

Program Review and Assessment Committee (PRAC)

University Curriculum Forum

Undergraduate Program Review Report: English – School of Arts and Sciences

May 6, 2010

The English Department in the School of Arts and Sciences submitted a self-study report to UCF – PRAC on April 28, 2010. The self-study covered Standards 1-9 of the Academic Program Review document. PRAC reviewed all submitted materials and met with Dr. Robert McEachern, the Department’s assessment coordinator and Dr. Michael Shea, the Department’s Chairperson for discussion of the self-study report on May 6, 2010. Small revisions were agreed upon to be made before the report is posted on the UCF website.

PRAC commends the work done by the English Department and has made the following evaluation of Standards 1-9: Please note the review focuses on the BA program in English. “The BS in English Education was most recently reviewed by its accreditation body, the National Council of Teachers of English. The cover letter for the review is attached as a separate file; the program received a grade of “nationally recognized” after the review.”

Standard 1: The department/program’s mission supports the University’s mission

Met

The mission of English is articulate and aligned with the University’s mission of intentional diversity, comprehensiveness, academic excellence, access, social justice and service for the public good. *“Through the intensive study of literature and the focus on analytical writing, the major in English gives students knowledge of the broad outlines of literature and the ability to think critically. The English faculty promotes the development of deep reading and mature writing skills.”*

Standard 2: The department/program has clearly stated program goals and objectives

Met

1. The English Department identified 3 program goals for students and 7 specific student learning objectives. Some examples of these are: *Knowledge of Critical Methodology. The Ability to Use Research Tools That Are Discipline Specific. The Ability to Write Complex and Articulate Prose.*

Standard 3: The department/program has clearly stated program -level expected student outcomes and methods for measurement

Met

The English Department has been involved in developing **direct** methods for assessing student outcomes on the program level and has been engaged in this process of assessment for a number of years. Rubrics have been developed for specific learning outcomes and have been used to evaluate

student work. PRAC recommends movement to better alignment between program goals, learning objectives and outcome assessment.

Standard 4: The department/program actively uses data about student learning to improve its programs

Met

The English Department actively uses student performance data to improve its program. Over the last several years, several gaps in student learning were identified and the department implemented curricular changes (e.g., addition of a critical theory and analysis course, a multicultural literature assignment) and program changes (e.g., more credits required by the program and a minimum GPA requirement) in response to that information.

Standard 5a: Evidence of quality instruction

Met

In addition to course syllabi, and student evaluation forms, the English Department includes an impressive list of faculty who have received faculty development grants, curriculum grants, have given presentations at the Summer Teaching Academy, have given workshops on teaching through the TIPs program and have published in the area of teaching and learning as evidence of quality instruction. In addition, an example was given of student learning outcomes mapped onto a specific course.

Standard 5b: Evidence of Teaching effectiveness

Met

With reference to Standard 3, the English Department is considering specific areas where teaching can be made more targeted and effective.

Standard 6: The department provides evidence of a coherent and current program

Met

The English Department presented a curriculum map which described their program coherence and the specific connection between student learning objectives (e.g., whether these are introduced, utilized or emphasized) and the courses. A new curriculum is being proposed that ensures greater historical breadth, emphasis on close reading and critical theory, and emphasis on writing.

Standard 6a: The Department clearly describes the relationship between graduate and undergraduate programs

Met

Faculty teach in both undergraduate and graduate programs. Many majors further their studies in the graduate program.

Standard 7: The Department has an appropriate number of qualified faculty, students, and staff

Met

The English Department faculty consists of an large array of talents and interests, and faculty teaching assignments are commensurate with these. Faculty members are recipients of numerous awards., including Faculty Scholar Awards, Teaching Awards, Research Awards, Literary Awards and Fulbright Scholar-in-Residence awards. Information about students (recruited, retained, and awards) is provided. The need for more secretarial support is expressed as well as a need for more full-time Faculty to support this department.

Standard 8: The Department provides high quality student advisement and maintains adequate tracking procedures of its students

Met

The English Department is committed to student advisement and has worked on different models for student advising. There is an appreciation that new program requirements may impact both type and amount of advisement issues encountered in the near future.

Standard 8a: Undergraduate Program Direction

Met

Duties of the Chair, Assistant Chair and program coordinators are outlined.

Standard 9: The department offers an appropriate number of courses and sections to meet the needs of students. Statistical data concerning admissions, graduations, courses offered and cancelled, and other relevant statistics are provided and analyzed

Met

The English Department provided this information, including courses offered, cancelled, course rotations and graduation rates with commentary.

Summary

The Program Review and Assessment Committee appreciates the work the English Department, and Dr. Robert McEachern , the department assessment coordinator, have done in the preparation and presentation of this self-study report, and evaluates standards 1-9 as “met.” PRAC recommends to the University Curriculum Forum that Continuing Approval be given to the English Department. In doing so, UCF understands that Standard 1-9 have been met.