

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

ENG Assessment Data AY 2017

Number of Faculty:

4 full time (H. Mydosh, L. Pinkard, B. Sanchez, J. Pete)

9 part time (K. Gudde, E. Smith, A. Botts, R. Stanley, K. Faythe, J. Presley, L. Kill, M. Menefee, C. Barwick)

Enrollment & Student credit hours by Faculty type:

Full time: 153 total credit hours taught, with 682 total students enrolled

Part time: 102 credit hours taught, 417 total students enrolled

Average Class size:

12.45 students in Face-to-Face classes

15 students in online classes

12.78 students across all ENG courses

Completion rates:

95.82% face-to-face

90.30% online

95% all ENG courses

Pass ('C' or better) rates:

85.14% face-to-face

70.47% online

83.05% all ENG courses

Number of Majors: 4

Degrees Awarded: 0

College vs. High School comparison:

Completion rates:

92.23% Full time, college faculty

99.52% High school faculty

Pass ('C' or better) rates:

74.09% Full time, college faculty

96.61% High school faculty

Given the above data, the number that most stands out to us is the wide discrepancy (20+ %) between the percentage of students passing English classes with a C or better at the college and high school levels. Several explanations have been proposed for it:

National standards – at ICC, our classes are geared more towards meeting national standards that might be higher than the local ones pursued at the high school level.

Grade inflation – grade inflation appears to be a rampant issue throughout K-12 education. A 96% pass rate may not be all that unusual for high school classes at this point.

Lowering of standards at high school level – one student reports taking a Composition II class offered by her high school and being assigned a 5 page research paper at the end of the semester. Obviously, that is not long enough to allow for the kind of in-depth analysis and argumentation about a topic expected of college-level students in this class.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See *Appendix 2 for ICC SLO's and Resource C- for more information.*)

Narrative:

Overall averages remain in milestones categories for Intro to Lit and Comp I.

Intro to Lit

Context and Purpose 3.2

Content Development 3.16

Genre and Disciplinary 3.1

Sources and Evidence 3.1

Control of Syntax and Mechanics 2.3

Comp I

Context and Purpose 3.05

Content Development 2.96

Genre and Disciplinary 2.92

Sources and Evidence 2.78

Control of Syntax and Mechanics 2.58

The trend of the lowest category being Control of syntax and Mechanics, continues across the board. Instructors have offered outside workshops, but attendance is low. Budget requests, grammar/mechanics software? Funding for more enticing workshops? Funding for Professional Development focusing on innovative ways to teach grammar/mechanics.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See *Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk(*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

N/A

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

N/A

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

The English program aligns with both criterion 3 and 4 from the Higher Learning Commission. Furthermore, all of the major courses in the program are aligned in the KBOR transfer matrix.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See *Resource C*)

Narrative:

Regarding the curriculum of the English Program, there has been very little need to reinvent the wheel, perhaps because there hasn't been much call for use of said wheel. The English program is largely subservient to the more populous programs of Liberal Studies and General Studies as either electives or general education credits. That said, a comprehensive review of course offerings in English was undertaken by the Faculty in Spring 2017 and revisions of course titles and descriptions was taken all the way through Academic Council. This cleaning of the books resulted in a paring down of the possible course offering as courses like Speed Reading I and II were eliminated, while revising Greek and Latin Elements in English hopefully sets the course up to be reinvigorated and perhaps offered once demand is created. The breadth of the program is significant and comparable to the first two years in a program at a four year university. We have the potential to offer both the American Literature and British Literature sequence, as well as both Technical and Creative Writing. Introduction to Dramatic Literature and Contemporary Dramatic Literature are the third sequence we currently offer with any regularity and is a component of the Theatre Arts program. These literature classes are supplemented by Survey of African American Literature, Introduction to Modern Novel, Inge and Contemporary Playwrights, and Topics in Literature. We actively seek to offer courses in which the readings are diverse and are making use of the Introduction to Literature course to meet the mandated learning outcomes while using non-standard texts to great result. LaTonya Pinkard offered a section using superheroes as the focus with a completion rate of 95% and a pass rate of 94.74% in the summer session 2017. On the composition side of the house, we are now offering the English Language Learners I and II sequence as well as the revised Composition I and II paths. Having attended a conference on acceleration last academic year as a department, we found that we were in line with current best practices if not slightly ahead of the curve with our class sizes and multiple paths to completion. By offering Composition I with a supplement, we are actively addressing the needs of the student and adjusting our offerings appropriately. Again, by seeking to serve our international student population both on campus and in the community, the department reaffirms its commitment to diversity and maintaining a global outlook. Having one declared major in the past three years to graduate with the AA in English, it is a straightforward matter of reporting that she successfully transferred to KU and is doing well when last she checked in with her old friends here. Other students who have expressed an interest in majoring in English have unfortunately either withdrawn from the college for non-cognitive reasons or chosen to focus on the degrees in education as they desire to become English teachers in a K-12 environment. As the Education program at Pittsburg State University is our closest transfer school and the most attractive option in recent memory (as opposed to Newman and Friends in previous years), we seek to most closely align with them in our course offerings, which for the Secondary Ed majors are virtually the same as for a

strictly English Language and Literature major. It is imperative for these students to take as many of the 200 level courses as they can prior to transfer so that they do truly transfer in as juniors and not have to over-point for their final four semesters.

No employer has ever complained that an interviewee had language skills that were too good, that one's written work was of too high a quality, and so a major in English will never fully fall from future-career grace. There is literally no limit as to where an English degree could take a person. Any field in which skilled written communication is required befits the undertaking of the subject. Still, even in the strictest sense of the major, there is a profitable career.

According to the US Bureau of Labor and Statistics, 71, 270 people were employed in teaching English at the postsecondary level in the USA in 2016. While one could not do this with only an AA in English from ICC, an associates would be a good start on the road to further postsecondary degrees. Careers in grant writing, transcription, technical writing, journalism, and clerical fields are only some of the many options.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D* for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E* on S.M.A.R.T. goal setting; *Resource F* on Action Plans for Student Success; and *Resource C-* for more information.)

Narrative:

According to the Vitality Indicators in the Program Summative Assessment Form, the English program falls between Category 2: Maintain Current Levels of Support/Continuous Improvement and Category 3: Revitalization Opportunities or Needs. This assessment is based on frequency of course offerings, section class size, impacting trends, course completion, course success, formalized articulations, transfer success, cost per FTE, student FTE per faculty, and the remarkably low equipment needed, the English program hits it out of the park. However, when one looks at declared majors, degree attainment, industry engagement, and external affiliations, there is definitely room for growth.

The English department has established 3 long-term and short-term goals for student success. These goals are to first increase the number of Writing Scholarship students from 0 to four within the next academic calendar year; the second goal is to increase the number of declared majors from 0 to 2 within the next academic calendar year through targeted recruiting and promotion of literary events on campus; the third goal is to continue monitoring and adjusting the Composition I with Supplement courses to further refine the system and improve both student retention and sequence completion over the next five year.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (See *Resource G* for more details on possible items to include.)

Narrative:

Budget Projections--Personnel 350,000.00

Position change--none

Educational Technology Support--Continued investment in Net Tutor--numbers requested, but not received yet.

ITP--none at this time, but looking into software to help improve grammar scores.

Facilities/Remodeling--grammar posters in classrooms used primarily by English Instructors--\$100.00

Membership for faculty members (full time) in in National council of Teachers of English 200.00

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

The planning process for program review in TK20 was extremely collaborative. Everyone was willing to assist in anyway he/she could. A meeting was held during in-service to discuss which assessment each faculty member would address and the suspense time to fulfill the requirements.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division chair: I agree with the findings of this program review. I think the program has merit, especially for students interested in teaching English at the secondary level. I also believe the major-related courses are crucial to students' ability to fulfill the general education requirements in the State of Kansas. Ultimately, I think it is a matter of program faculty continuing to institute common assessment requirements across all course sections and recruiting majors into the program.