

PhD in English 2017-18 Data Report

Number	Goal	Evaluation Method, PGs	Results
PG 1	Train students concentrating in our many specialized disciplines for employment success after graduation.	Tracking of graduates; increased advising for job market; use of departmental exit interview. We have a series of workshops to help graduate students to prepare their job materials and practice interviewing entitled, "MarketWise." We also give individual feedback on all job materials. Finally, we did a survey of all students who graduated between 2005-2015 to get a more indepth understanding of our placement record and how the downturn in jobs in English have affected our doctorates.	18 students completed their doctoral degrees in AY 201718. Faculty found out that 13 have secured full time positions while 1 earned a part-time appointment; at the end of the reporting period, 4 were still job searching. Of the 13 full time positions the breakout was as follows: 6 were awarded tenure-track jobs (4 of these at Doctoral Research Universities, 1 at a Masters University, and 1 at Baccalaureate/Associate's College according to Carnegie Classifications); 1 was awarded a Postdoc; 2 were appointed Lecturers and; 3 secured full time positions in Private 9-12 College Preparatory Schools; 1 took a position in private industry (publishing). The MLA also reported that published job ads declined for a fifth straight year, reaching a new low (https://mlaresearch.mla.hcommons.org/category/academic-workforce/) By placing 6 of 18 students (33.3%) in tenure-track jobs, our program exceeded the placement percentage reported by the MLA (26.1% of those who earned their PhD between 2009-2015 reported to the MLA that they held tenure-track positions). Based on our professionalization support and tracking of recent graduates, the criteria for success was met.
PG 2	Increase international opportunities for graduate students.	Tracking of graduate student aid.	11 graduate students attended international conferences. The Department of English also hired three international faculty members in 2017-18, which assists international mentorship, professionalization, and recruitment.
PG 3	Assess the overall quality, culture and functioning of the program.	Self-study and external review.	Faculty implemented a number of recommended changes including: removal of foreign language requirement, reduction of seminars for students entering with a BA (after we learned that our peer institutions require between 12 and 14 seminars); offered a revised proseminar instead of the previous requirement for LAE6947, and hired a graduate program assistant to replace our former program assistant (who retired in October 2017). Faculty began work on a proposal for a course or semester-long workshop to assist ABD students in revising a paper for publication and learned that the Graduate School agreed to increase stipends for new admits to 17K for 6 years for BA applicants and 4 years for MA applicants. To ensure breadth and viability of course offerings, we estimated enrollment numbers for the next two years. Faculty also faced ongoing challenges: applications and admissions targets dropped: Dean's office target for admissions had been reduced from 20 in 2016 to 15 in 2018, evidence of a shrinking program and challenges in recruiting top students. Faculty learned that the peer institutions that compete for graduate students fund their MA applicants for five or 6 years, putting us at continued disadvantage for applications and recruitment, despite the stipend increase (because the UF stipend is only 4 years).

Number	SLO type	Outcome	Assessment Method	Threshold of Acceptability	How many students did you assess for this outcome?	How many students met the outcome?	What percentage of students met the outcome?	Does this meet your threshold of acceptability?	Results
SLO 1	Knowledge	Students identify and discuss a problem or gap in scholarship in their specialization.	PhD Dissertation evaluation and oral defense (see rubric).	80	16	16	100	Yes	The threshold of acceptability is 80%. Of the 16 students assessed, 16 met the outcome, for a percentage of 100%. More precisely: 10 (62.5%) exceeded the outcome; 5 achieved the outcome solidly (31.3%); 1 (6.3%) minimally achieved the outcome; 0 students did not achieve the outcome. This exceeded our criteria for success.
SLO 2	Skills	Students teach an entry-level college writing course and/or a lower-division course in their field in a professional manner, organizing and delivering content in a mode appropriate to audience.	Supervisory review and comprehensive scores from student evaluations.	80	48	48	100	Yes	The threshold of acceptability is 80%. 48 students passed the assessment out of 48 students for a percentage of 100% of students met the outcome. This met the criterion for success. Department faculty assessed all PhD students teaching in-Department in Fall semester, and the Department announced Department Teaching Awards in Spring. In Fall 2017, 48 PhD students taught writing, literature, film, and media courses in the English Department: all 48 received a faculty evaluation consisting of a classroom visit, a consultation, and a review of graded assignments. The Director of Graduate Student Teaching (DGST) ensured that each graduate student taught courses of interest and received feedback on their teaching. This met our criteria for success. Additional note: While assessment by department faculty occurs only in fall semester, in Spring 2018: 43 PhD students taught 43 Department courses, and in Summer 2018: 21 PhD students taught 21 Department courses (including entry level college writing and/or lower division courses).
SLO 3	Professional Behavior	Students engage in professional research and writing activity at the PhD level, for example, conference-ready papers and/or materials appropriate for publication.	Supervisory review of professional materials.	80	59	56	95	Yes	The threshold of acceptability is 80%. 56 out of 59 students passed the assessment for this outcome, for a total of 94.9%. This met our criteria for success. 95% of our doctoral students in AY 2017-18 maintained the level of professionalism and active engagement expected of our program, including presenting at conferences, organizing conferences, publishing articles, publishing book reviews, editing peer-reviewed journals, and actively contributing to the intellectual life of the program. The revised annual report template allowed us to assess our students' progress, involvement, goal setting and achievement with more depth than the prior report.

Programmatic Use of Results

The current and incoming Graduate Coordinators and the Department chair reviewed the results. To improve retention, faculty bolstered the mentoring and tracking of students through a combined annual activity report and IDP form. Faculty also decided to continue (for the third year) a proseminar that provides students with a better understanding of the requirements for success in the program and in their field. To shorten time to degree, we modified degree requirements that were not enhancing students' research and were slowing students down unnecessarily: for example, faculty voted to remove the foreign language requirement which was not increasing or improving students' use of foreign language in their research; and faculty reduced the number of required seminars for students entering the program with BA degrees from 15 to 12 courses, to allow students to complete course work in three years, and to align with our peer institutions, which required between 12 and 14 seminars. To address the reduction in tenure-track positions, the faculty group adapted the MarketWise placement program timeline and updated all workshop sessions with current materials; we had alumni that secured positions come talk to students and offer advice for success; we also contributed to the CLAS Humanities PhD Taskforce.