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ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board 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

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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 program faculty should be included in the review process, including faculty on the community campus. After completing the Program Section below, the program review committee chair will

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

The English major was restructured in 2019 (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, 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 students).

beginning of the review period. Some of the metrics, including ratio 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 a hitch-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 English and MFA in Creative Writing and Literary Arts were deleted. As a result, three full 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

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

SLO #1: Interpret texts in context with reasoned evidence drawn from English 5 • [CE • CE Z 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 ~~ad~~ 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 ~~2022~~ ~~assessment~~ report.

Describe actions taken to improve student learning for these outcomes. (3000.

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

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methods

Evidence that these actions are working: Because findings indicated that knowledge and skills students learn in their lowedivision 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 lowedivision 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 lowedivision 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 stated, we will continue to implement High Impact Practices in our lowedivision 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,

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 training to improve the design of their online courses, and some obtained certification to be online course reviewers incorporating the QM r

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stable for those aged 25 and above. However, rates have increased 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

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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 early. 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 to 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. Duplication justified, and if so, why? How are you coordinating with UAA's community campuses and the other universities in

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 ~~unsw~~ 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 ~~engage~~ 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 Theta ~~Chi~~ 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 ~~majors~~ 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 ~~plans~~ 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 Discipline Credit Hours metric.

Along with reengaging students, we plan to work toward rebalancing our faculty and creating

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Dean's Final Evaluation

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

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copy the appropriate community campus director(s).

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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 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 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

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Next regular Program Review AY2025

Provosts signature:

A black rectangular box redacting the signature of the Provost.

Date: 5/11/2023