, Professor, English

David Bowie, Professor, English

Annette Hornung, Assistant Professor, English, Mat-Su College

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Develop a plan for more efficient course rotation and enrollment management.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

First—and probably most significant—is the simple fact that the Department of English now actually has a written course rotation plan. This of itself shows achievement of the recommendation to develop a plan for more efficient course rotation.

Measuring the success in fulfilling the recommendation to develop a plan for more efficient enrollment management is complicated by the fact that the coronavirus pandemic took place between the previous program review and the present. However, there is some evidence of progress on this recommendation. First, the rate at which courses offered by English have been canceled due to low enrollments has dropped in recent semesters. In addition, though the junior graduation rate dropped during the pandemic, which is unsurprising given the educational disruptions that accompanied that event, that statistic has rebounded during the most recent academic year to 84%, a level exceeding the pre-pandemic baseline, which was in the 76±3% range. These changes show that the actions taken have allowed students to move effectively through the program to graduation.

Actions taken to date (2000 characters or less)

To improve predictability in course offerings, English has developed a multi-year course rotation for courses offered at the Anchorage campus. To eliminate the possibility of intercampus

competition over enrollments, English is expanding the rotation to include courses offered at community campuses.

The English major was restructured in AY20 (not long before the previous program review) to allow students to move more efficiently through the program. There were some teething issues as students moved through under earlier catalogs, but now that is done and as a result course scheduling should be able to adjust to student demand more nimbly. The way the revised major requirements were originally presented in the catalog resulted in some student confusion (based on feedback from student advisors), and so the presentation of the major was revised accordingly for AY23. Although this was nominally only a cosmetic change, it is expected to result in students being better able to efficiently navigate their way to graduation, and the simpler presentation of major requirements will have the side benefit of making future changes in course offerings in response to student demand easier to implement.

With the deletion of the MA in English and the MFA in Creative Writing followed directly by the coronavirus pandemic, organizations related to student involvement in the program (specifically, the English honors organization Sigma Tau Delta and the Creative Writing Club) had become effectively dormant. Involvement in student organizations is key to the success of the program, however, since student-to-student contact has the potential to drive future enrollments. The Department of English is now in the process of rebuilding those organizations; the Creative Writing Club is holding regular meetings and had its first public event in several years during fall semester 2022, and Sigma Tau Delta has its first group of new inductees in three years this academic year.

Evidence of success to date (2000 characters or less)

Evidence is limited, but the new major is fully in effect now. There are few if any students remaining who will graduate under the old catalog requirements. See above for a detailed discussion of data.

Recommendation 2: Monitor and address the fact that the English Department as a whole does not serve enough students to meet its costs, requiring considerable help from legislative appropriations.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The department has continued to monitor its costs and has made a number of changes to address the costs of the program. The deletion of multiple programs, the removal of CAS requirements, the coronavirus pandemic, instability in the College of Education, and the loss of some of our most dynamic faculty have all negatively affected our ability to make progress on this recommendation.

The FTES/FTEF metric shows a downward trend in 2021 and 2022. We have lost 2.77 students for each faculty since our peak in 2020 and have lost 2.35 students per faculty since the beginning of the review period. A similar pattern can be seen in the SCH/FTEF metric, which shows a downward trend in 2021 and 2022. We have lost 83.05 student credit hours for each faculty since our peak in 2020 and have lost 70.4 student credit hours per faculty since the

beginning of the review period. Some of the metrics, including ratio of out-of-discipline credit hours to total credit hours and junior graduation rate have started to rebound in AY22, so it is likely that other metrics will follow in coming years as students start to return to school after the disruption of the coronavirus pandemic. We have also been in teach-out for the MA and MFA programs, which has deflated some of our numbers.

Actions taken to date (2000 characters or less)

English is a much leaner department than it was five years ago. In 2020, the MA in English and MFA in Creative Writing and Literary Arts were deleted. As a result, three full-time faculty lines were recommended to be removed from the department. A number of other faculty chose to leave the department for retirement and other professional opportunities.

In 2020 the department conducted an analysis of courses offered, course modalities, and enrollments to identify a more sustainable course rotation. Through the process, we identified two courses that were creating bottlenecks and preventing students from completing the major. We also identified courses that were not regularly being offered online and were preventing students from completing the major 100% remotely. Likewise, we identified courses that were being over-offered and thus were lowering enrollments in other courses, and we identified courses that were being under-offered.

Based on the findings, we now have a major that responds to demand and that can be completed fully online, which allows us to recruit students from beyond the Anchorage metro area. We have also started coordinating with English faculty on community campuses on course offerings.

We have also been cultivating collaborations with other departments to boost enrollments. We recently collaborated with the Writing Department to develop an OEC in Professional Writing starting in AY23. We are currently working with International Studies and Women's Studies to adapt and develop courses that would be mutually beneficial for their programs as well as the English BA.

Evidence of success to date (2000 characters or less)

While overall FTES/FTEF numbers have declined during the period of review, largely due to statewide budget cuts, structural changes in CAS, and the impact of the coronavirus pandemic, we do see some signs of success. Increasing numbers of students are completing English courses and the English BA from remote locations in Alaska and from other parts of the United States. Our commitment to offering more online courses has allowed students with jobs in the military and on the North Slope to access our courses. This should continue to boost our enrollments moving forward. Some of our metrics also are starting to rebound from the pandemic.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies**

(Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (2500 characters or less)

Our program encourages self-discovery and an exploration of enduring ideas through courses in rhetoric, composition, creative writing, linguistics, and literature.

We prepare students to succeed in a diverse world through an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture and place so they can participate in changing regional and challenging global environments. We are concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. We strive to familiarize students with written, digital, and visual literacies so students may become active, well-equipped citizens.

Effective communication: In ENGL A313, students analyze genres important to a workplace so they can succeed in any such writing situations. It provides a broadly applicable strategy for effective communication in any context. Foundational courses such as ENGL A121 and LING A101 build competencies necessary in any discipline, including skills in textual analysis and writing while ENGL A260 teaches students to recognize and to creatively employ the fundamental elements of human narrative.

Creative and critical thinking: ENGL A120, Critical Thinking, emphasizes principles and techniques of critical thinking that can be used to explore issues, ideas, artifacts, and events before accepting or forming an opinion or conclusion. It focuses on varied methods for analyzing written, visual, digital, and oral arguments and the application of these methods in personal, academic, and professional settings.

Intercultural fluency: By completing linguistics, literature, and rhetoric courses, students are able to participate in professional and community settings—and make changes locally and globally—helping them to develop into responsible, engaged, and compassionate adults. They understand texts as a way to engage with history, convention, and culture as well as means for social action.

Personal, professional, and community responsibility: Understory, an annual anthology of student research and creative genres, is a faculty-mentored, high-impact enterprise. Student editors gain professional skills. Published students achieve success as scholars and writers disseminated in the community.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. BA English

- *1) Interpret texts in context with reasoned evidence drawn from English Studies' research methods; 2) Construct texts that are responsive to audience, purpose, genre, and voice; 3) Engage scholarly, professional, and public discourse in diverse communities.*

Describe your key findings for these outcomes. (3000 characters or less)

SLO #1: Interpret texts in context with reasoned evidence drawn from English Studies' research methods.

Key findings: The findings tell us that knowledge and skills students learn in their lower-division courses transfer to their upper-division courses and provide a foundation for further learning. In other words, by the time students get to their upper-division linguistics, rhetoric, and literature courses, they are adequately prepared.

SLO #2: Construct texts that are responsive to audience, purpose, genre, and voice.

Key Findings: The findings tell us that knowledge and skills students learn in their lower-division courses transfer to their upper-division courses and provide a foundation for further learning. In other words, by the time students get to their upper-division linguistics, rhetoric, and literature courses, they are adequately prepared. In short, students are learning what we expect them to learn.

SLO #3: Engage scholarly, professional, and public discourse in diverse communities.

We have not yet assessed this outcome. We will be assessing this SLO for our 2023 assessment report.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

SLO #1: Interpret texts in context with reasoned evidence drawn from English Studies' research methods

Actions to improve: Because results met expectations for lower-division courses or exceeded expectations for upper-division courses, we do not think it necessary to recommend changes to improve student achievement of the program student learning outcomes. However, as previously noted, we will keep an eye on student achievement with regard to student learning outcomes, particularly in lower-division courses to make sure that a corrective action is not needed. In short, we will continue to monitor and assess our courses and make recommendations as needed.

SLO #2: Construct texts that are responsive to audience, purpose, genre, and voice.

Actions to improve: Results exceeded expectations for lower-division courses and upper-division courses; therefore, we do not recommend changes to improve student achievement of the PSLOs. However, we will monitor student achievement with regard to PSLOs, particularly in lower-division courses, and make a corrective action if needed. We do recommend continuing to implement High-Impact Practices in our lower-division courses, which we believe contributed to findings that exceed faculty expectations.

SLO #3: Engage scholarly, professional, and public discourse in diverse communities.

n/a

Describe evidence that these actions are working. (3000 characters or less)

SLO #1: Interpret texts in context with reasoned evidence drawn from English Studies' research methods

Evidence that these actions are working: Because findings indicated that knowledge and skills students learn in their lower-division courses transfer to their upper-division courses and provide a foundation for further learning, we did not see the need to recommend changes; therefore, we do not have evidence to provide that actions to improve are working because no actions have been taken. However, we will keep an eye on student achievement with regard to student learning outcomes, particularly in lower-division courses to make sure that a corrective action is not needed. In short, we will continue to monitor and assess our courses and made recommendations as needed.

SLO #2: Construct texts that are responsive to audience, purpose, genre, and voice.

Evidence that these actions are working: Because findings indicated that knowledge and skills students learn in their lower-division courses transfer to their upper-division courses and provide a foundation for further learning, we did not see the need to recommend changes; therefore, we do not have evidence to provide that actions to improve are working because no actions have been taken. However, as previously noted, we will continue to implement High Impact Practices in our lower-division classes.

SLO #3: Engage scholarly, professional, and public discourse in diverse communities.

n/a

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3000 characters or less)**

We demonstrated program quality and improvement through the following:

1. We made pre-requisite changes. For example, we removed prerequisites that were barriers to timely completion of major requirements. These changes harmonized requirements at each course level for undergraduates, making it easier for them to complete the major and less confusing to navigate enrollment.
2. We made curriculum changes. For example, we removed the "options" structure, which created bottlenecks around certain courses, we added introductory requirements including a course about the major, and we consolidated numerous specialty courses into special topics courses. These changes allow students more flexibility and ease in completing the major.
3. We streamlined the presentation and organization of the major in our catalog copy. For example, rather than listing every possible elective, we instead provide a general requirement for additional ENGL or LING courses. This is the last year in which graduates of the old catalog

will be completing their major requirements; therefore, we should be able to make comparisons between the old and new approaches during the next review cycle.

4. Some instructors participated in an Open Educational Resources initiative, which required them to revise courses to coordinate with the OER. Relying on OERs, rather than textbooks students have to purchase, has resulted in more students actually having the required course materials.

5. A number of faculty have implemented High-Impact Practices into their courses. For example, the internship class provides work-related experience, undergraduate research projects enable students to apply learning to local issues, and writing-intensive classes allow students to cultivate in-demand communication practices.

6. Some faculty completed Quality Matters trainings to improve the design of their online courses, and some obtained certification to be online course reviewers. Incorporating the QM rubric into an online course can mean an increase in student engagement, learning, accessibility, and overall satisfaction.

7. Many faculty in the department have participated in some of the institutes that Academic Innovations and eLearning offers. We are also often invited as presenters and campus leaders during these events.

4. Demonstrate student success and the closing of equity gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

The department of English is deeply committed to student success and the closing of equity gaps. Student-success metrics for the English BA program include the junior graduation rate, course pass rates for lower-division classes, and course pass rates for upper-division classes.

The overall junior graduation rate has increased by 11.48% over the course of five years, including a strong post-pandemic rebound from a low of 63.64% in 2021 to a five-year high of 84.21% in 2022. Graduation rates have trended upward for students aged 18-24 and first-generation students. For male and female students as well as Pell Grant recipients, the graduation rate has not changed. Graduation rates among underrepresented groups have fluctuated, mainly due to low numbers of students in each category. The percentage of students aged 25+ who graduated dropped but started to rebound post-pandemic.

The overall course pass rates for lower-division classes have increased by 7.28%. Pass rates increased among most demographic groups, with the exception of Native Hawaiian/Pacific Islander (-30%), unreported race/ethnicity (-14%), and Pell Grant recipients (-21%). These demographic groups should be watched closely to see if negative trends continue.

The overall course pass rates for upper-division classes have increased by 3.23% over five years. Upper-division pass rates have increased for most demographic groups. Rates have remained

stable for those aged 25 and above. However, rates have decreased by 6% for Alaska Native/American Indian students, by 12% for Asian students, and by 25% for Native Hawaiian/Pacific Islander students. The number of Native Hawaiian/Pacific Islander students in upper-division courses has grown significantly, however (from 3 grades in 2018 to 16 in 2022). The decline in success for these groups is of concern. The mission of the English Department is to prepare students to succeed in a diverse world. In particular, the department is concerned with Alaskan cultures and the North Pacific Rim environment. As outlined in Table 2 of the UAA English Baccalaureate Program Academic Assessment Plan (2019), a faculty survey can identify needed changes to close the equity gaps indicated.

In AY22, the Core Competency “Intercultural Fluency” has been implemented across UAA campuses. Incorporating the knowledge and skills necessary to promote effective and appropriate interaction, particularly in terms of the diverse populations of Alaska, may help to close these equity gaps. We also see this as an opportunity for recruitment and outreach.

- b. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3000 characters or less)**

Students in our program have demonstrated success in a variety of ways.

1. They have been published.
 - Four students published papers in *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*, a journal that publishes “articles that make an intellectual contribution to their respective fields.”
 - Numerous students have been published in UAA’s 4. , an annual anthology that publishes creative writing as well as research projects completed for courses in language and linguistics, literary studies, and rhetoric and composition.

2. They have been accepted into graduate programs:
 - Master of Arts in Teaching
 - Master of Library Science
 - Teach for America and teacher certification programs
 - Anthropology
 - Law school
 - Editing/Publishing
 - Speech and Language Pathology

3. They have taken jobs in the following areas or professions:
 - Anchorage School District teacher
 - Student advisor for undergraduates
 - Speech language pathologist

- Science data specialist
- Business owner
- Bookstore owner

4. They have received scholarships and awards:

- Critical Language Scholarship
- Fulbright Teaching Assistant Awards
- Rhodes Scholarship
- MLK Student Appreciation nominees
- Departmental awards for research writing and service
- Undergraduate research grants
- Student Showcase

5. Non-majors in English courses have also had many successes:

- Middle College students—Early admission to competitive colleges
- Students continuing in major/minors from lower-division courses
- Students who minor in English
- Major scholarships/awards

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY23 Program Reviews.) (3000 characters or less)**

Ratio of Out-of-Discipline Credit Hours to Total Credit Hours

The Tier I GERs were removed from CAS at the beginning of the review period, which had a negative impact on the program's ratio of out-of-discipline credit hours to total credit hours, which were significantly higher during the previous review period. Even so, prior to the coronavirus pandemic, the department maintained a steady ratio of out-of-discipline credit hours. This metric dipped in AY21 and appears to be rebounding in AY22.

The department has recently collaborated with the Writing Department to add an Occupational Endorsement Certificate (OEC) in professional writing starting in AY23. The new OEC should contribute positively to the continued rebound and growth of the out-of-discipline metric.

Number of Program Graduates Who Continue Education

A robust number of English graduates choose to continue their education. With the exception of AY21, the five-year trend demonstrates that at least 50% of all graduates were accepted into programs for post-baccalaureate training in a number of fields including law, speech and language pathology, education, editing/publishing, and continued graduate studies in English.

We suspect that AY21, was an anomaly due to the overall impact of the pandemic on students' decisions about continuing education. The program's performance for this metric indicates that the program is of high quality and that graduates are well prepared for continuing their education.

Number of Program Graduates Who Return to UAA to Pursue an Additional Program

The program also has performed well on the number of graduates who return to UAA for continued education. Indeed, the majority of students who chose to continue their education during the review period decided to return to UAA. Performance on this metric illustrates that students have faith in the institution to provide additional education and that the program is responding to the local/regional educational needs of our students.

Gap between Job Openings and Degree Completions

Data for this metric were not available for the review period. However, as faculty, we know our students do quite well for post-graduation employment. Our program provides a solid foundation in literature, writing, linguistics, and rhetoric, which serves our students well in a diversity of careers. Our graduates go on to become lawyers, editors, educators, speech pathologists, creative writers, technical writers, administrators, entrepreneurs, librarians, bookstore owners, and community leaders.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

Across all of the productivity and efficiency metrics, the English BA shows similar trends: Steady growth from 2018 through 2020 followed by precipitous drops for 2021 and 2022.

Five-Year Degree/Certificate Awards Trend:

From 2018 through 2020, the number of five-year degree/certificate awards granted by the English Department increased by five; however, from 2018 through 2022, there was an overall decrease by 10 degrees awarded.

Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF):

From 2018 through 2020, the average instructional load per full-time equivalent faculty increased by 12.65 student credit hours. However, from 2018 through 2022, the average instructional load per full-time equivalent faculty decreased by 70.4 student credit hours.

Full-Time Equivalent Students per Full-Time Equivalent Faculty (FTES/FTEF):

From 2018 through 2020, there was a slight increase in the average number of students per full-time equivalent faculty member. From 2018 through 2022, however, there was a slight decrease in the average number of students per full-time equivalent faculty member by 2.35.

The changes in our productivity and efficiency metrics appears to be mirroring national trends. In general, the population of students was shrinking leading into the pandemic and then dropped significantly during the pandemic as students had other demands on their time and finances. We expect these metrics to rebound over coming years as demand picks back up (we can see some early indications of this in the demand metrics, which grew from 2021 to 2022).

As described in detail under #8 below, we have made significant changes to the structure of our curriculum and we have made it possible to complete the English BA remotely. Both of these changes should help the productivity metrics moving forward. The new OEC in Professional Writing and collaborations with other departments should also contribute positively to the productivity metrics for the next review cycle.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

n/a

- 7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)**

English majors are offered at all three universities in the UA System. However, they are all distinct in their focus and coverage—in particular, UAA's English major has broad coverage of the entirety of English Studies, while UAS's focuses more narrowly on literature and creative writing and UAF's focuses on literature. UAA thus provides the only option in the UA system for students who wish to focus on fields such as professional writing and editing, rhetoric, English linguistics and dialectology, and literacy studies, or who wish to learn more about those fields in order to integrate them into their study of literature or creative writing.

The UAA Department of English has made strong efforts to coordinate with other campuses. The chair of the department at UAA is in occasional contact with the chairs of the relevant departments at UAS and UAF to ensure that curriculum plans at the departments do not encroach on each other's distinctiveness. At the level of UAA itself, efforts have been made to ensure that community-campus English faculty are a part of the culture and life of the Department of English (e.g., the department would have made an effort to have representation from the community campuses on the committee drafting this document even without outside encouragement), and community-campus members are included in curricular discussions. In addition, while recognizing that the mission of the community campuses requires that community-campus faculty members in English will primarily be assigned to teach courses that are most needed in their local communities, the department is developing a course rotation that includes all campuses and therefore allows community-campus members to participate in the delivery of the English major.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

During the review period, the English BA changed significantly. We made significant revisions to curriculum and course delivery, so the program is easier to navigate for students, accessible to students outside the Anchorage area, and deliverable with fewer faculty.

We redesigned the English BA to address changes in the discipline, faculty expertise, student needs, and workforce demands. The new program provides foundations courses, including a new course about the subfields of English; a core of advanced courses; an intensive writing and research course; and flexible capstone and elective options. The revised curriculum lets students specialize in various subfields of the discipline to create strong foundations for numerous English-related careers.

In another significant change, the major is now available to students fully online. We carefully studied the modalities of our offerings and identified courses that were prohibiting students from completing the degree remotely. We also created a predictable schedule of online offerings for required courses. One silver lining from the pandemic is that we revised all courses for online delivery, which was a major roadblock to making this move in the past. Now, anyone pursuing an English BA at UAA can do so from anywhere.

Regarding improvement, our goals for the next review cycle are to re-engage students and rebalance faculty. Many factors have negatively affected the number of students in the program. Likewise, our student activities were hit hard by the pandemic. Over the next review cycle, we plan to focus on retention, engagement, and recruitment. For current students, we are reinvigorating extracurricular activities (e.g., Creative Writing Club, Sigma Tau Delta honor society, Understory, and our English studies conference). We also plan to review course titles and content for their appeal to contemporary students, which has the potential to draw in majors, minors, and non-majors. We plan to pursue opportunities both in Anchorage and on community campuses, including dual enrollment courses, Semester by the Bay, Kachemak Bay Writers Conference, and the Valdez Theatre Conference. We also plan to more strategically leverage our relationships with community campuses and other programs to boost enrollments. For example, we are developing 4-year plans to allow students to continue their education beyond local offerings. The online availability of the BA will enable students to complete the major without leaving their home communities. Likewise, we are exploring how our courses could support other programs; we already do so with Middle College, Jump Start, AA degrees, GER, and specific majors, but there is room for developing our Out-of-Discipline Credit Hours metric.

Along with re-engaging students, we plan to work toward rebalancing our faculty and creating channels for collaboration, cooperation, and coordination across the MAU to more strategically use faculty expertise. Budget cuts, retirements, and resignations have resulted in the loss of many talented faculty. As we rebuild the department over the next review cycle, we plan to work toward matching demand in the field. Our community-campus faculty are a largely untapped resource. Many community-campus faculty face competing needs for teaching their own campus courses and conflicting perspectives related to how credit-hour revenue is distributed. Addressing these institutional hurdles would allow us to leverage a wider range of expertise.

6/27/2022

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: Jennifer Stone

Date: 2/28/2023

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Develop a plan for more efficient course rotation and enrollment management. Recommendation has been met.

The Department has created an efficient course rotation plan, has made changes to streamline the major and has created a sample four-year plan. The Department has also collaborated with community campuses in determining course rotation; their work in this area should serve as a model for other departments.

Recommendation 2: Monitor and address the fact that the English Department as a whole does not serve enough students to meet its costs, requiring considerable help from legislative appropriations. Recommendation has not been met.

Many factors outside the Department's control have led to a decline in student credit hours which has resulted in the Department not being able to meet its costs; these factors include the pandemic, changes in CAS requirements, removal of Tier 1 gen eds, changes in School of Education, and teach out of the MA and MFA. Changes at UAA have resulted in an English Department that teaches primarily upper division writing intensive courses. Thus, it is more challenging for the English Department as opposed to other departments to meet the goal of meeting costs. Moving forward, the Department is encouraged to continue its ongoing work in enrollment management as well as to find other ways to engage a wider variety of students.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program. (1750 characters or less)

Many of the skills one achieves by successfully completing an English course or degree are those skills that are critical to success in the workforce. Being able to write effectively, to synthesize written texts, and to better understand the human condition are essential skills and are core to the program.

3. Program Quality and Improvement (1750 characters or less)

The assessment plan shows that students are achieving the student learning outcomes in lower-level courses and are well prepared for their upper division courses. This coupled with the accomplishments of the program's graduates demonstrate the quality of the program. Some of the faculty incorporate high impact practices in their courses, some use OERs, and some use Quality Matters training to design online courses. These practices are appreciated and encouraged. The Department is also encouraged to consider ways to engage a wider array of students.

4. Student Success and the Closing of Equity Gaps (1750 characters or less)

The student success metrics show mostly positive trends. The program is encouraged to monitor the downward trends for various demographics and identify needed changes to close these equity gaps.

5. Demand (1750 characters or less)

The demand metrics provided show many graduates continue their education at UAA or elsewhere, while the data on SCH taken by non-majors is exceedingly low, primarily as a consequence of the fact that the department no longer teaches many of the introductory courses.

6. Productivity and Efficiency (1750 characters or less)

The productivity and efficiency metrics have shown a sharp decline. It is hoped that changes to the program and the addition of a new OEC will help increase demand, and thus will increase efficiency. As the number of tenured faculty remains constant, efficiencies can only be reached by an increase in student demand.

7. Duplication and Distinctiveness (1750 characters or less)

The UAA English major is distinct in that it offers a broad degree with courses in literature, rhetoric, composition, creative writing, and linguistics. This differs from programs at UAS and UAF.

8. Strengths and Ideas for Moving Forward (1750 characters or less)

Changes made to the curriculum (e.g. degree changes, online offerings) have strengthened the program and made it more flexible. Moving forward the department is encouraged to re-engage students and re-balance faculty expertise as vacancies develop. Thought should also be given to adjust the breadth of the degree to the expertise of the faculty. Additionally, the department may wish to investigate offering the English major degree as an online program. Lastly, the program is encouraged to market its major and OEC to more students.

6/27/2022

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

1. Developing strong relationships among the English faculty in Anchorage and at the community campuses.
2. Making changes to the major and to the course rotation.
3. Developing an OEC in professional writing.
4. Engaging with students in multiple ways in and outside of the classroom.

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

1. Increase demand for the English degree. This could, for example, include working with community campuses on transfer pathways or working with the Writing department to engage entry level students or promotion of internships that lead to well-paying careers.
2. Investigate the demand for an online English degree. As noted in the program review, many courses are delivered online to increase flexibility. If there is demand for an online degree, the department should initiate the process to be considered one of UAA's online programs.
3. Increase the demand of the OEC in Professional Writing.
4. Investigate opportunities for collaborations in interdisciplinary programs or in support of continuing education.
5. Examine the breadth of courses that are offered. While breadth is a cornerstone of the major, it may be prudent to scale back on the number of different areas that are supported.
6. Evaluate the curriculum at the course level, especially for those courses that routinely are under-enrolled as well as for online courses, to ensure that courses are engaging, appealing and are meeting the goals of the program.

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2025

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus,

6/27/2022

copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: Jenny McNulty

Date: 4/1/2023

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. **Yes**

Optional Response: (10,000 characters or less)

The department of English appreciates the dean's careful review of the English BA program and the recognition of the hard work we have initiated during this review cycle.

Six separate recommendations seems overwhelming to address by 2025. We request guidance from the provost as to how to prioritize the recommendations so that we can make significant progress before the next review cycle.

Across the six recommendations and in connection with the department's analysis, we think a productive primary focus for the next review cycle would be to rebuild demand for the English BA by putting our energies into increasing enrollments in our courses and major. We have a number of strategies in mind that could effectively contribute to this goal, some of which overlap with the dean's other recommendations. We agree with the dean that strategies such as revising course content and titles to be more appealing, building interest in the Professional Writing OEC, and designating our degree as attainable fully online could be productive avenues toward reaching this goal. We also think that strategies such as pursuing GER designations for some of our lower-division courses, strategic marketing and recruitment, and collaborating with other departments to support proactive enrollment management could help us move the needle on relevant metrics. In short, changing some of the dean's recommendations to potential strategies for reaching the primary goal of rebuilding demand for the English BA would grant some flexibility to the department in working toward the goal. Of course, many of the strategies for building demand would require collaboration from administration to support our efforts.

The department is coming out of a difficult phase; we are much leaner now and ready to fight for a productive future. We think a single tightly focused recommendation will help us make the most progress over the next few years.

6/27/2022

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Committee chair first name last name: Jennifer Stone

Date: 4/8/2023

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):

I agree with the dean's commendations and would also like to recognize the program for being a model of how to involve the faculty at the community campuses in the ongoing work and decision-making of the department. I also agree with the dean's recommendations. I acknowledge that, like many liberal arts disciplines nationally, English programs are struggling to meet enrollment goals. Nevertheless, I agree that evaluating the curriculum as the dean recommends is vital. Regarding demand issues, the program should evaluate peer institutions who have made changes to see what might be adapted to UAA. Where possible, the program should continue to address the past recommendation #2, which remains unmet.

As I did last year in the Program Review process, I am asking programs to think about how they put students first. This includes continuing to monitor any courses with high DFW rates and seeking out strategies for remediation as needed. It also includes continuing to think about what it means to embrace diversity and inclusivity on the course and program level and to demonstrate this in your particular program(s). This could be through the use of proven, high-impact practices at the program level, or through proven pedagogic strategies such as designing assignments using Transparency in Learning and Teaching (TILT). It can also be through implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives, or by using the same materials across all sections of a course. Finally, I am asking that every program identify at least one opportunity for students to develop each of UAA's core competency within the program's curricular and/or co-curricular offerings.

I am changing the decision to continuation, with a regular program review scheduled for AY25.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report year: N/A

Follow-up Program Review year: N/A

6/27/2022

Next regular Program Review: AY2025

Provost's signature: *Denise K. Runge*

Date: 5/11/2023