

English - Bachelor of Arts - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

n/a: no previous recommendations

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

From SLOA Committee Members [REDACTED], [REDACTED], and [REDACTED] The English Department collects a three-part portfolio from every graduating senior in their last semester of enrollment (spring semester for summer graduations). The three parts include an early essay (or draft), a late essay (or draft), and a cover letter reflecting on why the essays were chosen and what they reveal about the student's learning in our program. The two essays also include annotations in which the student points to areas needing revision, challenges, and successes regarding their writing or critical thinking skills. A committee of three department members read six portfolios from 2021 graduates and seven portfolios from 2022 graduates. The committee reached these key conclusions: 1) our program includes a considerable variety of students, some straight out of high school, some older, some transfers, who vary greatly in their preparation for the major; 2) our program graduates a significant number of students who would likely major in creative writing if that major existed; 3) many of our students are interested in careers in editing or publishing and want their degree to prepare them for that; 4) there was not a huge improvement in writing skills or critical thinking skills between early and late essays; 5) students did develop greater self-assurance and willingness to adopt their own positions between early and late essays, and often noted that as an important benefit of their program; and 6) students did improve their ability to quote from and make use of primary and secondary texts between early and late essays.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

From SLOA Committee Members [REDACTED], [REDACTED], and [REDACTED]:
Several recent curricular revisions in the English Department have served our students well. The BA has been revised to be more open to individual student options, with fewer required courses and more elective options and subject/topic categories. This is especially helpful for transfer students and more generally for our graduates who are going to pursue a wide variety of careers. The Department has also been offering greater variety in delivery methods and in the kinds of assignments required within courses, some evidence of which emerged in the SLOA portfolios, and this openness also serves our diverse student body well. In recent years, with the development of a Creative Writing minor, the department expanded its course offerings in creative writing, helping English majors who want to build creative writing into their programs. Following the creation of an internship at the UA Press for graduate students, last year the Department added a course in literary publishing for undergraduates, which appears to benefit students' graduate study and career needs. The Department has recently discussed adding a 400-level class in "Research Writing for Literary and Cultural Studies" to the degree, and the examination of SLOA materials indicates some benefit in having such a course.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in pass rates, Decline in majors, Decline in degrees awarded, No change in SCH

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

'- "Average SCH Load," "Degree % - Percent Demographic Characteristic," and "GIP – Graduation-Informed Persistence" include all students enrolled in courses run by the CLA English Department, not just students enrolled in the BA English major. It is therefore not possible to draw any conclusions from those data sets concerning the BA.

- The "Pass Rate UG" data set is specific to undergraduates, though the size of the underlying sample was not provided; moreover, this data set includes all students enrolled in courses run by the CLA English Department, not just students enrolled in those 300- and 400-level courses supporting the BA English major. Without any of this information, it remains difficult to draw any meaningful conclusions regarding the English BA from the percentages displayed in the data set.

- Thus, instead of drawing shaky conclusions from unreliable data, I will note some recent curricular changes to courses that count for the BA's diversity requirement. This expanding coursework supports the students included in the data set as well as other demographics that remain unrepresented. First, in 2021-22, we reworked and reanimated ENGL 360, the course in "Multiethnic American Literature" included in the BA's diversity requirement. Second, in fall 2022 we reintroduced and revamped ENGL 340, "Contemporary Indigenous Literature," in collaboration with DANSRD as an option for the BA diversity requirement; we hope to update and reintroduce additional courses hailing [REDACTED] students in future years as well. Third, ENGL/WGS 433, "Women, Gender, and Sexuality in Language, Literature, and Culture," also counts for the English BA's diversity requirement; it is sometimes taught as "Queer Theories" and at other times as "Women on Trial." The former iteration of 433 is taught intersectionally, with readings that include Black, Hispanic, and Asian-American LGBTQ+ perspectives; the latter iteration involves visits to local prisons. LGBTQ+ people and the incarcerated are (for reasons that are unclear) not included in the categories organizing the "equity" data set, but they are included in the department's diversity curriculum and intersect with the named categories in various ways. We thus do anticipate that our ongoing work in enhancing the offerings supporting our BA's diversity requirement will lead to increased pass rates for diverse student constituencies.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The English BA's pass rate in courses was slightly up during the review period, and student credit hour loads remained stable. Enrollment in the major—which currently has 67 students enrolled for 2022—has declined from a high of 102 in 2019. The number of degrees awarded during the review period is also down overall: ranging from 19 in 2018 down to 10 in 2019 and then back to 22 in 2020, it reached 10 in 2021 and 8 in 2022. Notably, the most recent dip in awarded degrees started in 2021, shortly after the beginning of the COVID-19 pandemic forced rapid changes in delivery mode and disrupted the educational trajectories of students who were not already poised to graduate at the end of 2020. Graduation-informed persistence was up from 2018-2020, dipped between 2020-21, and has begun to recover from 2021-22. This beginning of a recovery in persistence suggests that those students who persisted during the pandemic are beginning to see results.

Many of the courses in this department depend heavily on student engagement in the form of virtual or face-to-face classroom conversations. With more of the department's operations returning to hybrid and face-to-face delivery in 2021 and 2022, we are stepping up efforts to recruit and engage BA English majors. Fall social events in 2021 and 2022 that are designed to coincide with the beginning of

spring registration have been helping; this fall, attendance at these events is noticeably up and students have begun planning to revive student organizations (such as EMU, the English Majors Union) that should heighten engagement, enrollment, and communication with faculty about their needs. We plan to offer more of these opportunities in spring 2023 as we continue to move out of pandemic conditions.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Diversity/Global Learning,ePortfolios,Capstone Courses and Projects,Writing-Intensive Courses

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

SLOA Reporting: Eric Heyne, Eileen Harney, and Joseph Holt
Student Success Reporting: Chris Coffman

Submitter Email

cecoffman@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The department has clearly given thought to the plan and report. You have a rubric that is nicely aligned with your outcomes. A few comments and observations: Does the portfolio only consist of the two essays from the beginning and end of the program? It would be good to see more direct and indirect measures of assessment, and assessment throughout the program vs. only through the portfolio. The early and late essays make sense if you are measuring improvement, but that isn't reflected in the rubric.

The results are thoughtfully discussed and have been shared collaboratively. Some of the conclusions and changes seem to be program changes rather than directly tied to the learning outcomes. While there are things that the program should consider, such as modality or timing of courses or faculty needs, these are program planning decisions, rather than the results of your assessment of student learning.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

There seems to be some misunderstanding about the data and what applies to the program vs. the department. Data can be disaggregated at the program level, which would add more specificity to your report. The Accreditation and Assessment Office will follow up to walk you through the process. Thank you for the discussion about the changes to the curriculum to increase content related to diversity- this is a thoughtful approach to engaging more students from historically underrepresented groups.

The report notes the decline in enrollment and degrees awarded and that the department expects these trends to reverse post-COVID. It merits attention to see if this happens.

High-Impact Practices Feedback

The diversity requirement is a step in the right direction. It would be helpful to see some discussion about the other tags that you have chosen. For example, what do you do in your capstone course that engages students in the program?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Bachelor of Arts in English
 College of Liberal Arts
 November 2017

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Our mission is to foster reflection across genres, cultures, regions, and paradigms so that our students can successfully navigate a changing world. GOAL STATEMENT: In English classes, we invite students to discuss texts with an independent, intellectual, imaginative, and ethical sensibility to encourage students to engage in lively disciplinary conversations. We foster an approach to thinking that will help students explore texts from both the past and the present to imagine new possibilities for the future.	Through choices of evidence, demonstrate the ability to compare and contrast texts from a variety of genres, cultures, regions, languages, and periods (both early and modern).	Portfolio comprised of a cover letter and two selections of substantial work created during the course of the student's degree program.	● Embedded assignment in the portfolio; ● Taken in the final semester; ● ENGL SLOA Committee will evaluate based on outcomes.
	Articulate the ways submitted materials disrupt and/or confirm popular views of the past.	Portfolio comprised of a cover letter and two selections of substantial work created during the course of the student's degree program.	● Embedded assignment in the portfolio; ● Taken in the final semester; ● ENGL SLOA Committee will evaluate based on outcomes.
	Demonstrate skill in close reading by annotating examples of it in the portfolio.	Portfolio comprised of a cover letter and two selections of substantial work created during the course of the student's degree program.	● Embedded assignment in the portfolio; ● Taken in the final semester; ● ENGL SLOA Committee will evaluate based on outcomes.
	Demonstrate the ability to navigate multiple perspectives and extend ideas to create knowledge that crosses boundaries.	Portfolio comprised of a cover letter and two selections of substantial work created during the course of the student's degree program.	● Embedded assignment in the portfolio; ● Taken in the final semester; ● ENGL SLOA Committee will evaluate based on outcomes..
	Demonstrate the ability to transfer knowledge from English classes into other contexts.	Portfolio comprised of a cover letter and two selections of substantial work created during the course of the student's degree program.	● Embedded assignment in the portfolio; ● Taken in the final semester; ● ENGL SLOA Committee will evaluate based on outcomes.

Submitted by:

Intended Objectives/Outcomes	(4) Salmon	(3) Smolt	(2) Fry	(1) Alevin
Intercultural Knowledge	Demonstrates a sophisticated understanding of multiple, relational, and culturally specific textual conventions.	Demonstrates understanding of multiple, relational, and culturally specific textual conventions.	Demonstrates partial understanding of multiple, relational, and culturally specific textual conventions.	Demonstrates surface understanding of multiple, relational, and culturally specific textual conventions.
Historical Consciousness	By taking a coherent position, demonstrates a sophisticated understanding that the past is constructed.	Demonstrates understanding that the past is constructed.	Demonstrates partial understanding that the past is constructed.	Demonstrates surface understanding that the past is constructed.
Close Reading Skill	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and subfields.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Critical and Imaginative Thinking	Demonstrate the ability to navigate multiple perspectives and extend ideas to create new forms of knowledge that crosses boundaries.	Demonstrate the ability to make a coherent argument or create an imaginative model within a field of multiple perspectives.	Demonstrate the ability to compare and contrast multiple perspectives.	Demonstrate the ability to identify divergent perspectives.
Demonstrate the ability to use the tools acquired in English classes in other contexts.	Fulfills the portfolio by choosing a format, medium, or language (or other visual representation) that enhances meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the portfolio by choosing a format, medium, or language (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the portfolio by choosing a format, medium, or language (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the portfolio(s) in an appropriate form.

Submitted by: