

Systematic Program Review

Name of Unit: Department of English – Undergraduate Program
Reporting Official: Dr. Steven Schneider

Item 1

Is your program (undergraduate, master's or doctoral program, academic support unit, service unit, center, administrative/staff department/unit) currently reviewed on a regular basis (e.g., annually, biennially, every 5 years)? Examples of systematic review include, but are not limited to: academic program review, internal audits, external accreditation, external review by a consultant, peer review, etc.

Yes No

If "YES", go to Item 2. If "NO", check that box and return form to OIRE.

Item 2

Type an "X" next to the type(s) of program review that applies to your unit, the date of your last review and the date of the next expected review:

	Date of	Date of
<input checked="" type="checkbox"/> academic program review	_____ last review	_____ next review
<input type="checkbox"/> internal audit	_____ last review	_____ next review
<input type="checkbox"/> external accrediting agency	_____ last review	_____ next review
<input type="checkbox"/> external consultant <input type="checkbox"/> other:	_____ last review	_____ next review

Item 3

Describe how your unit has used/is using the findings/recommendations *from its last review* to improve the effectiveness of the unit. Include references to goals or objectives listed in recent planning documents, and examples of the use of assessment to improve your programs/services.

1. Develop and implement a formal process for periodically evaluating the curricula in the Undergraduate English Program and documenting any changes to improve the curricula.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Chair of the Department of English has appointed a Curriculum Revision Committee to periodically review the curriculum and to make recommendation to the department Curriculum Committee and faculty. All recommendations are documented and on file. The Department has strengthened its undergraduate curriculum as a result of this process and both updated this curriculum and implemented several new courses.
 - Student Learning Outcomes Assessment (spring 2005, 2006)

2. Develop and implement an aggressive recruitment program for undergraduate English majors and minors in which the faculty is actively engaged.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department of English has a very active recruitment program for new majors, which involves the departmental advisor and faculty. As a result, we have

significantly increased our majors and minors and are now ranked number one nationally for Bachelor degrees awarded to Hispanics.

- Department of English Strategic Plan 2003-2008
3. Develop, implement and evaluate regularly an orientation program for majors and minors that will enhance the recruitment and retention efforts of the Undergraduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. Students meet regularly with the department advisor, who gives them orientation and their degree plans. Students are also regularly informed about retention initiatives at the University. As a result, we have steadily increased the number of majors and improved retention rates in the department
 - Department of English Strategic Plan 2003-2008
 4. Develop and implement procedures for the training of advisers in the Undergraduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department of English currently has one full-time faculty member whose responsibility it is to advise. She is well-trained and very experienced. We plan to train more faculty advisors to assist her.
 - Department of English Strategic Plan 2003-2008
 5. Systematically evaluate the advisement process for the Undergraduate English Program and document how the results of the evaluations are used to improve the process.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department Chair meets once a semester with the faculty advisor to review and evaluate departmental advising. We also survey seniors and graduates on the quality of the advising. The results show a high level of student satisfaction with departmental advising. We plan to strengthen and improve advising by training more faculty advisors.
 - (see results of survey Student Learning Outcomes Assessment spring 2005, 2006)
 6. Investigate whether the scheduling of ENG 4318 and ENG 4325 is delaying the timely graduation of majors.
 - Annual Assessment Report June 1, 2004- May 30, 05. The regular scheduling of these courses since the last academic program review indicates this is no longer a problem. There have been few student complaints about this since the last program review.
 7. To support strategic planning efforts by the department, develop a unique mission statement for the Undergraduate English Program or address the mission of the undergraduate program within the context of the current mission statement for the department.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department of English has developed a unique mission statement as part of its Strategic Plan.
 - Department of English Strategic Plan 2003-2008

8. Develop goals specific to the Undergraduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. The departmental strategic plan has addressed several goals for the Undergraduate English program. One of the main goals is to increase the number of majors and minors in the department, which we have done successfully.
9. Systematically assess and document the progress of the undergraduate English Program in achieving its goals.
 - Annual Assessment Report June 1, 2004- May 30, 05. The annual assessment report on the five year strategic plan and the Strategic Action Plan documents the progress of the Undergraduate English program in achieving its goals.
 - Student Learning Outcomes Assessment (spring 2005, 2006)
10. Address in its strategic plan some or all of the developments envisioned by the Undergraduate English Program in the next five years.
 - Annual Assessment Report June 1, 2004- May 30, 05. For the past four years the Chair of the department has charted in the five year strategic plan the goals for the undergraduate English program.
11. Systematically document how the results of the evaluations of instruction in the Undergraduate English Program are used to improve teaching effectiveness.
 - Annual Assessment Report June 1, 2004- May 30, 05. Departmental teaching faculty receives teaching evaluations each semester. Teaching evaluations are also reviewed by the department Annual Review Committee. Tenure-track faculty also receives feedback on their teaching from the department Chair. Faculty also attends professional development seminars to improve teaching effectiveness. The results of these evaluations are reviewed and implemented by faculty. Student survey indicate a high level of satisfaction with instruction in the Department of English
 - Student Learning Outcomes Assessment, spring 2005, 2006)
12. Develop and implement a mechanism for systematically measuring the performance of its former students to determine the strengths and weaknesses of the Undergraduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department has implemented a student survey to track and measure the performance of undergraduate English majors.
 - Student Learning Outcomes Assessment, spring 2005, 2006)

Systematic Program Review

Name of Unit: Department of English – Graduate Program

Reporting Official: Dr. Steven Schneider

Item 1

Is your program (undergraduate, master's or doctoral program, academic support unit, service unit, center, administrative/staff department/unit) currently reviewed on a regular basis (e.g., annually, biennially, every 5 years)? Examples of systematic review include, but are not limited to: academic program review, internal audits, external accreditation, external review by a consultant, peer review, etc.

Yes No

If "YES", go to Item 2. If "NO", check that box and return form to OIRE.

Item 2

Type an "X" next to the type(s) of program review that applies to your unit, the date of your last review and the date of the next expected review:

<input checked="" type="checkbox"/> academic program review	Date of _____ last review	Date of _____ next review
<input type="checkbox"/> internal audit	_____ last review	_____ next review
<input type="checkbox"/> external accrediting agency	_____ last review	_____ next review
<input type="checkbox"/> external consultant <input type="checkbox"/> other:	_____ last review	_____ next review

Item 3

Describe how your unit has used/is using the findings/recommendations from its last review to improve the effectiveness of the unit. Include references to goals or objectives listed in recent planning documents, and examples of the use of assessment to improve your programs/services.

1. Develop and implement a formal process for periodically evaluating the curricula in the Graduate English Program and documenting any changes to improve the curricula.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Chair of the Department of English has appointed two sub-committees, one in Literature and Cultural Studies and the other in Rhetoric and Composition, to periodically review and evaluate the graduate curriculum. All recommendations are documented and on file. As a result, the curriculum and graduate course offerings have been updated and improved.
 - Department of English Strategic Action Plan 2004-2005 Goal 1: Provide a variety of quality academic programs that cultivate active learning, critical thinking, and interdisciplinary perspectives.
 - Student Learning Outcomes Assessment Report for M.A. in English (spring 2005, 2006)

2. Develop and implement strategies for retaining students in the Graduate English Program and review the effectiveness of the strategies on a regular basis.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Department

Chair, in coordination with the Graduate Director, has designed a program to improve student recruitment and increase student enrollment in the graduate program. This includes contacts with local school teachers and recruitment of undergraduate English majors. As a result, the number of graduate students in the graduate program has increased.

3. Develop, implement and evaluate regularly and orientation program for graduate students that will enhance the recruitment and retention efforts of the Graduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Graduate Program director orients students to the graduate program through advising and regular meetings with them and e-mail. The Department Chair evaluates the results of this orientation.
4. Develop and implement procedures for the training of advisers in the Graduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. The Graduate Program director is trained to design degree plans for students and advise them. The Chair has recommended the training of a second graduate advisor for the MAESL program.
5. Formalize the advisement process for students in the Graduate English Program, systematically evaluate the advisement process, and document how the evaluations are used to improve the process.
 - Annual Assessment Report June 1, 2004- May 30, 05. The advisement process has been formalized. There is a Graduate advisor who meets regularly with the graduate students. The number of complaints about graduate advising since the last program review has dropped significantly.
6. To support strategic planning efforts by the department, develop a unique mission statement for the Graduate English Program or address the mission of the graduate program within the context of the current mission statement for the department.
 - Annual Assessment Report June 1, 2004- May 30, 05. The mission of the graduate programs in the Department of English has been evaluated within the context of the current mission statement for the Department of English. As a result, faculty teach courses and students are recruited with an emphasis upon research and future graduate school training.
7. Develop goals specific to the Graduate English Program.
 - Annual Assessment Report June 1, 2004- May 30, 05. Goals specific to the graduate program are addressed in the department's five year strategic plan. We have increased the number of students in the program and increased the number of graduate faculty, two key goals.
 - Student Learning Outcomes Assessment Report for M.A. and MAESL program (spring 2005, 2006)
8. Develop and implement a formal planning and evaluation process.
 - Annual Assessment Report June 1, 2004- May 30, 05. The five-year strategic plan, with annual assessment reports, has been implemented. As a result, faculty have clear goals for the program.

- Student Learning Outcomes Assessment Report for MA and MAESL program, spring 2005. 2006)
9. Systematically assess and document the progress of the Graduate English Program in achieving its goals.
- Annual Assessment Report June 1, 2004- May 30, 05. Assessment and documentation of the progress of the graduate program has taken place in annual assessments of the department's Strategic Plan.
 - Student Learning Outcomes Assessment Report for MA and MAESL program, spring 2005. 2006)
10. Address in its strategic plan some or all of the developments envisioned by the Graduate English Program in the next five years.
- Annual Assessment Report June 1, 2004- May 30, 05. The Department's Strategic Plan has addressed developments envisioned by the Graduate English program in the next five years. These include increased student enrollment, increased number of graduates, and the establishment of a new MFA and Ph.D. program.
11. Systematically document how the results of the evaluations of instruction in the Graduate English Program are used to improve teaching effectiveness.
- Annual Assessment Report June 1, 2004- May 30, 05. Graduate faculty is now given regular and on-going feedback on their teaching from student evaluations. Tenure-track faculty who teach graduate courses receive annual feedback on their teaching from the Chair. Student satisfaction with the graduate program and teaching has improved since the last program review. Faculty are also encouraged to attend faculty development seminars.
 - Student Learning Outcomes Assessment Report for MA and MAESL program, spring 2005. 2006)
12. Develop and implement a mechanism for systematically measuring the performance of students who have graduated to determine the strengths and weaknesses of the Graduate English Program.
- Annual Assessment Report June 1, 2004- May 30, 05. A student survey is now given to all of the graduate program to measure their performance. The number of students who go on their Ph.Ds has increased.
 - Student Learning Outcomes Assessment Report for MA and MAESL program, spring 2005. 2006)