



Department of English and Foreign Languages

#9 Plan cycle - 9

Plan cycle 2023/2024

7/1/23 - 6/30/24

Introduction

The mission of the Department of English and Foreign Languages is to educate students successfully in understanding and communicating ideas through the medium of languages: English, French, German, Greek, Latin, and Spanish. The department also encourages active engagement in research, and its members help to serve the intellectual and cultural needs of the community. The department helps students acquire knowledge of content and discipline-specific skills, notably effective writing and speaking, that are useful for employers, other community members, and for the students themselves. The department provides students with a well-rounded knowledge of the history of the target language and literature, helps students explore values, encourages a perceptive approach to literature, and promotes critical thinking.

The department offers “successful education” for undergraduate and graduate students. This education and other services offered by the department serve the “community and employers.” The department stresses “in-depth disciplinary knowledge,” requires the demonstration of “discipline-specific skills,” and promotes “critical-thinking, effective communication, and independent learning.”

Performance Objective 1 Engage in collaborative ventures and campus and community activities that will enhance economic development and cultural growth.

1 Assessment and Benchmark

Benchmark: 100% of tenure-track faculty members will engage in service to the University and/or community through participation in community activities, service to business or non-profit organizations, University committees, and/or departmental committees.

Prior to 2016-2017, the benchmark was 70% of tenure-track faculty members.

1.1 Data

Academic Year	Tenure-track faculty members that engaged in service to the University and/or community		Benchmark met?
	%	#	
2013-2014	—	100%	Yes
2014-2015	—	100%	Yes
2015-2016	—	100%	Yes
2016-2017	—	100%	Yes
2017-2018	21/21	100%	Yes
2018-2019	11/11*	100%	Yes
2019-2020	16/16	100%	Yes
2020-2021	18/18	100%	Yes
2021-2022	18/18	100%	Yes
2022-2023	16/16	100%	Yes
2023-2024	15/15	100%	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

A new APR form and process was developed. The form is more specific, offers weights for various activities, and tries to offer a more transparent mode of evaluation. The new APR process also tries to provide more feedback and a documented feedback loop.

Involvement with the community is a central concern of the faculty, and all of the faculty are engaged with community or University service. In the recent APR review, the tenure-track faculty members recorded significant activity in service.

100% of the tenure-track faculty serve on committees at the department level. We are encouraging faculty to participate in service at the college level. The new APR form should promote this.

2020-2021:

100% of the tenure-track faculty serve on committees at the department level. Other University activities were hampered during the last year. The new APR form should promote this. However, the department did use various media platforms and online delivery methods to ensure that our community outreach and public programming continued. 100% of faculty did volunteer to help with the hurricane comeback.

2021-2022:

100% of the tenure-track faculty serve on committees at the department level. Of course, some faculty members are more engaged than others, but every member of the faculty, other than those submitting resignations this academic year, were involved either in committee work or organizing an event. The department also plans on developing an undergraduate club that will require each faculty member to organize a single event each year.

2022-2023:

Service is a crucial part of the faculty's APR and workload. While last year's plan on developing an undergraduate club that required each faculty member to organize a single event each year was reconsidered, 100% of the tenure-track faculty and several non-TT members made significant contributions to service. In fact, the University's faculty evaluation policy that limits the service component to 20% may need to be reconsidered as the University shifts more responsibility to faculty.

2023-2024:

100% of the tenure-track faculty serve on committees at the department level. To promote this, various standing committees were established, the two most relevant to this objective being the engagement and recruitment. While 15 faculty members are tenure-track, an additional four faculty members are non-tenure track. These members also engage in service. Service in the department is varied, but consists primarily of engaging in recruitment events, hiring committees, sponsorship of clubs and activities, and assessment collection/analysis. The recruitment committee engaged in several major events, including visits to several local high schools. At least 75% of tenured faculty also serve at the college level. 50% serve at the University level.

2 Assessment and Benchmark

Benchmark: The department will sponsor or co-sponsor at least six cultural events for the campus and/or the broader community.

2.1 Data

2019-2020:

Many of the activities scheduled for the spring were cancelled due to COVID.

2020-2021:

The department sponsored seven creative writing programs. The Joe and Lydia Cash lecture was not held. The Women's Studies Brown Bag Luncheons were not held this year.

2021-2022:

The department sponsored several events for the MFA in creative writing, including the 40th anniversary, which saw widespread support and attendance. The Joe and Lydia Cash lecture was also held as well as the Women's Studies Brown Bag Luncheons, which are both organized and led by the ENFL department. The So You Like To Write undergraduate writing club was also very active this year and its members not only sponsored two readings but also meet monthly and often attend Cowboy Camp or Preview Day to attract new members.

2022-2023:

The department sponsored seven creative writing programs events aimed to interact with the public. Four additional events were held during school hours to focus on undergraduates. The Joe and Lydia Cash lecture was also held.

2023-2024:

The department sponsored eight creative writing programs events aimed to interact with the public (e.g., Leo Luke Marcello reading, Frank Granger Reading, two readings for guest writers, The Joe and Lydia Cash lecture, the reading of graduating MFA students, a reading to showcase the department's undergraduate creative journal, and several others). Three additional events billed as "craft talks" were sponsored by the department. These were held during school hours to focus on undergraduates.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department continues to do well in this area despite the limited resources. Most of this can be attributed to the connections various faculty members have with outside artists and strong relationships with former students. COVID caused many of our spring events to be cancelled.

2020-2021:

The department's efforts to continue with public programming during the hurricane is admirable. In fact, the streaming nature of the events facilitated attendance by a wide audience.

2021-2022:

The department continues to do well in this area despite the limited resources. Most of this can be attributed to the connections various faculty members have with outside artists and strong relationships with former students. To make this a priority, the university needs to promote these events and devise strategies to link/coordinate programs and events (e.g., Banners and Louisiana Book Festival and MFA readings). The support offered by the foundation office is instrumental in ensuring these activities continue and their work should be commended. The department is also developing strategies to strengthen its partnerships/relationships with community stakeholders.

2022-2023:

The department continues to do well in this area despite limited resources. During this past year, the department focused on strengthening its online presence and social media activity since the departmental committee analyzing this decided that these two were the most serious challenges facing the department. The director of the MFA program and the department chair met with the dean of CoLA to discuss plans to change the MFA website. The department also plans to employ a GA as a dedicated director of social media during the upcoming year.

2023-2024:

The department continues to do well in this area despite limited resources. Two action items based on last year's analysis was the implementation of live broadcasts of most readings. The MFA website was updated. We did see a slight increase in number of applications to the graduate program due to this change. One applicant referenced the website as one of many reasons that convinced them to apply. The MFA program also employed a GA as a dedicated director of social media during the upcoming year. Online attendance of the streamed events continues to rise. The Director of the MFA Program is determining the frugality of employing the GA student.

Performance Objective 2 Demonstrate excellence in teaching in order to enhance recruitment, retention, and graduation.

1 Assessment and Benchmark

Benchmark: 60% or more of faculty (tenure-track and non-tenured track) will score at or above the University average on the SEI.

Prior to 2016-2017, the benchmark was 75% of faculty.

1.1 Data

Academic Year	Faculty that scored at or above the University average on SEI		Benchmark met?
	#	%	
2013-2014	—	54%	No
2014-2015	—	71%	No
2015-2016	—	75%	Yes
2016-2017	—	80%	Yes
2017-2018	13/21	62%	Yes
2018-2019	12/16	75%	Yes
2019-2020	13/16	81%	Yes
2020-2021	13/18	71%	No
2021-2022	12/16	75%	Yes
2022-2023	14/16	87.5%	Yes
2023-2024	13 /17	76.4%	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department is on track here. COVID's mandated switch to online instruction made this assessment

problematic.

2020-2021:

The department's various number of low SEIs is understandable due to online instruction and the single semester's worth of data, but those faculty with low scores have been consulted. A faculty-driven PD activity is scheduled for Fall 2021 to help with SEIs.

2021-2022:

In 2021-2022, the department had 16 full-time faculty (two retired/resigned at the end of 2022). Twelve had SEIs above the 4.49 University average and one was close with a score of 4.45. In 2022-2023, the department will focus on increasing the number of SEI responses.

2022-2023:

14 of 16 full-time faculty had SEIs above the 4.49 University average. The other 2 were very close. This is exceptional for a service -centered department.

In 2022-2023, the department focused on increasing the number of SEI responses. We saw at least a 50% increase in the number of responses.

As the SEI scores indicate, the department excels in teaching, especially since it serves such a large number of Freshman and does so in ENGL composition, which throughout the country is known as a "killer" course. Though the department has no access to this data, it would be interesting to compare the DFW rate in McNeese's ENGL 101/102 and the department's SEI scores with those at comparable schools in the UL system. Anecdotal evidence suggests McNeese ENFL outperforms these schools.

2023-2024:

The benchmark was met. An encouraging factor when reviewing the SEI average was that of the 13 at the University average, 10 of those teach General Education Courses. Of the four not meeting the University average, two will be resolved without face-to-face meetings with the instructors. The other two instructors will have a meeting with the department head to discuss their SEI scores and some possible responses. An additional focus will be on increasing response rates. In the department, all instructors with strong response rates had SEI scores meeting the University average.

2 Assessment and Benchmark

Benchmark: 60% or more of faculty will engage in some activity designed to promote recruitment, retention, and graduation.

2.1 Data

Academic Year	Faculty members engaged in activities		Benchmark met?
	#	%	
2016-2017	—	90%	Yes
2017-2018	21/21	100%	Yes
2018-2019	16/16	100%	Yes
2019-2020	15/16	94%	Yes
2020-2021	15/18	83%	Yes
2021-2022	12/16	75%	Yes
2022-2023	16/16	100%	Yes
2023-2024	16/17	94%	Yes

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Potential areas for improvement are to increase faculty presence on recruiting days and in Literary Rally. We tend to have the same faculty members volunteer, and it would be good to see a few more faces.

Additions to faculty should improve advising. Advising will begin to be focused on concentrations--linking specialized advisors to specific areas of concentration. This was done. More faculty members are advising. It appears we only have one faculty member who does not participate in some form.

2020-2021:

Potential areas for improvement are to increase faculty presence on recruiting days and in Literary Rally. One member of the department is serving on a college-wide recruitment committee. The department is also in development of recruitment and PR materials. The department has also tried to develop various retention strategies. The department has made marked improvements in advising. A few members of the department still don't advise, but this number has been reduced from last year. More faculty members are advising. It appears we only have three faculty members who do not participate in some form of advising. The department is also working on improving ENGL advising. The department's graduation rate is high. In spring 2021, we graduated 90% of applicants.

2021-2022:

The department has not succeeded in increasing faculty presence on recruiting days and in Literary Rally. Some have suggested the department head should appoint various members to attend. The department did development recruitment and PR materials, but these seem to have little effect. The department has also tried to develop various retention strategies. The focus on the upcoming year will be the development of a club, which hopefully will connect students to faculty members outside the classroom. More faculty members are advising.

2022-2023:

Increasing recruiting and retention efforts was the main goal of the ENFL's department chair for 2022-2023. To this end, the department developed various other recruiting opportunities outside of preview days and literary rally. The department's events aimed at recruiting and retaining non-majors, high school students, and current majors considering graduate work. One event was the first of its kind in the history of the ENFL department. With this new diverse approach, 100% of faculty members were active. This was a major success of the department.

2023-2024:

A 2023-2024 focus on engagement and recruitment was to assign specific jobs to each member of the department. In 2023-2024, members of the department strengthened recruiting efforts, including visits to local high schools. Engagement with existing students was also a focus, which saw some success for students at the junior and senior level. Moving forward, the department needs to shift focus to recruitment and "retention," targeting first-time Freshmen and Sophomores. An emphasis should be placed on early cohort building.

Performance Objective 3 Demonstrate commitment to research and creative or scholarly activity.

1 Assessment and Benchmark

Benchmark: 70% or more faculty members will engage in a creative or scholarly activity beyond preparation for class or personal reading.

1.1 Data

Academic Year	Faculty that engaged in a creative or scholarly activity beyond preparation for class or personal reading		Benchmark met?
	#	%	
2013-2014	15/20	75%	Yes
2014-2015	16/20	80%	Yes
2015-2016	17/20	85%	Yes
2016-2017	19/21	90%	Yes
2017-2018	20/21	95%	Yes

2018-2019	14/16	87%	Yes
2019-2020	7/16	48%	No
2020-2021	11/18*	62%	No
2021-2022	8/16	50%	No
2022-2023	11/16	70%	Yes
2023-2024	15/19**	79%	Yes

*Includes the department head, director of honors college, and director of the Write to Excellence Center. In the last two years, these three people were not included. This is the reason the base number went from 16 to 18, not because new people were hired or lines were filled.

**Includes three non-TT instructors, the department head, director of Honors College, and director of the Write to Excellence Center.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

While some faculty members did publish during this academic year, COVID in the spring prevented conference attendance. The change in EP also limited the opportunity for research as the funds were designated for campus improvement rather than faculty development and research. The lack of pay increase or merit raises also causes faculty members to prioritize other activities, such as teaching and service. The low number of faculty in the department also require faculty members to do more service work and teach larger classes, which prevents time for research. There is also limited money for travel and currently our new faculty hired at \$45,000 find it difficult to fund conference travel out of pocket.

2020-2021:

While some faculty members did publish during this academic year, COVID and the hurricanes prevented conference attendance and hampered scholarship activity. Last year's change in endowed professorships continued to have repercussions. The carryover from the previous year's use of funds for campus improvement rather than faculty development and research was obvious. This year's late notice of the continuation of EP also discouraged participation and limited much of those funds from being used for publication or research this year. The lack of pay increases or merit raises continues to encourage faculty members to prioritize other activities, such as teaching. The low number of tenure-track faculty in the department also requires faculty members to do more service work and teach larger classes, which prevents time for research. Currently, the department has four non-research instructor positions in this list of 18 positions. The number 18 also includes the department head, director of honors college, director of the Write to Excellence Center, and director of freshman writing, which all have extensive administrative responsibilities. There is also limited money for travel and currently our new faculty hired at \$45,000 find it difficult to fund conference travel out-of-pocket. That being said, faculty did use online conferences to their advantage. Many attended these virtual conferences, which helped to increase the percentage of faculty conducting research. The department also broadened its definition of scholarship to include activity beyond publishing and attendance at academic conferences.

2021-2022

The department will likely continue to struggle to meet this benchmark until COVID travel restrictions lift, travel funding increases, more younger faculty replace older ones, Merit incentives return, instructors are no longer included in this benchmark's calculations as members of the staff expected to publish, and the department chair begins ranking the APR reports of professors who do not publish or attend conferences as unsatisfactory.

2022-2023:

The department saw improvement in this area and met the benchmark. One major change has been the return of Endowed Professorships that focus on research instead of buying University supplies and capital outlay. The University should consider how it might support faculty research if this remains an objective in the unit plan. One way this can be done is to have a University symposium focusing on McNeese scholars. The department also broadened its definition of scholarship to include activity beyond publishing and attendance at academic conferences to include activities that request the expertise of the professor.

2023-2024:

The department continues to see improvement in this area. An approved EP will be devoted to creating the first CoLA symposium focusing on McNeese scholars.

2 Assessment and Benchmark

Benchmark: 50% or more of faculty members will have some creative writing or research published during the year.

2.1 Data

Academic Year	Faculty with published creative writing or research		Benchmark met?
	#	%	
2013-2014	—	62%	Yes
2014-2015	—	75%	Yes
2015-2016	—	75%	Yes
2016-2017	—	65%	Yes
2017-2018	12/21	60%	Yes
2018-2019	11/17	65%	Yes
2019-2020	7/17	41%	No
2020-2021	6/18	33%	No
2021-2022	4/18	22%	No
2022-2023	8/16	50%	Yes
2023-2024	10/19*	52%	Yes

*Includes three non-TT instructors, the department head, director of Honors College, and director of the Write to Excellence Center.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

COVID prevented conference attendance and paused publication of various journals. The change in EP also limited the opportunity for research as the funds were designated for campus improvement rather than faculty development and research. The lack of pay increase or merit raises also causes faculty members to prioritize other activities, such as teaching. The low number of faculty in the department also require faculty members to do more service work and teach larger classes, which prevents time for research.

2020-2021:

COVID and hurricanes prevented conference attendance and paused publication of various journals. The hurricane also severely strained people's ability to be productive. The change in EP also limited the opportunity for research as the funds were designated for campus improvement rather than faculty development and research. The lack of pay increase or merit raises also causes faculty members to prioritize other activities, such as teaching. The low number of faculty in the department also require faculty members to do more service work and teach larger classes, which prevents time for research. The department did stress the need to submit material in the hopes of things might be published. We also tried to promote a department-level writing group. It will take time to see if these bear fruit. Diminishing publication due to various factors seems to be a trend.

2021-2022:

This benchmark is even more difficult to meet than the previous one, and the department will continue to struggle to meet it until COVID travel restrictions lift, travel funding increases, more younger faculty replace older ones, Merit incentives return, instructors are no longer included in this benchmark's calculations as members of the staff expected to publish, and the department chair begins ranking the APR reports of professors who do not publish as unsatisfactory.

2022-2023:

That this benchmark was met proves the ENFL department continues to do an incredible job despite the challenges it faces. The department is fortunate to have such dedicated teachers who are also top-notch scholars consistently publishing at the national level. The University administration may want to consider more prominent ways to recognize this work.

One success story within the department seems to be the department-driven writing group organized by two faculty members. This group gathers once a week for a few hours to devote themselves to writing and research.

The department also plans on doing one publication workshop this semester. The idea is that it will focus on writing book reviews.

2023-2024:

That this benchmark was met proves the ENFL department continues to do an incredible job despite the challenges it faces. The department is fortunate to have such dedicated teachers who are also top-notch scholars consistently publishing at the national level. The University administration may want to consider more prominent ways to recognize this work. The department-driven writing group organized by faculty members continues to promote publication. Instead of a workshop, it was promoted to the department and by the dean. We are seeing faculty members outside of ENFL attending. New hires in the department have made an positive impact on meeting this benchmark.

Performance Objective 4 Utilize resources efficiently and effectively to support the university's mission.

1 Assessment and Benchmark

Benchmark: Five or more members of the faculty will be granted sabbaticals or release time for administrative or research/creative duties.

1.1 Data

2019-2020:

Six individuals were granted release time for administrative purposes for the year. Two were granted release in order to complete PH.D.

2020-2021:

Six individuals were granted release time for administrative purposes for the year. Two were granted release in order to complete PHD. One of these was for creative purposes.

2021-2022:

Six individuals were granted release time for administrative purposes for the year. These include members of the department who are engaged in campus offices that operate outside of the department (e.g., Honors College). One was granted release in order to complete PHD, which occurred.

2022-2023:

Seven individuals were granted release time for administrative purposes for the year. These include members of the department who are engaged in campus offices that operate outside of the department (e.g., Honors College), several directors, and the department head.

2023-2024:

Five or more individuals were granted release time for administrative purposes for the year. These include members of the department who are engaged in campus offices that operate outside of the department (e.g., Honors College, WTEC), three program directors, and the asst. department head and department head.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Six individuals were granted release time for administrative purposes for the year. Two were granted release in order to complete PH.D. The administration did support the ATLAS grant.

2020-2021:

The use of release time has seen dividends. The department is much better positioned to recruit and retain students. Our MA program is the most obvious example of this. We have also worked hard to promote the completion of the Ph.D. by two current faculty members. This is an important goal for the department, as it provides the requisite level of expertise to maintain a program of graduate study.

2021-2022:

The use of release time was reduced, but even in this reduction, it has seen dividends. The faculty member receiving release time for the completion of the Ph.D. finished in August. The release time for the administrative duties of the MFA and MA director are essential in their efforts to recruit and retain students.

2022-2023:

Release time is paramount in ensuring the incredible success of ENFL department.

2023-2024:

The use of release time has been useful in retaining students. A good deal of the release time for administrative duties is devoted to collecting and assessing retention data, employing that data to guide best practices and make any necessary programmatic changes. Release time is also essential in heightening engagement with students, especially at the level of advising and director programs.

2 Assessment and Benchmark

Benchmark: Two or more faculty members will be awarded grants, monetary prizes, or endowed professorships.

2.1 Data

2019-2020:

Faculty members received six endowed professorships, although two were dedicated ex-officio to the director of the Honors College and two to the director of the MFA program.

2020-2021:

Faculty members received six endowed professorships, although two were dedicated ex-officio to the director of the Honors College and two to the director of the MFA program.

2021-2022:

Faculty members received six endowed professorships, although two were dedicated ex-officio to the director of the Honors College and two to the director of the MFA program. Another was for the Women's Studies lecture series. Many of the EPs were devoted to providing classroom resources, including technology, and to engaging students in research. For example, one EP involved several students completing archival work and travel, which was important in giving them experience-centered learning. An additional outside fellowship was awarded to the department's chair, which includes student research. Another EP was used to provide students with opportunities to attend conferences and strengthen their CV.

2022-2023:

At least three faculty members were awarded endowed professorships. Another faculty member received a fellowship.

2023-2024:

Faculty members received eight endowed professorships, one Shearman grant, and one monetary prize.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Three faculty members were awarded endowed professorships (in addition to those slated for the department) and outside grants. One faculty member was also awarded a residency based on her work with the EP. One was awarded an ATLAS grant.

2020-2021:

Two faculty members were awarded endowed professorships (in addition to those slated for the department) and outside grants. Two faculty members were awarded residencies based on work with EP. The shift in EP back to a research-focused approach should help with numbers.

2021-2022:

Two faculty members were awarded endowed professorships (in addition to those slated for the department) and outside grants. Two faculty members were awarded residencies based on work with EP. To improve, the department will work with the CoLA Dean to provide a mini-workshop that explains how EPs can be shaped to align with the University's mission as well as CoLA's.

2022-2023:

The department continues to do very well in this area. One success has been ENFL faculty members' success in EP applications. One reason for this success is the in-house mentor program which matches incoming faculty members with senior faculty.

2023-2024:

Several EPs are dedicated ex-officio to the director of the Honors College, to the director of the MFA program, and to Women's Studies lecture series. All these programs are directed by members of the ENFL faculty. Additional EPs were also awarded. One successful strategy has been mentoring by senior faculty. One member of the department also received a Shearman research grant. The department will offer a workshop led by this person or may have a specialized meeting.

3 Assessment and Benchmark

Benchmark: Composition classes will have no more than 25 students, while lecture-type classes will be limited to no more than 35 students.

Prior to 2021-2022, the benchmark was composition classes will have no more than 30 students, while lecture-type classes will be limited to no more than 35 students.

Numbers will be based on class limits or on actual number of students, whichever is higher. (Figures for the end of the semester do not include students who began the course and dropped it at some point.)

3.1 Data

Term	# of students for composition classes	# of students for lecture classes	Benchmark met?
Fall 2016	30-31	29-33	No
Spring 2017	22-26	28-30	Yes
Fall 2017	29-32	32-33	No
Spring 2018	20-25	27-29	Yes
Fall 2018	27-28	28-30	Yes
Spring 2019	21-23	27-29	Yes
Fall 2019	26-27	32-36	No
Spring 2020	26-27	32-36	No
Fall 2020	27-28	30-31	Yes
Spring 2021	26-27	30-31	Yes
Fall 2021	25-26	29-32	Yes
Spring 2022	25-26	29-32	Yes
Fall 2022	22-23	28-29	Yes
Spring 2023	20-22	28-29	Yes
Fall 2023	20-22	25-26	Yes
Spring 2024	23-25	25-26	Yes

3.1.1 Analysis of Data and Plan for Continuous Improvement**2019-2020:**

Class sizes are a constant source of focus and development. Tracking class sizes is an ongoing endeavor.

The benchmarks themselves should be analyzed as even these class sizes challenge the effectiveness of teachers, reduce the retention of students, and limit one-to-one student-student or student-teacher interaction.

2020-2021:

The benchmarks for these class sizes work counter to the department's core mission. While lecture-based courses at the sophomore level could increase class size, composition courses should not exceed 25 at an University this size. McNeese should increase its VL budget.

2021-2022:

The benchmarks for these class sizes do not support the department's core mission. While lecture-based courses at the sophomore level could see class sizes within the benchmark, composition courses should not exceed 25 at an University this size. That being said, for the time being this is not an issue due to the low enrollment the University is experiencing. However, the present challenge is scheduling face-to-face classes. Most VLs see McNeese courses as a second job and can only teach those online. If McNeese wants face-to-face 101 and 102 Freshman composition courses, it should consider finding a way to amend its budget to accommodate paying GAs more or further increasing scholarship amounts. The time has long since past when finding VLs to teach in-person classes during the day was impossible. Now, finding GAs to teach in-person classes during the day is becoming that way.

2022-2023:

While the benchmark was met, it does not include the class sizes of Dual Enrollment courses, both those held off-campus and on-campus via College Prep. The department has very, very little control over these classes (e.g., the class size, the course offerings, the instructor). Most of the specifics about these courses are negotiated at a level above the department.

2023-2024:

The benchmarks were met as these were considered the one of the core objectives in the department. One of the benefits has been that the pass rate for ENGL 100/101 has improved by 3.2% from the five-year average. FYC Director attributes a good deal of this success to the changes implemented in ENGL 100 due to BOR mandates.

Performance Objective 5 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Increase undergraduate enrollment by 5% each year, overall and in each undergraduate program offered by the department.

- ENGL - BA English
 - CMPL - Comparative Literature
 - EGED - English Education Grades 6-12
 - FOLL - Foreign Languages and Literature
 - LITR - Literature
 - WRIT - Writing
- FORL - BA Foreign Languages (inactive effective 201540)
 - FLED - Foreign Languages Education Grades 6-12
 - FREN - French
 - LATN - Latin
 - SPAN - Spanish

Prior to 2018-2019, the benchmark was to track undergraduate student enrollment at all levels and completers for all ENFL programs and concentrations.

Prior to 2016-2017, the benchmark was to maintain or exceed 2014-2015 levels, and maintain a three-year BOR average of eight completers for the BA in English program.

1.1 Data

2019-2020:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ENGL	CMPL	0	1	0	0	1	0	0	0	1	1	2	0
	EGED	11	15	7	8	41	1	6	12	3	12	33	2
	FOLL	1	5	4	1	11	1	1	5	1	1	8	0
	LITR	1	5	4	6	16	2*	1	4	5	5	15	3
	WRIT	5	4	10	3	22	0	3	4	8	7	22	0
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0
Total		18	30	25	18	91	4	11	25	18	26	80	5

*includes 1 graduate in Summer 2019

2020-2021:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ENGL	CMPL	0	0	1	1	2	0	0	0	0	1	1	0
	EGED	4	11	8	10	33	2	7	9	10	8	34	2
	FOLL	2	1	4	2	9	0	1	2	4	3	10	1
	LITR	1	3	6	5	15	2	3	1	2	5	11	0
	WRIT	7	7	5	12	31	5	4	8	6	9	27	4
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0
Total		14	22	24	30	90	9	15	20	22	26	83	7

2021-2022:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ENGL	CMPL	0	1	0	2	3	0	0	1	0	2	3	1
	EGED	4	11	6	13	34	2	4	10	4	9	27	4
	FOLL	1	1	2	5	9	1	2	1	2	4	9	3
	LITR	3	4	4	4	15	2	1	5	5	4	15	3
	WRIT	4	6	4	7	21	1	5	3	8	6	22	3
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0
Total		12	23	16	31	82	6	12	20	19	25	76	14

2022-2023:

[illegible]

	WRIT	8	3	6	6	23	2	3	4	7	7	21	2
	(blank)	1	0	0	0	1	0	1	0	0	0	1	0
Total		19	12	18	25	74	6	7	12	16	23	58	10

2023-2024:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ENGL	CMPL	0	0	0	0	0	0	0	0	0	0	0	0
	EGED	8	9	2	6	25	1	6	8	3	5	22	3
	FOLL	1	0	0	1	2	0	0	0	1	1	2	1
	LITR	2	4	2	7	15	3	0	3	4	5	12	2
	WRIT	1	3	5	10	19	6	1	4	4	5	14	1
	(blank)	0	0	0	0	0	0	1	0	0	0	1	0
Total		12	16	9	24	61	10	8	15	12	16	51	7

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
ENGL	2018	99	-8.081%
	2019	91	
Total	2018	99	-8.081%
	2019	91	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
ENGL	2019	91	-1.098%
	2020	90	
Total	2019	91	-1.098%
	2020	90	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
ENGL	2020	90	-8.889%
	2021	82	
Total	2020	90	-8.889%
	2021	82	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
ENGL	2021	82	-9.756%
	2022	74	
	2021	82	

Total	2022	74	-9.756%
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Percentage Change between 2022-2023:

Major	Fall	Total	% Change
ENGL	2022	74	-17.567%
	2023	61	
Total	2022	74	-17.567%
	2023	61	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The numbers were down, but not as much as previous years. The department has worked hard on reaching out to students. We have actively participated in calling programs to majors who haven't registered for the upcoming semester.

2020-2021:

The department's completion numbers show the success of the department's hard work in the face of the hurricanes and COVID. Our completion numbers for 2020-2021 is comparable to previous years and even exceeds several earlier years. The focus on advising based around concentrations has improved these rates. The department also continues its calling campaign.

2021-2022:

We see a significant drop in enrollment (8%). While this may correlate with the general drop in enrollment for the University, we are trying to address the loss. We continue to have a good presence at recruiting events, although that presence could be better. We are making student spaces more inviting and are working to develop an undergraduate club that will retain students. The department is also discussing plans to recruit at high schools and/or to revamp its dual enrollment courses to emphasize the McNeese stamp on these courses, which may help to recruit majors. One significant problem is the loss of English education majors. Many of these students are transferring into General Studies and choosing alternative certification programs. The department has been discussing way to retain these students as majors, but to this point, the endeavors haven't been successful.

2022-2023:

We see a significant drop in enrollment (9%). While this may correlate with the general drop in enrollment for the University, we are trying to address the loss. We continue to have a good presence at recruiting events. The department has also created several of its own events. We continue to make student spaces more inviting, as seen in the shift to the "language lounge."

2023-2024:

We see a significant drop in enrollment. While this may correlate with the general drop in enrollment for the University and a ULS and nationwide trend in ENFL, the department has started several interventions. For the first time in the history of the department, a recruitment committee was formed which made several visits to local high schools.

2 Assessment and Benchmark

Benchmark: Increase graduate enrollment by 5% each year, overall and in each graduate program offered by the department.

- CRWR - MFA Creative Writing
 - FICT - Fiction
 - POET - Poetry
- ENGL - MA English
 - CRWR - Creative Writing (inactive effective 201940)
 - LITR - Literature

Prior to 2021-2022, the benchmark was to maintain or exceed 2014-2015 levels for MA and MFA. Track graduate student enrollments.

2.1 Data

Graduate Enrollment:

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CRWR	FICT	0	8	9	0	10	8	0	6	6	0	7	7	0	8	8
	POET	0	8	9	0	8	7	0	8	7	0	7	7	0	4	5
	(blank)	0	1	0	0	0	0	0	0	0	0	3	3	0	0	0
	Total	0	17	18	0	18	15	0	14	13	0	17	17	0	12	13
ENGL	CRWR	2	3	2	—	—	—	—	—	—	—	—	—	—	—	—
	LITR	1	3	1	0	4	7	0	8	12	0	9	8	0	9	8
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	3	6	3	0	4	7	0	8	12	0	9	8	0	9	8
Grand Total		3	23	21	0	22	22	0	22	25	0	26	25	0	21	21

Major	Conc.	2023-2024			2024-2025			2025-2026			2026-2027			2027-2028		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CRWR	FICT	0	7	7												
	POET	1	3	3												
	(blank)	0	0	0												
	Total	1	10	10												
ENGL	LITR	2	8	8												
	(blank)	0	0	0												
	Total	2	8	8												
Grand Total		3	18	18												

Graduate Completers:

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CRWR	FICT	0	1	3	0	0	4	0	0	1	0	0	4	0	0	1
	POET	0	0	4	0	0	3	0	0	3	0	0	2	0	0	2
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	1	7	0	0	7	0	0	4	0	0	6	0	0	3
ENGL	CRWR	0	1	0	—	—	—	—	—	—	—	—	—	—	—	—
	LITR	0	2	7	0	1	6	0	0	4	0	1	8	0	2	3
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	3	7	0	1	6	0	0	4	0	1	8	0	2	3
Grand Total		0	4	14	0	1	13	0	0	8	0	1	14	0	2	6

Major	Conc.	2023-2024			2024-2025			2025-2026			2026-2027			2027-2028		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CRWR	FICT	0	0	2												
	POET	0	0	2												
	(blank)	0	0	0												
	Total	0	0	4												
ENGL	LITR	0	1	5												
	(blank)	0	0	0												
	Total	0	1	5												
Grand Total		0	1	9												

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
CRWR	2018	17	5.882%
	2019	18	
ENGL	2018	6	-33.333%
	2019	4	
Total	2018	23	-4.348%
	2019	22	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
CRWR	2019	18	-22.222%
	2020	14	
ENGL	2019	4	100%
	2020	8	
Total	2019	22	0%
	2020	22	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
CRWR	2020	14	21.429%
	2021	17	
ENGL	2020	8	12.5%
	2021	9	
Total	2020	22	18.182%
	2021	26	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
	2021	17	

CRWR	2022	12	-29.411%
ENGL	2021	9	0%
	2022	9	
Total	2021	26	-19.230%
	2022	21	

Percentage Change between 2023-2024:

Major	Fall	Total	% Change
CRWR	2022	12	-16.666%
	2023	10	
ENGL	2022	9	11.111%
	2023	8	
Total	2022	21	-14.285%
	2023	18	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department agrees with IRE.

2020-2021:

The department needs to reevaluate this benchmark. With funding rates as they currently stand and the difficulty we have recently faced in recruiting qualified candidates, the completion rate will be difficult to meet.

2021-2022:

As the University recovers from the repercussions from the hurricane/pandemic, the department will increase recruitment and retention efforts. As a nationally ranked program, much of our recruitment occurs at national conferences. We will augment our recruiting efforts to include additional outreach within Louisiana and the local community. For this report, we also examined persistence rates and found that this program consistently loses students from the first- to second- year, with an average, three-year persistence rate of -24%. Persistence rates for second- and third-year students are excellent, as we retain all students. Looking ahead, we will focus our retention efforts with first-year students, implementing quarterly meetings to check in and help them consider their goals for the next two years and to determine where our department can help, both academically and otherwise.

2022-2023:

Funding for Graduate Students in the MFA program is the largest driver of this. It is very difficult to recruit graduate students into this program when their out-of-pocket costs continue to rise but their teaching stipend has remained the same for decades. Other schools in the ULS system recently increased the stipends for GAs, which has hurt the recruitment efforts and seen a few students leave for better offers and other schools. The program has started to try to find alternative funding sources, but this will take significant time. The MFA program has increased its mentoring program, focusing on intervening with 1st-year MFA students so aid with the process of transitioning.

As the data suggests, the MA program stays steady, but these students often do not have the financial burden of moving here, as our MFA students do.

2023-2024:

The MA program exceeds benchmarks. The MFA program has made several interventions, most significantly the development of a detailed recruitment and retention plan (available upon request). We have retained all students from 1st to 2nd year (five students), and from 2nd to 3rd year (four students). Our adjustment to this program comes from exit data in which students expressed a desire for additional

real-world opportunities, such as meeting with and getting critique from visiting artists, and we have provided our students with that opportunity. We will continue our interventions and adjustments to meet our students' needs and expectations as well as double-down and increase our recruiting efforts. Challenges we have faced over the past three years have contributed to our current challenges: four natural disasters, rising housing costs for our graduate students, and changes in personnel (instructors). This Fall 2023, we will have two new professors for this program, one of which comes to us with a national reputation, solid teaching credentials and experience, and broad professional contacts. In addition to the work we will do to recruit, it is expected that this person's reputation will play a role in attracting students.

UPDATE -- July 2024: While enrollment and completers numbers indicate a decrease, current intervention efforts are working. One of the most significant intervention efforts was the creation of a formal MFA recruitment and retention plan (available upon request). Data projections do indicate trend reversal. In 2023-2024, retention for all cohort levels was 100% (an increase from 24%) and completion rate was at 100%. The academic year 2023-2024 data of four completers indicates that all four 2022-2023 2nd-to-3rd year students completed in 2023-2024. Likewise, all five students from 2022-2023 1st-to-2nd year were retained and moved to 2023-2024 2nd-to-3rd year. In Spring 2024, the program instituted yearly exit reviews for students in order to promote completion rates. In 2024-2025, the program will see a completer rate of all five 2023-2024 2nd-to-3rd year students, which is an increase from 2023-2024 completer rate of three. Recruitment efforts were successful, and the incoming 2024-2025 1st year students is projected to be 8-9. This is an increase of enrollment of +5-6 from enrollment rates of 1st year students of 2023-2024. Projected completer rates for the next three years are 5-6 for academic 2024-2025, 3-4 for academic year 2025-2026 (drop due to exit of program's single professor), 8-9 for academic year 2026-2027 for a three-year average of 6.33, which meets BoR threshold.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:

- ENGL - Bachelor of Arts in English
- FORL - Bachelor of Arts in Foreign Languages

3.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	13*	10	76.9	6	46.2	5	38.5	5	38.5	5	38.5	5	38.5	5	38.5
FORL	1	1	100	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

*1 student was previously undeclared before declaring ENGL.

Fall 2013 Cohort:

Major Retention

		Persistence	Retention Rate			Graduation Rate		

Major	Cohort Size	Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	23*	12	52.2	9	39.1	7	30.4	6	26.1	5	21.7	0	0.0	0	0.0
FORL	4	3	75.0	1	25.0	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0

*3 students were previously undeclared before declaring ENGL.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	19	12	63.2	11	57.9	9	47.4	8	42.1	4	21	8	42.1	8	42.1
FORL	2	1	50.0	1	50.0	1	50.0	1	50.0	0	0	1	50	1	50

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	22	18	81.8	15	68.2	9	40.9	9	40.9	5	22.7	7	31.8	7	31.8

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	15	9	60.0	5	33.3	4	26.7	3	20.0	2	13.3	3	20.0	3	20.0

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	23	18	78.3	12	52.2	10	43.5	9	39.1	6	26.1	8	34.8	8	34.8

Fall 2018 Cohort:

Major Retention

Major	Cohort	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	

	Size	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	25	21	84.0	15	60.0	13	52.0	9	36.0						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	14	12	85.7	9	64.3	7	50.0	7	50.0						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	11	9	81.8	4	36.4	4	36.4	4	36.4						

Fall 2021 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	10	8	80.0	6	60.0	5	50.0								

Fall 2022 Cohort:

Major Retention

[illegible]

Fall 2023 Cohort:

Major Retention

[illegible]

Summary of Persistence, Retention, and Graduation Rates:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2015	22	81.8	68.2	40.9	40.9	22.7	31.8	31.8
2016	15	60.0	33.3	26.7	20.0	13.3	20.0	20.0
2017	23	78.3	52.2	43.5	39.1	26.1	34.8	34.8
2018	25	84.0	60.0	52.0	36.0			
2019	14	85.7	64.3	50.0	50.0			
2020	11	81.8	36.4	36.4	36.4			
2021	10	80.0	60.0	50.0				
2022	13	53.8	30.8					
2023	10	70.0						
Average	15.8	75.0	50.7	42.8	37.1	20.7	28.9	28.9

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department considers this an important portion of our core mission. It has tried to improve advising by offering more specialized advising and holding departmental advising workshops as PD activities.

Many of these figures have been difficult to track due to COVID.

The department has started several initiatives to offer detailed information on career possibilities. One in particular has been guests speakers who discuss their own career paths. We have also encouraged the attendance at the Women's Luncheon series, which often has various career professionals discussing their paths.

2020-2021:

The department's retention rates and persistence rates exceed the benchmarks. The department suffers the ENGL ED major strict course sequence. Many Junior and Senior majors were forced to shift degree due to the new Education degree program and the new student teaching requirements.

2021-2022:

While the ENFL seems to meet or exceed benchmarks, there are segments of the data that seem to indicate more can be done to increase the graduation rate and the persistence rates for certain cohorts. The department will develop a committee this year (2022-2023) to review the data and devise strategies to increase these rates. The department will also discuss this material during the faculty meeting at the start of the year in order to begin the process of collecting faculty input.

2022-2023:

The ENFL will form a persistence and retention committee who will meet with members of IRE to discuss this data, the benchmarks, and possible responses.

2023-2024:

The ENFL shifted the engagement committee to focus on persistence and retention. The chair of that committee and the department head met with members of IRE to discuss this data, the benchmarks, and possible responses. One major response was curriculum changes and the adoption of a few key advising best practices, including the high-touch approach with first-year students. The department head met with each of the students in the new cohort to welcome them to the department and remove any obstacles to persistence.

Performance Objective 6 Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

1 Assessment and Benchmark

Benchmark: 80% of students in the BA in English program will rate course availability and offering good or better on exit surveys.

1.1 Data

Academic Year	Students that rate course availability good or better		Benchmark met?
	#	%	
2013-2014	18/19	94.7%	Yes
2014-2015	14/15	93.3%	Yes
2015-2016	15/18	83.3%	Yes
2016-2017	9/11	81.0%	Yes
2017-2018	12/13	92.3%	Yes
2018-2019	18/18	100%	Yes
2019-2020	—	—	—
2020-2021	13/17	76%	Yes
2021-2022	15/19	79%	Yes
2022-2023	18/18	100%	Yes
2023-2024	10/10	100%	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

This information was not collected due to COVID or is inaccessible due to the closer of buildings damaged during the multiple hurricanes.

2020-2021:

The department seeks to meet the needs of students. A great deal of time and energy is devoted to staggering class times so ENGL courses do not conflict with each other. This past year a great deal of energy and planning went into scheduling courses so they would not conflict with EDUC classes. The limited number of faculty slots and the enrollment requirements limit how many specialized courses we can offer. Many students would prefer special topics, but these courses usually don't have the same number of students found in the required survey courses. The department charged its curriculum committee with this task. Over the next year we hope to see some improvement.

2021-2022:

The department seeks to meet the needs of students. A great deal of time and energy is devoted to staggering class times so ENGL courses do not conflict with each other. The low number of faculty who can teach multiple classes face-to-face Monday through Friday and the requirement to have sections of upper-level courses at a high enrollment number are currently the greatest obstacles to course offerings. That being said, the benchmark was met, which is a success.

2022-2023:

While a great deal of time and energy is devoted to staggering class times so ENGL courses do not conflict with each other, the limited number of faculty who can teach multiple classes face-to-face Monday through Friday make this challenging. The requirement to have sections of upper-level courses at a certain enrollment also make this a challenge. The rigidity of course sequencing in some other departments which our major must follow also make this a challenge. The department has also decided to offer at least one online 300+ literature course to meet the needs of online students seeking a minor in ENGL. Based on past survey reports, the department has also made at least two writing electives available every semester. The main obstacle moving forward will likely be the lack of University support to offer a robust FORL schedule, which our majors require. The limited number of offerings sometimes prevent those students interested in obtain a minor or majoring in one of the areas.

2023-2024:

The department seeks to meet the needs of students. A great deal of time and energy is devoted to staggering class times so ENGL courses do not conflict with each other. The department must also balance budgetary and workload concerns.

2 Assessment and Benchmark

Benchmark: 100% of MA program graduates will complete the graduate exit survey.

75% of these students will rank the advice they have received about the career as “(2) sufficient” or higher.

Ratings on survey:

(4) excellent

(3) adequate

(2) sufficient

(1) somewhat inadequate

2.1 Data

Academic Year	Candidates completing exit survey		Benchmark met?	Ranked advice sufficient or higher		Benchmark met?
	#	%		#	%	
2013-2014	13/13	100%	Yes	—	—	—
2014-2015	6/6	100%	Yes	4/6	66.6%	Yes
2015-2016	10/10	100%	Yes	8/10	80%	Yes
2016-2017	5/5	100%	Yes	5/5	100%	Yes
2017-2018	6/6	100%	Yes	6/6	100%	Yes
2018-2019	9/9	100%	Yes	9/9	100%	Yes
2019-2020	—	—	—	—	—	—
2020-2021	9/9	100%	Yes	9/9	100%	Yes
2021-2022	7/7	100%	Yes	5/7	72%	Yes
2022-2023	10/10	100%	Yes	10/10	100%	Yes
2023-2024	7/7	100%	Yes	6/7	100%	Yes

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

This information was not collected due to COVID or is inaccessible due to the closer of buildings damaged during the multiple hurricanes.

2020-2021:

Ratings were generally good. The MA Director will continue meetings about how to apply to graduate school. Professional Endeavors continues to be an important part of our courses in order to maintain proper training. That being said, the most useful training our graduate students receive is their work in the classroom. To continue this, we need to make the MA and MFA program more competitive in its funding and more appealing as a place to work due to it offering a livable wage.

2021-2022:

Most respondents reported their preparation for academic careers was good to excellent. One rated their preparation sufficient and one rated their preparation somewhat inadequate. This overall assessment is lower than usual. It could partially be attributed to the challenges presented by the pandemic and hurricanes. However, redoubling our efforts in Professional Endeavors and 677, 679, and Research Methods will be a worthwhile goal.

2022-2023:

Most respondents reported their preparation for academic careers as good or excellent. The change in

instructors in Professional Endeavors and Research Methods has seen significant increases. Both instructors will continue to modify assignments so that they are current and dynamic.

2023-2024:

Four weeks into the semester, the department chair and the MA program coordinator discuss the following semester's graduate course rotation and the kinds of course topics that might attract students. This year, Dr. O'Dell, Dr. Costello, and Dr. Kritsch volunteered to teach seminars on YA Fiction, Monsters in American Literature, and Irish literature respectively. These courses were (or are proving to be) very popular. In lieu of regularly scheduled meetings about student progress, faculty attend graduate student presentations open to the entire department throughout the academic year. Such events include the Emerging Scholars Seminar, which features graduate students at the beginning of their career, and the Womens and Gender Studies Luncheon Series, which features graduate students at the end of their career. Both events are always well attended by faculty and cause much discussion afterward.

Performance Objective 7 This program will adequately prepare MA in English graduates for successful (1) admission in Ph.D. programs, (2) the literary marketplace, (3) the job market.

1 Assessment and Benchmark

Benchmark: 100% of MA program graduates will complete the graduate exit survey.

75% of these students will rank the advice they have received about the career as "(2) sufficient" or higher.

Ratings on survey:

- (4) excellent
- (3) adequate
- (2) sufficient
- (1) somewhat inadequate

1.1 Data

Academic Year	Candidates completing exit survey		Benchmark met?	Ranked advice sufficient or higher		Benchmark met?
	#	%		#	%	
2013-2014	13/13	100%	Yes	—	—	—
2014-2015	6/6	100%	Yes	4/6	66.6%	Yes
2015-2016	10/10	100%	Yes	8/10	80%	Yes
2016-2017	5/5	100%	Yes	5/5	100%	Yes
2017-2018	6/6	100%	Yes	6/6	100%	Yes
2018-2019	9/9	100%	Yes	9/9	100%	Yes
2019-2020	—	—	—	—	—	—
2020-2021	9/9	100%	Yes	9/9	100%	Yes
2021-2022	7/7	100%	Yes	7/7	100%	Yes
2022-2023	10/10	100%	Yes	10/10	100%	Yes
2023-2024	7/7	100%	Yes	6/7	85.7%	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

This information was not collected due to COVID or is inaccessible due to the closer of buildings damaged during the multiple hurricanes.

2020-2021:

While the benchmark was met, the surveys themselves reveal more scores closer to sufficient than exceptional. The Professional Endeavors course is a useful tool to help development in this area, but the

department has also decided to alter ENGL 610 to include discussion of and practice in certain skills. A change in instructor for that course was also made. The department continues to explore specific training for faculty to become better career advisors.

2021-2022:

Reflection: Students met the benchmark and ranked the quality of advice about future careers as well above sufficient. Most selected either "good" or "excellent." (The language of the ratings was changed to be more exact: (4) excellent, (3) good, (2) sufficient, (1) inadequate.) Perhaps circulating (whether in email or in the department newsletter) the ways our students are participating in academia before and after they graduate helps keep advisees abreast of potential futures. The department and MA director have tried to be more present in career advice/training. The change of instructor in 610 also seems to have improved the connection between students and career advice, as the MA director now teaches 610 and can add this information to the class as needed.

2022-2023:

The department continues to improve in this area. One significant new activity this past year was an end-of-the-semester awards ceremony that was instituted to praise and note those most professional teachers. The ceremony is also used as a recap meeting and a training session.

2023-2024:

One significant new activity this past year was the continued end-of-the-semester awards ceremony. New faculty have also invited guest lecturers into their courses.

Performance Objective 8 The department will create and foster an effective learning environment.

1 Assessment and Benchmark

Benchmark: The department will integrate technology as appropriate to support learning.

1.1 Data

2019-2020:

The department seeks to integrate technology for student learning in two ways, teacher instruction and capital outlay. 100% of the faculty received specialized instruction on various technological tools meant to improve instruction. The department also devoted certain resources to improve the use of technology in the classroom. The department created various training modules and films for faculty to use as resources.

2020-2021:

The department excelled at training faculty in the use of new technology. Most of this was done by Michael Horner. 100% of the faculty received specialized instruction on various technological tools meant to improve instruction.

2021-2022:

90% of the ENFL classroom are now equipped with technology. The Foreign Language Lab has experienced significant technological upgrades.

2022-2023:

At least 50% of the faculty engaged in training. 100% of new GAs engaged in training. The Foreign Language Lounge/Learning Center continues to experience technological upgrades.

2023-2024:

100% of the faculty engaged in training directed at improving teaching. 73.6% of faculty attended training sessions or meetings devoted to pedagogy. 100% of GAs engaged in training.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The department seeks to integrate technology for student learning in two ways, teacher instruction and capital outlay. The department emphasized the use of video instruction for online courses. The department will continue to offer PD sessions.

2020-2021:

The department plans to partner with the CoLA dean's office to offer professional and specialized instruction in order to improve online pedagogy. The department believes this will be the most significant and efficient means of improving online instruction.

2021-2022:

The ENFL department used recent EPs to update access to technology. The University also used CARES Act money. Most of the classrooms have technology. Lack of a devoted IT person in CoLA does present a problem, as well as the lack of a person devoted to helping faculty increase their knowledge and use of online technology, since technology resolutions to technology problems often must wait for a member of the department to address them.

2022-2023:

The department continues to excel at finding innovative ways to incorporate what current scholarship suggests are the most appropriate and most useful forms and applications of technology. The 2022-2023 focused on innovative uses of our recently refurbished learning center/language lounge. A future focus for the upcoming year will be AI detection and departmental policy.

2023-2024:

A training seminar on use of AI in classrooms and AI detection was held the first week of the Spring semester. One actionable item was the resolution to encourage faculty to include on course syllabi specific statements regarding the course's position on the use of AI.