



Academic Program Review: June 1, 2004–May 31, 2005

Unit: Department of English

Part III Academic Program Review

Instructions:

1. Complete this section if the review of one or more programs in your department was completed during 2004-2005 **OR** if one or more of your programs did not address recommendations received in previous years.
2. Copy and paste to add another program and table or additional rows for recommendations.
3. Insert additional rows or delete extra rows in tables as needed.

Undergraduate Program: English

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
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. (6c)	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 its curriculum and implemented several new courses.
2. Develop and implement an aggressive recruitment program for undergraduate English majors and minors in which the faculty is actively engaged. (8b)	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.
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. (11c)	Students meet regularly with the departmental 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.
4. Develop and implement procedures for the training of advisers in the Undergraduate English Program. (12a)	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.
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. (12c)	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

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Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
	with departmental advising. We plan to strengthen and improve advising by training more faculty advisors.
6. Investigate whether the scheduling of ENG 4318 and ENG 4325 is delaying the timely graduation of majors. (14b)	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. (39a)	The Department of English has developed a unique mission statement as part of its Strategic Plan.
8. Develop goals specific to the Undergraduate English Program. (39b)	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. (41)	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.
10. Address in its strategic plan some or all of the developments envisioned by the Undergraduate English Program in the next five years. (42i)	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. (43c)	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 surveys indicate a high level of satisfaction with instruction in the Department of English.
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. (45)	The Department has implemented a student survey to track and measure the performance of undergraduate English majors.

Graduate Program:

English

Program Review Committee Recommendations	Responses to Recommendations (Describe changes or improvements.)
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. (7c)	The Chair 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.
2. Develop and implement strategies for retaining students in the Graduate	The Department Chair, in coordination with the Graduate Director, has designed

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English Program and review the effectiveness of the strategies on a regular basis. (10b)	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 an orientation program for graduate students that will enhance the recruitment and retention efforts of the Graduate English Program. (12c)	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. (13a)	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. (13c)	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. (39a)	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. (39b)	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.
8. Develop and implement a formal planning and evaluation process. (40)	The five –year strategic plan, with annual assessment reports, has been implemented. As a result, the faculty has clear goals for the program.
9. Systematically assess and document the progress of the Graduate English Program in achieving its goals. (41)	Assessment and documentation of the progress of the graduate program has taken place in annual assessments of the department's Strategic Plan.
10. Address in its strategic plan some or all of the developments envisioned by the Graduate English Program in the next five years. (42i)	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. (43c)	Graduate faculty is now given regular and on-going feedback on their teaching from student evaluations. Tenure-track faculty members 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 members are also encouraged to attend faculty development seminars.
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. (45)	A student survey is now given to all graduates of the graduate program to measure their performance. The number of students who go on for their Ph.D. has increased.