Comprehensive Program Review
Department of English
Georgia State University
November 2021

The following programs are critical to the institutional mission and thus MEET the institution's criteria for retention.

ENGL Undergraduate Programs: The department offers the Bachelor of Arts in English with concentrations in Creative Writing, Literary Studies, Rhetoric and Composition, and Pre-Education.

The 4 major concentrations saw an increase in enrollment for the period under review, with Creative Writing gaining 22 or more students from 2017-2019, for a total of 162 students enrolled; Literacy Studies gaining 12 for a total of 68 students; Rhetoric and composition gaining 6 for a total of 65 students; and Pre-Education gaining 2 students for a total of 44. Conversely, the number of students who have not declared a concentration decreased by 16 from 2017 to 2019, with a total of 76. The Northumbria Exchange program remained flat, with 6 students enrolled in 2017, 8 in 2019, and 5 in 2019. The Literary Studies and Pre-Education concentrations anticipate increased interest with the introduction of dual-degree programs, which begin for Literary Studies in fall of 2021 and Pre-Education in 2021.

When it comes to retention and graduation rates, for FA 13-FA 19, the department had a Juniors' retention rate of 80% and a graduate rate of 77%. During the same time frame, First-Year Student retention and graduation rates were 44% and 36% respectively.

Although retention and graduation rates point to a need for greater coordination with university advisors, the productivity, viability, and quality of undergraduate programs in the English department will be impacted most significantly by goals 1, 2, and 4.

ENGL Graduate Programs: The department offers the Master of Arts in English with concentrations in Literary Studies and Rhetoric and Composition, the Master of Fine Arts in Creative Writing, and the Doctor of Philosophy in English with concentrations in Creative Writing, Literary Studies, and Rhetoric and Composition.

Enrollment numbers across degree programs and concentrations have decreased between FY 2017 and FA 2019. For this period, our MA program enrollment decreased from 44 to 31 while our MFA program decreased from 12 to 7. Our PhD program experienced slight decreases— from a total of 129 doctoral students in FY 2017 to 121 in FY 2019. The graduate 6-year retention and graduation rates for FA13-19 decreased slightly compared to rates for the period of FA12-18. During this period, the graduate program had a rate of retention of 65% and a 57% graduation rate. For FA12-18 these rates were 79% and 62% respectively.

From FY2018 to FY2020, the English department awarded an average of 19.7 graduate degrees per year (2016-2017: 22; FY 2017: 23; FY 2018: 14). Literary Studies had the highest number of degrees conferred: an average of 9.6 PhDs and 8 MAs for FY2017 to FY 2018. Creative Writing had an average of 5 PhDs and 2.3 MFAs. Rhetoric and Composition graduated an average of 5 PhDs and 1.7MAs.

Goals 1, 2, and 5 will directly impact growth, retention rate, graduate rate, and assessment of student learning in the English department's graduate program.

Provost/VPAA Signature and Date_____

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Provost/VPAA's Designee Signature and Date *Michael Galchinsky*   11/10/2021

Appendix: 2021 Academic Program Review Action Plan
Department of English
Georgia State University

I. Major Findings of Current Review

Since the previous APR was completed in 2013, the Department of English has emerged as a university model in its alignment with GSU's strategic plan. The department's large numbers of faculty, staff, graduate, and undergraduate students combined with substantial credit-hour generation and significant research productivity make it one of the largest and strongest academic units in the College of Arts and Sciences. As noted by the reviewers, our department "...is a strong, vibrant unit that provides leadership for several campus initiatives as it also hosts strong undergraduate and graduate programs and an extraordinary program in research and creative activity."

In addition to strengthening and growing the undergraduate English major, issues related to diversity, equity, and inclusion rank high on the list of concerns noted by faculty, graduate, and undergraduate students. Reviewers also recognized these as complex, interrelated challenges. The five goals listed below link plans for improving undergraduate and graduate programs of study in terms of career preparation; instructional design and modality; pedagogical and curricular foregrounding of diversity, representation, and inclusion; and assessment review.

II. Action Plan for the Incoming Cycle

Goal 1: Strengthen alignment with GSU's QEP at the undergraduate and graduate levels.

Objectives:
Objective 1.1: Raise the visibility of established professional opportunities, career pathways, and competencies for faculty members at both the undergraduate and graduate levels.

1.1.1: Enlist faculty offering instruction and pedagogical effectiveness to mentor colleagues across ranks and divisions (Year 1).

1.1.2: Create mentoring networks to support broad use of innovative approaches to building career competencies within existing courses (Year 2).

Objective 1.2: Create more opportunities for project-based learning experiences by strengthening partnerships among existing divisions and programs.

1.2.1: Increase interdisciplinary study by promoting participation in Women's Gender & Sexuality Studies and Africana Studies certificate programs and in the EPIC (Experiential, Project-based, Interdisciplinary Curriculum) initiative (Year 2).

Objective 1.3: Extend QEP's emphasis on the articulation of career-readiness competencies to professional development to the graduate level.

1.3.1: Reorient pedagogical expectations and revise assessment tools to encourage long-term and consistent alternatives to the seminar paper across all concentrations and courses (Year 3).

1.3.2: Develop programs to prepare graduate students for academic and alternative-academic jobs.

Resources Needed for Goal 1: None.

Goal 2: Become a model for the development, implementation, and assessment of hybrid and online English courses at the undergraduate and graduate level.

Objectives:
Objective 2.1: Expand offerings of online courses at all levels to increase access and provide greater flexibility for students.
  2.1.1: Increase offerings of selected online undergraduate and graduate courses (Year 2).
  2.1.2: Extend existing virtual study abroad and international exchange programs to
  support signature experiences for undergraduates (Year 1).
Objective 2.2: Develop online certificate programs.
  2.2.1: Create an online graduate certificate program in professional writing (Year 2).
Objective 2.3: Recognize and reward faculty who achieve excellence in hybrid and online teaching.
2.3.1: Institute annual departmental awards for outstanding hybrid and online teaching (Year 2).

Resources Needed for Goal 2: None.

Goal 3: Promote diversity, equity, and inclusion across concentrations and ranks.

Objectives:
Objective 3.1: Complete a Racial Equity Impact Analysis.
  3.1.1: Coordinate with JustPartners, Inc. and the College of Arts & Sciences to complete
  a racial equity impact analysis of departmental policies and culture (Year 1).
  3.1.2: Develop plans to address issues of diversity, equity, and inclusion in departmental
  policies and program curricula (Year 2).
Objective 3.2: Target underrepresented minority students for graduate recruitment.
  3.2.1: Expand recruiting efforts and invite minority students to graduate open houses
  (Beginning in Year 1).
Objective 3.3: Expand curricula to include diverse figures, voices, and thematic commitments across concentrations.
  3.3.1: Establish a committee dedicated to identifying and sharing with faculty best
  pedagogical practices with respect to diversity, equity, and inclusion (Year 2).
  3.3.2: Coordinate courses and events with the Center of the Studies on African and Its
  Diaspora and the Center for Latin American and Latino/a Studies (Year 2).
Objective 3.4: Feature and support more diverse voices in our own department through new faculty hires and public programming.
  3.4.1: Prioritize hiring of diverse tenure-track faculty members in annual hiring plans
  (Beginning in Year 1).
  3.4.2: Institute a lecture/workshop series to feature the work of writers, academics,
  activists, and artists in step with GSU's Task Force for Racial Equity (Year 3).

Resources Needed for Goal 3: The Department will achieve most of these objectives with current resources. Budget support will be required for 3.4.1.

Goal 4: Strengthen and grow the undergraduate English major.

Objectives:
Objective 4.1: Promote the English undergraduate major in First Year writing courses.
> 4.1.1: Use English 1101 and 1102 as spaces to promote all concentrations of the English undergraduate major (Year 1).

Objective 4.2: Prioritize the development of new courses, specifically ones tied to GSU's signature experience initiative and the department's established internship program.
> 4.2.1: Encourage applications for Scholarship of Teaching and Learning (SoTL) grants to support development of new courses and curricular revisions (Year 1+).
> 4.2.2: As part of our curriculum review, reduce the number of single author courses in favor of seminars working at the intersections of concentrations with respect to assigned texts, thematic focus, methodology, and learning outcomes (Year 2+).

Resources needed for Goal 4: None.

Goal 5: Strengthen Assessment of Graduate Student Learning

Objectives:
Objective 5.1: Strengthen alignment of each concentration's mission statements and learning outcomes with the university mission and strategic plan.
> 5.1.1: Review mission statements, rubrics, and methods of assessment to be sure that they communicate clear distinctions between learning outcomes and align with department and university missions (Year 1).
> 5.1.2: Coordinate assessment plans with other pedagogical initiatives (Year 2).
> 5.1.3: Revise rubrics and learning outcomes for graduate seminars to allow for assessment of project-based learning as well as alternatives to traditional graduate assignments(Year 3).

Objective 5.2: Improve methods for data collection related to graduate student learning.
> 5.2.1: Identify and implement an alternative to Chalk and Wire to assess graduate student learning (Years 1 and 2).

Resources Needed for Goal 5: None.

Signatures

Audrey Goodman _____ July 1, 2021
Audrey Goodman, Chair   Date

_____ 28 June, 2021
Sara Rosen, Dean   Date

_____ 21 July 2021
Wendy Hensel, Provost   Date