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ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

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Program(s) in the review: Professional Writing OEC, English BA

Specialized Accrediting Agency (if applicable): N/A

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

Year of last review: The BA was reviewed in AY2022-2023. The OEC was implemented in Fall 2022 and has not been through the program review process.

Final decision from last review: Continuation

PROGRAM SECTION (Due on March 1)

Program Review Committee:

Trish Jenkins, Professor, English, Program Review Committee *Chair*
David Bowie, Professor, English, *Member*
Jared Griffin, Associate Professor, English, *Member*
Emily Madsen, Associate Professor, English, *Member*

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

   Recommendation 1: Evaluate peer institutions who have made changes to address demand to see what might be adapted to UAA.

   How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

   We conducted a review of peer English departments at Idaho State University, Colorado Mesa University, and Weber State University. Here are five key takeaways from a review of their English departments. Most of our peer institutions have done the following:

   1. Have implemented a Professional/Technical writing certificate or concentration. `

   2. Have diverse concentrations or minors.

   3. Offer courses that focus on a wide range of content areas.

   4. Provide opportunities for students via student-run publications.

   5. offer lecture series in various locations.

   Below are examples of the ways we match the trends identified above:

   1. We offer an Occupational Endorsement Certificate in Professional Writing.

   2. Our Creative Writing minor allows students to explore the crafts of fiction, literary nonfiction, poetry, and dramatic writing.

   3. The English minor has three options: literature, linguistics, and professional writing.

   4. Other disciplines list our courses as options for their major requirements, suggesting that our courses are seen as interdisciplinary.

5. In our courses, we teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in changing regional and challenging global environments.

6. We provide opportunities for students to engage with English across the curriculum:

-We attract students through our Topics and Genre courses, which allow for a different focus each time they are offered. For example, we offered "Vampires and Possession in the 19th and 20th century" as a Topics course, and "Greatest Films Ever Made" as a Genre course. We publish Understory, which showcases creative student work reviewed by student interns and scholarly student work selected by the English faculty. The publication is staffed by English majors, who receive internship credit.

-We offer ENGL A313, Professional Writing, which gives students the opportunity to develop curriculum-to-career skills.

-We offer ENGL A495, Internship in Professional Writing, which places students at businesses, nonprofits, and UAA departments.

-Each campus provides opportunities for its community. For example, the Anchorage campus hosts the Linton Lectures. These annual lectures bring a noted scholar to campus to lecture on their work. It is free and open to the public. The scholars also visit classes. In Spring 2025, we will host our second lecture.

Actions taken to date *(2500 characters or less)*

The UAA Department of English has taken the following actions to date:

1. We now offer an Occupational Endorsement Certificate in Professional Writing.

2. We provide minors in English and in creative writing. The English minor has three options: literature, linguistics, and professional writing.

3. We offer upper-division courses that other disciplines require or recommend for their majors.

4. We provide student engagement/recruitment opportunities:

-Exciting, varied, and timely course offerings through Topics and Genre courses.

-The opportunity to publish creative and academic writing in Understory.

-Courses that foster a connection between course material and professions.

-The opportunity to apply communication skills in a professional setting through our internship course.

5. Our campuses host a variety of events including the following: Linton Lectures (Anchorage), Community Book Discussions (Kenai Peninsula Campus), Cabin Fever Reliever (Kodiak), and Student Showcase presentation for the community (Mat-Su College).

6. Department of English faculty are involved in campus-wide and community events or activities including the following: Alaska Book Week, the Valdez Theater Conference, the Alaska State Fair booth, the Glenn Massay Theater, and Valley Performing Arts.

Evidence of success to date *(2500 characters or less)*

We have identified trends and directions in our peer institutions and can attest (through much of the material above) that we are remaining current with best practices.

Recommendation 2: **Continue to address past recommendation #2, which remains unmet: "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? *(2500 characters or less)*

After consultation with the Dean and Provost, it has been determined that programs cannot directly impact the amount of State General Fund support they receive, nor can they directly reduce costs, since the Dean and Provost must approve faculty hiring. Our Department has engaged in outreach efforts and monitors the course rotation in order to maximize student enrollment.

Actions taken to date *(2500 characters or less)*

The UAA Department of English has taken the following actions to date:

1. Increased outreach in CAS tabling and presence at Campus Kick-Off.

2. Provided descriptive course titles to attract a larger group of students, including non-majors.

3. Created stacked courses for Anchorage School District teachers to provide needed graduate-level coursework opportunities.

4. Reduced barriers to graduation by examining course rotations to ensure students are being offered necessary and engaging courses in an effective sequence.

5. Avoided hidden prerequisites.

6. Advertised courses on our social media outlets.

Evidence of success to date *(2500 characters or less)*

The UAA Department of English has taken the above actions and will continue to monitor and address this recommendation.

Recommendation 3: **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.**

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

After consulting with the Dean and Provost it has been determined that the actions listed below provide suitable progress on this recommendation.

Actions taken to date *(2500 characters or less)*

The UAA Department of English has worked to increase demand for the English degree in several ways, including the following:

1. We have increased the visibility of the English degree on Community Campuses. For example, faculty bring it up in their classes, have signs on their doors, and are in close contact with advisors.

2. We offer our Professional Writing certificate, which gives students officially recognized knowledge and skills to transfer to their future workplaces.

3. We plan to better promote ENGL A495, Internship in Professional Writing. The Curriculum-2-Career (C2C)/Internship committee is currently working on promotional materials to make CAS internships more visible.

Evidence of success to date *(2500 characters or less)*

The number of majors we are serving is recovering from the drop it took during the COVID Pandemic.

Recommendation 4: *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.*

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

The BA in English can be completed online through a mix of synchronous and asynchronous courses.

Actions taken to date *(2500 characters or less)*

We are in the process of revising the English Department course rotation plan to ensure that all required courses for the BA in English and the Occupational Endorsement Certificate in Professional Writing are regularly delivered with an online component in a distance-accessible modality.

Evidence of success to date *(2500 characters or less)*

Currently, we have English majors located in places that are outside of the Anchorage area, including some primarily associated with Community Campuses. Community Campus faculty report a growing increase in interest in majoring in English.

Recommendation 5: *Increase the demand of the OEC in Professional Writing.*

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

The UAA Department of English Occupational Endorsement Certificate in Professional Writing was implemented in 2022. In the original proposal for this OEC, the enrollment projections were as follows:

-Year one (2022 to 2023): 4 students

-Year two (2023 to 2024): 4 students

-Year three (2024 to 2025): 5 students

-Year four (2025 to 2026): 5 students

The data we received indicates that in 2023, seven students were awarded this OEC; in 2024, six students were awarded this OEC. No other data is available at this time. This suggests that the demand for this OEC is higher than expected based on enrollment predictions. This also indicates that there is adequate demand for this OEC at this time.

Actions taken to date *(2500 characters or less)*

Three actions have been taken to date to increase demand for the OEC in Professional Writing:

1. We have ensured that CAS advisors are aware of this OEC and are encouraging students with interests in that area to enroll.

2. We, in conjunction with the Department of Writing, created a flyer for this OEC to promote it to students.

3. The Department is tracking OEC enrollment and remains open to adding courses to the OEC, particularly in the category that has options; however, we will add courses only if they do not have a hidden prerequisite

Evidence of success to date *(2500 characters or less)*

1. The demand for this OEC is higher than expected based on enrollment predictions.

2. The Director of Academic Advising provided the following to confirm that CAS advisors are aware of this OEC: "Even if students don't mention an interest in professional writing, if English majors have taken an upper-division writing course, we bring up that they're nearly done with the OEC."

Recommendation 6: Investigate opportunities for collaborations in interdisciplinary programs or in support of continuing education.

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

The Department of English at UAA has a strong tradition of collaborating with other programs; our work is interdisciplinary in its nature, and the following pieces of evidence attest to our continued pursuit of interdisciplinary connections:

1. Requirements of other majors. Computer Science and other majors continue to require upper-level writing courses for their major, keeping us connected to the sciences and other disciplines as a necessary resource.

2. Dual Enrollment (ASD students). We have begun to partner with South High School's dual-enrollment program. This program connects high school students to our institution and is becoming a pipeline for Civic Leadership Program (CLP) students to attend UAA. According to the South High Principal, approximately 20% of the current CLP senior cohort are projected to attend UAA in the fall due to their participation in the program and exposure to UAA.

3. Dual Enrollment (ASD teachers). The Department has worked closely with the dual-enrollment teachers to provide graduate-level instruction to allow them to meet program and Department requirements for degree levels. This meets a community need and allows undergraduates and graduate students to participate in stacked courses that benefit both student populations.

4. OEC in Professional Writing. This OEC allows students to complete courses from other CAS departments to meet some category requirements. For example, one category allows students to choose from several Journalism and Public Communications courses. This category is flexible; we can add courses from other CAS departments as long as they do not have hidden prerequisites.

5. English minor. Since the last recommendations, the Department has continued to strengthen its offerings in an interdisciplinary context. Our minor allows students to integrate English into their other major; as a recent student remarked, "Every class I take, I am happier and happier I decided to pursue an English minor." The minor itself encourages interdisciplinary work.

6. Future opportunities. The Department is interested in expanding interdisciplinary opportunities with offerings such as team taught courses or course clusters that would allow students to move through similarly-themed courses or pathways with a cohort. For example, advisors might recommend an astronomy course, a climate fiction course, and a philosophy ethics course all clustered together.

Actions taken to date *(2500 characters or less)*

The UAA Department of English has taken the following actions to date:

1. Met the needs of other majors. Majors that want their students to be able to write have taken advantage of our course offerings, including upper-level courses. Participants include Languages, Computer Science, Nursing, and Legal Studies. The Department continues to work with these other Departments to facilitate interdisciplinary enrollment and fulfillment of other course requirements. For example, in ENGL A313, Professional Writing, it is not uncommon for over 50% of enrolled students to be Computer Science majors, and sometimes the percentage is even higher. Also, students from other majors and graduate students from other majors frequently enroll in ENGL A414, Research Writing.

2. Taught writing as specialized. The UAA Department of English acknowledges that there are a variety of ways to write; that is, "good" writing is variously defined. This means that our writing courses and our OEC in Professional Writing offer more than generic writing skills and knowledge. For example, in ENGL A313, Professional Writing, students study a workplace of their choice to learn how to write for that workplace. In ENGL A414, Research Writing, students focus on writing for a particular forum or venue related to their discipline. In short, we teach about writing in all disciplines in some of our writing courses.

3. Community Campus Faculty teach across the curriculum. Community Campuses continue to work in interdisciplinary ways. Many Community Campus Department members teach substantial portions of their workloads through Community and Technical College or other Departments such as Theatre, Humanities, or Communications. This means that by their very nature, Community Campus faculty demonstrate creativity and innovation in their course offerings and outreach to expanded student populations.

Evidence of success to date *(2500 characters or less)*

It is clear that other departments and schools see the Department of English as a touchstone location for writing and reading resources; we are the go-to for several other departments' majors and other faculty rely on us for the kinds of skills we can impart to their students. This recognition of the fundamentally interdisciplinary scope and importance of writing and reading comprehension suggests that the Department achieves ongoing success in meeting these needs.

In addition, dual-enrollment programs have been growing their offerings throughout South Central Alaska and will offer measurable transfer numbers in the next few years; see above for the projected South High School 20% application rate, which suggests potential for further growth. There are schools within ASD such as West High School, with their Middle College Program that take advantage of our offerings as well. Our courses are frequently taken by dual-enrollment students, and those programs are growing, which means that the programs are successfully attracting students.

Recommendation 7:   *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.*

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

The Department undertook revisions of the major pre-COVID as well as more recently. In both cases, the goal of revisions to the major was to allow more flexibility for both faculty and students in terms of the subject matter of the course offerings and pathways to the major. We have eliminated hidden prerequisites as well as streamlined the multiple pathways (literature, composition, linguistics) to an English major. Because of the revisions to courses like A390B, Literature by Genre, as well as our 400-level offerings that make them repeatable with a change of topic, faculty are able to craft Topics course subjects that cover a wide range of content that students may be interested in. For example, we have offered the following topics and genre courses: "Vampires and Possession in the 19th and 20th century," "Murder and Mayhem in Early Modern England," "AI and the Death of English?," and "Greatest Films Ever Made." The major is designed

to incorporate a number of these special topics, which allows us to infuse breadth into the program while still requiring students to take courses in specific subject areas. Department of English Faculty members are capable of covering a wide range of literary content areas and multiple writing studies areas, and we have faculty who can teach creative writing and linguistics courses. Community Campus faculty straddle Departments and teach a breadth of topics informed by their interests.

Though faculty numbers across locations have been reduced overall in the past years, we punch above our weight in the span of our offerings, as faculty members have taken on new subject areas and worked to make courses appealing and increase enrollment. Post-COVID, our enrollment numbers continue to improve and we intend to rotate course offerings to keep students engaged and invested in our subject matter.

Actions taken to date *(2500 characters or less)*

The UAA Department of English has taken the following actions to date:

1. We revised the major.

2. We have made it possible for students to repeat courses with a change in topic or genre.

3. We have paid attention to course rotation.

4. Faculty have been willing to prepare new courses.

5. We have encouraged and allowed faculty to teach a variety of content areas.

Evidence of success to date *(2500 characters or less)*

We offer courses on a wide range of subjects within English Studies, from Shakespeare to women's science fiction; from creative writing to professional writing. Looking at the catalogue, the titles and content of our courses span time periods and sub-disciplines. Consistent enrollments suggest that we are currently supporting an appropriate number of areas of instruction.

Recommendation 8: ***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.***

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

Our enrollments post-COVID continue to improve. However, we have considered numerous factors to ensure that the curriculum is meeting student needs and achieving enrollment goals.

Some courses are best taught synchronously due to the nature of their content and the need for real-time interaction. For instance, ENGL A260, Creative Writing, thrives in a synchronous setting, where students benefit from immediate feedback and workshops that foster connections. Similarly, ENGL A429, Shakespeare, requires real-time engagement to fully explore Shakespeare's texts, benefiting from an instructor's enthusiasm and guided discussions. LING A201, Introduction to Linguistics, functions best synchronously, as working through linguistic structures in real time enhances comprehension and allows for immediate clarification of concepts.

Some courses, while generally effective asynchronously, could benefit from a synchronous component to enhance student success. ENGL A414, Research Writing, for example, has shown that some students fall behind in a fully asynchronous format. Regular synchronous meetings could improve accountability, provide structured guidance for research projects, and offer feedback from instructors.

Certain courses work well asynchronously, provided they are designed with scaffolding, regular feedback mechanisms, and accessible resources. Entry-level literature survey courses are often well-suited to asynchronous learning, as they focus on content delivery rather than interactive discussion. ENGL A313, Professional Writing, has been designed to succeed in an asynchronous setting by incorporating structured opportunities for student interaction, including Zoom presentations that ensure collaboration despite the lack of real-time meetings.

Synchronous courses promote engagement, accountability, and dynamic interaction, making them effective for discussion-heavy and creative disciplines. While asynchronous courses offer flexibility, they require careful instructional design to maintain student accountability and ensure meaningful learning experiences. Balancing synchronous and asynchronous elements based on course content and student needs will enhance enrollment and educational outcomes.

We have discovered that offering more courses with hybrid or online options minimizes the number of under-enrolled courses. As an additional bonus, changing the modality of courses to include online options has allowed place-based students to participate in our major.

Actions taken to date *(2500 characters or less)*

The Department continues to monitor its offerings and has shifted away from routinely offering a handful of courses that were under-enrolling. We have added online options to increase course enrollments but are mindful of which online modalities are best suited for the course.

Evidence of success to date *(2500 characters or less)*

Enrollments continue to improve post-COVID, suggesting the adjustments we have made so far as succeeding. We will continue to be responsive as we move forward.

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).** *(3000 characters or less)*

We transform students' lives by providing opportunities for developing the core competencies. Examples are below:

1. To develop Effective Communication, students:

-Convey complex ideas about literacy development, cultural influences, and educational contexts and make them meaningful to others.

-Practice strategies for writing clearly (e.g., style exercises).

-Practice using advanced communication strategies (e.g., writing from an institutional point of view).

-Write about assigned readings to engage with course concepts.

-Write workplace and academic genres (e.g., progress report, literature review).

-Present work orally (e.g., research findings).

2. To develop Creative and Critical Thinking students:

-Produce creative works individually and critique them collectively.

-Complete multimedia projects using a creative approach to ideas and arguments.

-Apply literary and rhetorical theories in written assignments.

-Complete diaries to creatively and critically engage with readings, producing animations, playlists, poems, letters to characters, paintings, fake newspaper articles, etc.

-Connect experiences to cultural patterns and confront assumptions, biases, and contradictions.

-Conduct a deep revision of existing work, refine research methods, and analyze research processes.

-Complete library-based assignments to develop skills evaluating competing arguments from multiple sources.

3. To develop Intercultural Fluency students:

-Analyze Alaska Native culture's stories, including comparisons of Native ways of knowing and Western worldviews.

-Design materials for other cultures (e.g. website for an international audience).

-Write about cultural connections between texts grounded in different eras/cultures.

-Write about texts by and about under-represented people and groups: e.g., Alaska Native people, BIPOC, and women.

-Write about responses of indigenous and marginalized populations to the "canon," and what they reveal about biases and assumptions embedded in texts and reading practices.

 4. To develop Personal, Professional, & Community Responsibility, students:

-Reflect on how literacy practices are intertwined with responsibilities to community.

-Demonstrate knowledge about workplace literacy, professional ethics and conduct, and respectful discourse.

-Use ethical research and citation practices and collaborative norms of peer review.

-Demonstrate how to be personally, professionally, and communally responsible in multi-cultural environments.

-Engage with their communities in meaningful and productive ways.

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. (3500 characters or less)

Here is an overview of our assessment process, which occurs regularly according to the University's assessment schedule, as well as observations, and conclusions.

Assessment process:

-Classes assessed represented: 1) introduction to the major and lower-level electives and 2) upper-level electives

-Participants in assessment randomly selected three artifacts from each course and assessed them on a scale of 1 to 5, with 5 being the highest rating.

-Faculty were asked to rate artifacts with expectations associated with the course level.

-The Department analyzed the resulting data by totaling the number of responses for each level (e.g., 5 being A-level work) and by sorting lower-level responses from upper-division responses.

Four observations that stood out:

1. A majority of the artifacts assessed were rated a 4 or 5.

2. None of the artifacts assessed were rated as 1.

3. Artifacts were rated noticeably high in both lower and upper-division courses.

4. Students are generally producing work that meets expectations for the course level.

Conclusions:

Findings for these three Student Learning Outcomes indicate that the knowledge and skills students learn in their lower-level courses transfer to their upper-level courses and provide a foundation for further learning. In other words, by the time students get to their upper-level linguistics, rhetoric, and literature courses, they are adequately prepared for them, and when they complete their upper-level courses, they are able to interpret texts according to disciplinary standards and expectations, and to construct texts that deploy knowledge about audience, purpose, genre, and voice, and engage with varied and diverse discourse communities.

This observation about students' ability to transfer knowledge and skills related to the three Student Learning Outcomes from their lower-division courses to their upper-division courses brings to mind the concept of "high road transfer," which "depends on deliberate, mindful abstraction of skill or knowledge from one context for application to another" (p. 25). Knowledge and skills do not automatically transfer across dissimilar contexts; therefore, high road transfer requires "reflective thought in abstracting from one context and seeking connections with others" (p. 26). These observations suggest that we are meeting the goal of our BA in English program, which is to prepare students to succeed in an increasingly diverse world by encouraging lifelong learning, critical thinking, and effective writing. Quoted material from: Perkins D.N., Salomon G. (1989). Teaching for transfer. Educational Leadership, 46 (1): 22-32.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)
Because results met expectations for the three-year period under review, we do not think it necessary to recommend changes to improve student achievement of the program's student learning outcomes. However, we will monitor student achievement with regard to student learning outcomes, particularly in lower-level courses, to make sure that a corrective action is not needed in the future. In short, we will continue to monitor and assess our courses and make recommendations as needed. We do recommend continuing to implement High-Impact Practices in our lower-level courses, which we believe contributed to findings that met faculty expectations. Furthermore, we are continually reviewing curriculum to ensure that

courses have outcomes that relate to the variety of skills English majors will need after completing their degree.

Describe evidence that these actions are working. (3500 characters or less)
Given that our assessment results, generated from faculty assessment of student work, are meeting expectations over the past three-year period, the program is currently meeting standards.

ii. OEC Professional Writing

- *1) Construct texts that are responsive to audience, purpose, genre, and voice; 2) Engage in written discourse in diverse communities; 3) Revise texts based on evidence and style.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

Comment about student learning outcomes assessed:

Because the OEC in Professional Writing was implemented in 2022, we assessed the program only for that academic year. The outcome assessment was this: Engage in scholarly, professional, and public discourse in diverse communities. Given the data collected at this point, we can provide the following:

Assessment process

-Classes assessed represented upper-division courses: ENGL A312, ENGL A313, ENGL A414, and ENGL A495.

-Participants randomly selected three artifacts from each course and assessed them on a scale of 1 to 5, with 5 being the highest rating.

-Faculty were asked to rate artifacts with expectations associated with the course level.

-We analyzed data by totaling the number of responses for each level (e.g., 5 being A-level work) and by sorting lower-division responses from upper-division responses.

Two observations that stood out:

-A majority of the artifacts assessed were rated a 4 or 5.

-None of the artifacts assessed were rated a 1 or 2.

Conclusion:

These findings show that students are learning and applying what we expect them to learn with regard to engaging with scholarly, professional, and public discourse in diverse communities in our upper-division courses affiliated with the Occupational Endorsement in Professional Writing. This suggests that by completing these courses, students are able to access, understand, and compose in various situations and contexts. These observations suggest that we are meeting the goal of the Occupational Endorsement Certificate (OEC) in Professional Writing, which seeks to provide students focused training in writing, offering skills in multiple genres and styles of written communication used in the workplace.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

This program includes courses from both the Department of English and Department of Writing; however, the Department of English has easy access only to data for courses with an ENGL prefix. Therefore, to gain a full understanding of student achievement in the OEC in Professional Writing, the Department of English needs to develop a method by which courses with a WRTG prefix that are included in the course options can be included in the assessment process. The Department of English intends to work with the Department of Writing to develop a method to do so. This will be in effect for the next assessment cycle: We have an inter-departmental committee that coordinates the OEC in Professional Writing, and this will be the vehicle by which new assessment measures will be put into place. It is our position, however, that not all courses need to be assessed the same way because GER courses have a different pool of students.

Furthermore, we have added a limited number of additional elective choices, i.e., courses from other CAS departments, which makes it easier for students to progress through the certificate.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

As stated above, the OEC in Professional Writing was implemented in 2022, so we have assessed the program only for that academic year; we expect more data in the future. Furthermore, as suggested above, we expect to have data that includes courses with a WRTG prefix. Current data suggests that the students are achieving student learning goals for the OEC outcomes.

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.** *(3500 characters or less)*

There are additional means through which the Department demonstrates its program quality and improvement. Below, we list some other ways to register the successes of our students and the quality of our program:

One of our key areas of excellence is Undergraduate Research and Creative Activities, which provide students with rigorous research-intensive learning experiences. Courses such as ENGL 498, Individual Research, and A499, English Honors Thesis, focus solely on undergraduate research or creative activity. ENGL A414, Research Writing, equips students with essential research methodologies, including literature reviews, interviews, and bibliographic management, ensuring that students develop strong analytical and investigative skills. Finally, ENGL A313, Professional Writing, requires students to study a workplace of their choosing throughout the semester using a methodology from Rhetorical Genre Studies scholarship.

The program also emphasizes Writing-Intensive Courses, integrating writing across all levels with a focus on scaffolding, clarity, and analytical rigor. Below are examples.

-ENGL A200, Global Literature and Culture: Students write about cultural connections between different texts grounded in different eras/cultures.

-ENGL A311, Writing in Public Life: Students write to engage in public issues using advanced rhetorical problem solving.

-ENGL A433, Literacy, Rhetoric, and Social Practice: Students compose a literacy autoethnography in which they convey complex ideas about literacy development, cultural influences, and educational contexts.

Collaborative Assignments and Projects play a significant role in program quality by fostering teamwork and peer engagement. For example, in ENGL A259, Creative Writing Short Course, students critique each other's creative works. In ENGL A312, Advanced Technical Writing, students engage in collaborative workshops and usability/design projects. Advanced coursework like ENGL A490D, Selected Topics in Style and Social Innovation, further integrates collaborative elements, encouraging students to engage deeply with their peers and subject matter.

A strong commitment to ▮▮▮▮▮ and Global Learning is evident across multiple courses, ensuring students engage with ▮▮▮▮ content and cultural perspectives. ENGL A200, Global Literature and Culture, ENGL A245, Alaska Native Literatures, and HUM courses analyze global and cultural relationships. Additionally, LING A101, How Language Works, provides a broad understanding of linguistic ▮▮▮▮ on both global and regional scales, further reinforcing the program's commitment to ▮▮▮▮▮

Community-Engaged Learning is a cornerstone of the program, connecting coursework with real-world applications. For example, our courses in professional writing, advanced technical writing, and Shakespeare studies incorporate community-engaged projects, ensuring students gain hands-on experience. Additionally, ENGL A495, Internship in Professional Writing, provides an opportunity to work with organizations and businesses in the community. These initiatives align with the program's mission to respond to community needs, maintain curriculum relevance, and integrate high-impact teaching and learning practices that enhance student success.

4. **Demonstrate student success and the closing of achievement 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 achievement 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.** *(3500 characters or less)*

    Overall, institutional data suggests that we are a department of consistency. There are areas with discrepancies, but we do not perceive any significant and sustained issues.

    For example, our Junior Overall Graduation rate went from percentages in the 60s in 2020 and 2021 to percentages in the 80s and 90s in 2023 and 2024. This trend is encouraging; it means that as we rebuild the number of our majors post-COVID, we are also seeing an increase in graduation rates. This suggests that students are experiencing the support and course offerings they need to graduate from the major. Increased online offerings may have assisted in raising the rates, as online offerings ensure access to courses needed for major completion.

    Another factor related to this statistic not visible in institutional data is the number of students who are returning to campus post-COVID. We are seeing more students in the classroom, and the increased sense of community and an English major cohort may be assisting students to cross the finish line efficiently.

    We hypothesize these percentage rates may also be boosted by our OEC in Professional Writing, but we do not have data to support this hypothesis at this time. We will continue to promote the OEC through outreach to advising in order to incentivize graduation rates.

    Overall, according to institutional data, course pass rates stayed level during the five year period, remaining in the mid to high 70s. Given that 2020-2025 spans the bumpy years of COVID and post-COVID rebuilding,

the fact that our course pass rates stayed stable against significant headwinds attests to our consistency and commitment to our students.

Looking at course pass rates at the granular level, we don't perceive significant achievement gaps that remain consistent over the five year period. During a few years, there are two gaps that seem to occur more than once: our Alaska Native and African American pass rates are relatively lower than those of other groups in a few of the years under consideration, but other years are at or above other groups' pass rates. This may be due to small sample sizes creating noise in the data; overall, the fluctuations in the pass rates make it difficult to determine if there is a consistent pattern that requires addressing, or we are just seeing variations due to the impact of post-COVID stresses on specific populations. We will continue monitoring this, and the upcoming move to holistic student evaluation of instruction processes may provide data that will assist us in tracking and addressing this if needed.

Overall, our pass rates stay consistent. When we break down the numbers, lower-division courses and upper-division courses have almost equal pass rates. This speaks well of the support our Department offers to students of all ability levels. It is not uncommon at an open-enrollment campus to see lower pass rates in lower-division courses as students draw on varied backgrounds of college preparation; they also may be experimenting with the kinds of courses they would like to take. Usually, these pass numbers increase in upper-division courses as these courses are filled with students who are committed to the subject matter and have passed lower-division courses successfully. However, the fact that both our lower-division and upper-division classes have pass rates primarily in the 80% range speaks to the strength of our instructional practices and the support we provide students as they pass through our program.

b. **Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts.** *(3500 characters or less)*

As a way to ease students into the major, we have integrated ENGL A121, Intro to Literature, into the major. This early course is a GER as well as an overall introduction to what the major covers and gives students insight into program content. This may be helping students to plan out their path through the major more efficiently, or direct them towards classes they may be particularly interested in.

More holistically, in the wake of the pandemic, the Department has continued to offer courses in a variety of formats, including the offering of core major courses in the hybrid format of in-person with a synchronous Zoom component. This is true of Community Campuses as well, who have paved the way in some ways for these flexible modalities. This has allowed students who commute further distances to campus to attend classes even when weather has made conditions unsafe. It has also allowed students who are dealing with chronic illnesses or jam-packed schedules to attend around their other commitments and doctor's appointments, building flexibility into our course offerings for students who cannot commit to attending every class in person. It makes courses available to place-bound students and students from Community Campuses. These steps seem to be facilitating passage through the major.

The Department continues to align itself with university-wide efforts to eliminate hidden prerequisites, and remains alert to that possible barrier. For example, with the design of the OEC, the Department ensured that there were no hidden prerequisites in the courses.

Lastly, we aim to be responsive to student needs in our scheduling of courses, including integrating Community Campus faculty into course rotations to help fill out access for majors and non-majors. Our chair works with our advisors to make sure that there are no gaps in the rotation, and we have accommodated students who need independent study or internship credits to address any issues in achieving graduation.

c. **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.]** *(3500 characters or less)*

Institutional data demonstrates that we have high course pass rates, consistently somewhere near 80%, and have improved our rates of graduation. The methods that we are undertaking seem to be working. Students earning programmatic honors (ENGL A499, English Honors Thesis) have produced high-quality, chapbook length theses and given public presentations of their work. One student developed their thesis into a submission for a national publication. Students have also secured large grants for community-engaged work, highlighting their ability to translate academic skills into impactful real-world projects. Graduates have landed jobs in professional writing, communications, and political lobbying, showcasing the practical applications of their degrees. Students have also gone on to graduate school for MAs in Journalism, Library Science, English, and Education as well as MFAs in Writing (where they received competitive scholarships and assistantships).

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, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program.** *(3500 characters or less)*

Clearly there is consistent relative demand for program offerings for majors and non majors. We have made efforts that have resulted in a return to baseline enrollments. Our ratio of out-of-discipline credit hours to total credit hours has increased almost 10 percentage points, from 46% in 2020 to 55% in 2025. This reflects the attention we have paid to offering international-themed courses such as International Detective Fiction, or courses focused around women writers like the Brontës that attract students from International Studies, History, or Women's and Gender Studies. It also reflects the number of students from other majors such as Computer Science who take some of our upper-level Composition and Rhetoric courses. We intend to continue to offer courses like this that appeal to other disciplines and supplement other majors in order to keep raising this percentage.

Looking at institutional data, we can see that the number of our graduates who return to UAA to pursue an additional program has significantly dropped. This can be primarily be attributed to the elimination of our MA and MFA programs in reaction to budget cuts. Before this change, many of our students did return to take their MA or MFA degrees from our Department. At the moment, we don't have a built in option for our graduates to pursue a higher degree through UAA. However, we can work on supporting our current

students and increasing our number of degrees awarded. Furthermore, we can continue to build collaboration between the Departments of Writing and English to address community need for continuing education credits; this is especially relevant for Anchorage School District educators that need the option of graduate course credits.

One additional thing we can consider moving forward to increase either the number of students returning for an additional program or applying to higher education outside of UAA is to bring back our English major professionalization series. In the past, faculty would hold evening events for students with food and refreshments where we talked students through the process of researching graduate programs and applying to them. Resuming this practice again might encourage students to pursue higher education in higher numbers, and provide needed support for students who may be unfamiliar with graduate school application processes, requirements, and offerings.

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. *(3500 characters or less)*

   The 2024 numbers for five year degrees awarded represent about half of the number of degrees awarded in our program pre-COVID. However, we would like to note that this can be attributed to the COVID pandemic enrollment drop working its way through the system, and we will monitor our degree numbers moving forward to make sure that we see the expected rebound from our increasing enrollment rates in the near future.

   Our Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTE) and Full-time Equivalent Student per Full-time Equivalent Faculty (FTES/FTEF) numbers did dip in 2022, 2023, and 2024, but now appear to be rising again. We can again attribute some of this to the pandemic, as our Department and enrollments shrank during this time, impacting these numbers. The fact that we have a large increase in SCH/FTE between 2024 and 2025 shows that not only are things improving, they seem to be improving rapidly. In fact, if this trend continues, we will be back to pre-COVID levels within the next two years. We will monitor next year's numbers to make sure that they continue to improve.

   Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. *(3000 characters or less)*

   We have received some donations, including a donation that has provided a fund to offer enrichment opportunities for students and faculty. We have external funding for a student to serve as an editorial assistant for a major journal. However, the Department does not rely on extramural funding to support its core functions.

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?** *(2500 characters or less)*

   Our programs are unique in Alaska for these reasons:

   1. Unique English Studies Focus: Our BA program synthesizes analytical and creative tools to explore human expression, narrative, identity, well-being, and community. Students gain skills in writing, rhetoric, linguistics, and literary/cultural analysis, preparing them for career paths and lifelong learning.

2. Critical Thinking and Self-Reflection: Our courses teach students to reflect on their role as participants in discourse communities. The program provides students with a framework to understand their position in the world and opportunities available with an English degree.

3. Innovative Curriculum and Narrative Focus: Courses like ENGL A203, British Narratives of Power and Global Change, highlight the transformative power of narrative and literature in shaping contemporary culture. Specialty courses provide opportunities not found in other Alaska programs.

4. Writing-Intensive and Reflective Practices: The program integrates intensive writing, iterative feedback, and reflective assignments, offering a depth of engagement unmatched in other fields.

5. Cultural Connections: The program attracts Alaska Native students, connecting storytelling traditions with academic exploration of narrative and language.

6. High Achieving Students and Alumni: The program has a history of mentoring outstanding students, including a recipient of a prestigious national fellowship, and of sending graduates to highly ranked MA and PhD programs (e.g., Oxford University, University of Bath).

7. Interdisciplinary and Accomplished Faculty: Faculty contribute to their fields through presentations, publications, and creative works. Students benefit from faculty expertise, ensuring world-class mentorship and instruction.

8. Breadth of Coverage: The BA in English offers breadth, blending traditional literary studies with innovative courses and interdisciplinary approaches, making it unique among Alaska's programs.

9. Global and Local Relevance: English as a global lingua franca serves as the foundation for critical thinking, knowledge acquisition, and societal interaction, positioning the program as vital for navigating today's interconnected world.

10. Professional Writing Focus: The OEC stands out for its emphasis on real-world applications. It provides students with a credential demonstrating that they have chosen to focus on the use of writing in professional contexts.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** *(4000 characters or less)*

Our program provides students with a versatile, interdisciplinary toolset, equipping them to analyze, interpret, and create across disciplines. By synthesizing human expression, narrative, identity, well-being, and community engagement, students gain skills that extend beyond literary study. Through writing, rhetoric, linguistics, and cultural analysis, graduates develop the ability to think critically, communicate effectively, and engage deeply with the world, preparing them for a range of career paths.

1. Curriculum and Career Preparation:

-Foundational courses introduce students to key fields of English Studies, preparing them for careers in diverse industries.

-The program emphasizes applied writing, ensuring students gain professional communication skills valued in law, journalism, education, publishing, business, and other fields.

-Courses provide insight into human expression and identity, offering direct applications in fields that require critical thinking, creativity, and adaptability.

-The OEC bridges academic, community, and industry needs, ensuring that students apply their learning in practical and meaningful ways.

2. Faculty Expertise and Research Support

-Community Campuses and the Anchorage faculty bring diverse perspectives and specialized knowledge.

-The collaboration between the Departments of Writing and English strengthens connections between writing, analysis, and storytelling, reinforcing professional competencies.

3. Interdisciplinary and Community Engagement

-The BA immerses students in language, literature, and cultural studies, equipping them with adaptable skills for academic, professional, and creative fields.

-Collaborations with other departments and community partners provide students with real-world applications.

-Faculty support student initiatives, such as CAS Summer Camps and Campus Kickoff, reinforcing the program's role in student success.

-The program offers both online and in-person courses, ensuring flexibility for students and increasing enrollment and community engagement.

Our program is dedicated to critical analysis, creative exploration, and applied learning to prepare students for a lifetime of intellectual and professional success. However, despite these strengths, we do have areas that we can and should improve. While enrollments are rebounding, faculty reductions have placed some limitations on variety and flexibility. To address this, we propose:

-Advocating for increased institutional funding to restore lost offerings and add new courses.

-Partnering with other departments or community campuses to cross-list courses and expand access.

-Using adjuncts and community experts to offer specialized courses on a rotating basis.

-Hiring additional tenure-track faculty to restore lost capacity and maintain program quality.

Like many English programs nationwide, ours faces skepticism from a number of directions due to outdated perceptions of English studies. To address this, we propose:

-Reframing the program's narrative to emphasize its relevance to current literary, rhetorical, and linguistic conversations, including combating misinformation, mastering persuasive communication, and understanding AI/LLM impact.

-Highlighting career outcomes by showcasing practical applications of English skills (e.g., professional writing, digital content creation, advocacy).

-Updating marketing materials to feature engaging, modern course offerings and alumni success stories.

-Reviving the professionalization series to highlight the relevance of the English major and the OEC in professional writing.

-Collaborating with CAS and central administration to secure funding for outreach initiatives.

-Launching targeted recruitment campaigns for high school students, transfer students, and working professionals interested in the OEC.

-Expanding online and social media engagement to promote the program's strengths and opportunities.

Committee chair first name last name: Patricia Jenkins   **Date:** 2/27/2025

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

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. *(2500 characters or less for each recommendation)*

   Recommendation 1: Evaluate peer institutions who have made changes to address demand to see what might be adapted to UAA. Recommendation has been met.

   The Department has thoroughly investigated enrollment-boosting strategies employed by peer institutions and has adopted several of these approaches, including the introduction of the Professional Writing Certificate.

   Recommendation 2: Continue to address past recommendation #2, which remains unmet: "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.

   The support the Department receives is important, but it is only part of the equation. The Department has the ability to influence the number of students it serves, which directly impacts revenue. Several actions have been implemented to increase SCH and majors, and the data indicates an SCH increase over the past year. Careful monitoring is necessary to ensure this positive trend continues. The Department is strongly encouraged to explore additional methods for increasing SCH, including analyzing course caps. Currently, course caps are inconsistent and lower than those of other courses in the College, largely due to the writing-intensive nature of the curriculum. Meanwhile, the growing number of students in the Professional Writing Certificate program is a promising development.

   Recommendation 3: 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. Recommendation has been met.

   The Department has worked to increase the demand for the degree and is encouraged to continue working with community campuses on transfer pathways, on collaborating with the Writing Department, and in promoting internships and other work-based learning opportunities.

   Recommendation 4: 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. Recommendation has not been met.

   The Department offers many online courses and many others in a flexible format with an online component. The program is encouraged to review the course rotation plan to ensure the major can be completed only and if so, initiate the process to be considered one of UAA's online programs.

Recommendation 5: Increase the demand of the OEC in Professional Writing. Recommendation has been met.

The demand for the OEC shows an increase and enrollment is above what was projected. The Department is applauded for efforts to make this certificate successful. .

Recommendation 6: Investigate opportunities for collaborations in interdisciplinary programs or in support of continuing education. Recommendation has been met.

The Department has been highly successful in collaborations with various entities, such as South HS, ASD, and the Writing Department, resulting in new courses that address a broader range of student needs. The Department is encouraged to explore team teaching and cluster teaching, as mentioned in the report

Recommendation 7: 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. Recommendation has been met.

The Department has successfully met this recommendation.

Recommendation 8: 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. Recommendation has been met.

The Department has successfully met this recommendation and should continue to monitor its offerings to ensure courses are fully enrolled.

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

2. **Centrality of the Program** *(2000 characters or less)*

Completing an English course or degree equips individuals with essential skills that are crucial for success in the workplace. These include effective writing, the ability to analyze and synthesize texts, and a deeper understanding of the human experience—all fundamental aspects of the program.

3. **Program Quality and Improvement** *(2000 characters or less)*

The Department's assessment plan for the major includes evaluations at the introductory and upper division levels of the curriculum. The findings show that students are achieving the student learning outcomes and that students in the lower division courses are successfully transferring their learning to their upper division courses. This coupled with the accomplishments of the graduates demonstrate the quality of the program. The OEC in Professional Writing is relatively new. The Department is encouraged to modify their assessment process for this certificate as suggested.

4. **Student Success and the Closing of Achievement Gaps** *(2000 characters or less)*

The data indicate that students are performing well in English courses across all levels, with faculty efforts contributing to student success. Graduation rates have improved, reflecting the Department's recovery after COVID-19. The OEC in professional writing is believed to increase student engagement and is positively influencing success metrics. The Department is advised to monitor success metrics across different demographics and adjust as needed.

5. **Demand** *(2000 characters or less)*

Out-of-discipline credit hours have risen by nearly 10% over the past five years—a notable increase, particularly considering that nearly 75% of course offerings are at the upper-division level. This demonstrates the

intentional design of course offerings to attract a diverse range of students. Faculty efforts in this regard are commendable.

6. **Productivity and Efficiency** *(2000 characters or less)*

Although the number of degrees awarded has recently declined, this is partly attributable to the delayed impact of enrollment decreases during the pandemic. The SCH/FTFE metric is showing significant and rapid growth, which is a positive development that warrants ongoing monitoring. Despite this increase, the SCH/FTFE remains on the lower side within the College due to the writing-intensive nature of the courses. As noted previously, the Department is encouraged to review course caps for consistency and consider increasing them where it aligns with pedagogical best practices

7. **Duplication and Distinctiveness** *(2000 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** *(2000 characters or less)*

The program excels in offering a curriculum that equips students with essential skills in writing, analysis, critical reading, rhetoric, and linguistics. Its success in offering upper-division courses that attract a diverse range of students is commendable, as are its strong online offerings. The OEC in Professional Writing is a key strength, along with its commitment to providing accessible online course options.

Moving forward, the Department is encouraged to explore strategies to increase enrollment and community engagement. Several promising ideas highlighted in the report include developing interdisciplinary course offerings that appeal to a broader range of students, utilizing local authors and professionals as adjunct instructors to enrich the curriculum with community expertise, and enhancing recruitment efforts. Targeted campaigns aimed at high schools, community campuses, and working professionals, paired with updated information showcasing alumni achievements may prove useful.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

1. Supporting High-Impact Practices (HIPs) by integrating undergraduate research, writing-intensive courses, collaborative projects, ▮▮▮▮▮-focused studies, and community-engaged learning into its curriculum, fostering student engagement and success,

2. Developing and implementing the OEC in Professional Writing, which has exceeded enrollment projections,

3. Investigating trends at peer institutions and aligning with best practices to increase enrollment, particularly through interdisciplinary approaches and innovative course offerings,

4. Successfully integrating diverse modalities, including online and hybrid options, to support student access and flexibility,

5. Strengthening student outcomes, as evidenced by graduation rates and consistent pass rates.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

1. Prioritize strategies aimed at boosting Student Credit Hours (SCH) and enrollment, including reassessing course caps where appropriate to balance accessibility and academic rigor, and reevaluating the range of course offerings to better align with student demand,

2. Investigate the use of local authors as adjunct instructors, leveraging their works to enrich the curriculum and engage the community.

3. Initiate formal steps to designate the English degree as an official online program, ensuring a fully online path for students,

4. Revise the assessment process for the OEC to more fully include courses with a WRTG prefix, improving the evaluation of student outcomes across the certificate program.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals.   No immediate changes necessary, other than regular, ongoing program improvements.

> **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:** AY2032

Dean first name last name: Jenny McNulty   **Date:** 3/31/2025

END OF DEAN SECTION

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

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.

Select Yes or No.

Optional Response: *(10,000 characters or less)*

On behalf of the Program Review Committee, we would like to express our appreciation for the dean's thoughtful and constructive evaluation of our AY25 Program Review. We are particularly grateful for the commendations recognizing our integration of high-impact practices, our development of the Professional Writing OEC, and our sustained commitment to both curricular innovation and community engagement. The acknowledgment of our progress in expanding interdisciplinary partnerships and offering diverse modalities is also greatly appreciated.

We offer the following clarifications and responses in the spirit of shared governance and continuous improvement. We believe that a fuller accounting of structural limitations and departmental efforts is warranted, particularly in areas marked "not met" or recommended for additional action.

Recommendation 2: Student Credit Hours and Cost Recovery

The designation of this recommendation as "not met" requires further contextualization. While we acknowledge that revenue generation through increased student credit hours (SCH) is a shared institutional priority, we note that departmental influence over enrollment and cost structures is limited. Faculty hiring and broad-based marketing are not determined at the department level, and thus our ability to scale or strategically plan long-term growth is contingent upon administrative partnership.

Despite these constraints, we have implemented numerous measures to improve enrollment: developing interdisciplinary curriculum, strengthening advising pathways, offering stacked courses for K-12 educators, improving scheduling flexibility, and streamlining course rotations. These efforts have already resulted in a measurable SCH increase, as noted in the evaluation.

Given these trends, we suggest that the judgment of "not met" does not adequately reflect either the department's sustained efforts or the contextual realities of institutional budgeting and personnel control. A more collaborative benchmark in regard to satisfying SCH expectations for future evaluation would be welcome.

Recommendation 4: Online Degree Designation

We appreciate the recognition that the majority of our courses are already delivered in flexible online or hybrid formats. As the dean notes, we have made intentional curricular changes to support a fully online path through the English BA. The department is currently revising its course rotation plan to ensure consistent online availability of all degree-required courses.

What remains unclear is achieving this designation; that is, how we can be categorized as an online program with some course offerings still remaining synchronous.We would welcome collaboration with the Dean's Office and Academic Affairs to clarify and complete that process.

Course Caps and Pedagogical Integrity

We wish to express concern regarding the suggestion that we "analyze course caps," particularly in light of comparisons with other departments. We have increased course caps over the past several years; however, English courses, particularly those that are writing-intensive, require individualized feedback, developmental scaffolding, and frequent formative assessment—factors that are pedagogically incompatible with large(r) enrollments. We invite a broader college-wide conversation on how best to balance SCH targets with disciplinary best practices.

OEC Assessment and Collaboration with Writing

We appreciate the recommendation to improve assessment processes for the Professional Writing OEC. We agree that fuller integration of data from WRTG-prefixed courses is essential for evaluating the OEC holistically. However, we also note that interdepartmental assessment requires formalized collaboration, mutual data access, and clear institutional support. We are committed to this goal and are already in conversation with the Department of Writing.

We would welcome the dean's support in formalizing shared assessment mechanisms and aligning student learning outcomes across participating departments.

_____

We remain committed to the continuous improvement of our programs and to our role in advancing UAA's mission of student success and community engagement. We are proud of our progress and eager to continue this work in partnership with college and university leadership.

Thank you for the opportunity to respond, and for the thoughtful engagement with our self-study. We look forward to working collaboratively on the next steps for growth and sustainability.

Committee chair first name last name: Trish Jenkins, Professor of English   **Date:** 4/7/2025

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3500 characters or less)*:
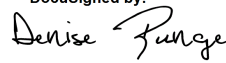
I strongly concur with the dean's commendations. In addition, I encourage the program to lean into the practices that seem to be working for part-time students and consider sharing these with colleagues through faculty development programming in the Center for Advancing Faculty Excellence.

I also concur with the dean's recommendations, with the adjustment that all previous recommendations have been met, as any remaining concerns are integrated into the new recommendations coming out of this review. For new recommendation 1, I encourage the faculty to look at course caps based on student success data across all offerings, all campuses. For recommendation 3, I agree, with the caveat that over 5 years of examining the question, UAA has learned that most students are looking for the occasional in-person class, meaning that the different campuses now and then will want to offer an in-person course that counts toward the degree.

Finally, I am asking that over the next year or so faculty holistically review the overall design of their program(s) within the framework of UAA's dual mission and make changes accordingly. As per accreditation standards, degrees must demonstrate breadth, depth, and appropriate sequencing of coursework. UAA's core competencies provide a mechanism for breadth, as do the general education requirements for associate's and baccalaureate degrees. Whenever possible, students are able to complete UAA programs within the Board of Regents' minimum credit requirements, ensuring programs are affordable financially and in terms of a student's commitment of time. UAA programs provide clear and streamlined pathways into and through the credential, not requiring specific Tier 1 and Tier 2 GERs, ensuring no hidden prerequisites, requiring prerequisites only when clearly tied to success in the course, and, whenever possible, standardizing prerequisites across courses at a particular level within the credential. Credentials within the same discipline or related disciplines clearly stack one within the next, providing students flexible, streamlined opportunities to earn one credential and return to UAA at a later time to complete the next level. Finally, programs formally acknowledge appropriate alternative credit paths, allowing students to take advantage of prior learning and avoid unnecessary credit accumulation.

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:** N/A
>
> **Follow-up Program Review:** N/A
>
> **Next regular Program Review:** AY2030

Provost's signature: *Denise Runge*   **Date:**   May 9, 2025