**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **LCS - 0330 - English**

Year of Last Program Review: FY 2016-2017

Year of Next Program Review: FY 2021-2022

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Develop fully online CRWE.S.AA and ENGE.S.AA programs. Offering our two programs online will enable more students to complete their degrees in a timely manner. | In progress x Completed 🞏No longer applicable 🞏 | The ENGE.S.AA program is fully online as of spring 2018. We will be running the online Literature courses in this program each term in order to support our majors completing. When LIT 2201 became available online, the enrollment in that class per academic year increased from 40 students in 2013-14 to 81 students in 2014-15, and to 106 students in 2015-16. That sort of exponential growth is what we expect to see for the recently converted online LIT courses. The courses in CRWE.S.AA are online with the exception of ENG 2259, Novel Writing. We will be developing that course online in the near future. | The ENGE.S.AA program was fully online as of spring 2018. We graduated 36 majors in spring 18 compared to 29 the previous year. Enrollment in all LIT classes has shown modest growth in most courses. Notably, enrollment in Intro to Literature (LIT2220) has increased from 209 AY 17-18 to 291 in AY 18-19 due to an increasing number of CCP students taking this course. We have submitted a revision to our major that will go into effect in Fall of ’20 in order to better align with partner institutions and diversify our literature offerings. The two courses that have been added: African American Lit and Women’s Lit, are in the development queue for online courses, but due to the backlog there will not be offered online until Fall ’21.Two courses in CRWE.S.AA (ENG2257 and 2262) are not yet online.  |
| Continue to revise and develop the Composition I and II OER, making affordable textbooks for our students a priority. | In progress x Completed 🞏No longer applicable 🞏 | The OER for ENG 1101/1201 was revised during the spring and summer of 2017 by the chair, Lisa Mahle-Grisez. It will be revised again in the spring / summer of 2019. Revisions of the OER are time-intensive and difficult to complete, so it should be a department effort in the future. To document the number of hours it required to revise the OER, I would estimate two full work weeks of 40 hours. So, 80 work hours, total. | The OER for ENG 1101/1201 is in use in all sections of Composition, representing a significant savings for students. Planned revisions in 2019 did not take place due to Lisa Mahle-Grisez’s transition to Dean. Revision of the OER will be a top department priority in AY ’20-21. |
| Address inconsistencies in College Credit Plus instruction in restricted high school locations, including consistency in the assessment and evaluation of student writing. | In progress x Completed 🞏No longer applicable 🞏 | Addressing the inconsistencies in the restricted ENG sections offered at various high schools will remain a work in progress for the next several review cycles. On behalf of our department, Lisa Cook and Lisa Mahle-Grisez have tried different approaches to create consistency in the curriculum and assessment of our high school sections. First, in 2014-15, we offered grade norming sessions for our CCP partners. Second, from 2015 to 2017, we asked CCP partners to submit teaching portfolios at the end of each term. These portfolios included graded essays from students, which indicated how well the high school teachers were adhering to our standards for evaluation of writing. However, despite these efforts, Sinclair’s curriculum was not being delivered and assessment practices were not uniform.In a third effort to address inconsistencies, a standardized CCP ENG 1101 shell was launched in the fall of 2017. It contains assignments and daily activities based on the number of minutes required for the courses. The shell is a turn-key method of delivering ENG 1101. In the spring of 2018, the ENG 1201 shell was released, including all of the components required to successfully teach 1201 in the classroom. No compensation was received for developing these shells, and the work required to maintain and revise them will be significant in the future. The shells were created by Lisa Mahle-Grisez, and maintenance of the shells is handled by the CCP team: Aaron Moyer, Lisa Mahle-Grisez, and Lisa Cook.In an effort to quantify the labor hours needed to create the shells, and considering much of the work was done over the summer and winter break of 2017, an estimate of hours is 120 hours of labor. Since the January of 2018, Aaron Moyer, Lisa Cook, and Lisa Mahle-Grisez have been closely monitoring the use of the ENG 1101/1201 shells and addressing concerns with high school teachers. We have found that even though the shells have been well-constructed, many teachers are still teaching their high school Literature curriculum in our composition courses. We have been working with the CCP office to address this issue, although little progress has been made.Our CCP team of three has met on a bi-weekly basis during spring semester to address issues that arise and handle maintenance of the course shells. We find that it takes each of us at least 10-15 hours of labor a week to manage the CCP workload. Aaron Moyer has spent close to 25 hours each week, including visiting teachers at schools, training teachers on eLearn, and developing guides to help teachers navigate our courses and eLearn. Prof. Moyer has documented his work in a report that will be available at the end of spring 2018. | Inconsistencies in the restricted ENG sections continues to be a challenge. Lisa Mahle-Grisez, Lisa Cook, and Aaron Moyer have built eLearn shells for ENG1101 and 1201, in which requirements and grading criteria are clearly outlined. Each term, these are revised and edited. Despite this commendable effort, CCP teachers continue to substitute various assignments to meet high school graduation requirements. Grade reporting is also an ongoing problem, as high schools report grades quarterly. This means the eLearn grade books aren’t used consistently. Some high schools are offering year long courses instead of semester long ones. We believe this longer time frame decreases the rigor of the curriculum. In short, many of the issues from the last report continue to be a challenge. Reduced reassigned time for our department means that there’s a single coordinator for CCP (Lisa Cook), rather than one for each course. She reports that she spends approximately 7-10 hours per week supervising teachers, visiting sites, updating the course shells, etc. (more at the beginning and end of each term).  |
| Ensure a positive merger between ENG and DLA by creating community and distributing workload equitably. | In progress 🞏 Completed xNo longer applicable 🞏 | The merger is completed and voices from both departments have been valued. Because all faculty are credentialed to teach across the disciplines in our department (ENG, LIT, ESL, DEV), courses have been distributed equitably to those who are interested. Further, moving forward, the chair has established a queue for faculty requesting courses so that fair course assignment distribution can be made each term.  |  |
| Track and monitor the progress of ENGE, CRWE, and PRW grads over the next five years to develop a fuller picture of how we can better meet the needs of our graduates. | In progress x Completed 🞏No longer applicable 🞏 | For AY2018-19, student surveys indicate that students are most concerned about transfer programs and employment. More effort has been put into engaged program majors in student development activities with the department’s major events: Writer’s Workshop, National Day on Writing, Jack Bennett Youth Writing Festival, and Spectrum Awards. Interests in these student development activities continues to fall despite faculty outreach, mailings, and other modes of contact. | We have continued to offer a robust schedule of programs to our majors and the community in order to engage them in the discipline and offer opportunities to learn from professionals in the discipline. Tracking and monitoring our graduates is an ongoing challenge. |
| Pursue professional development for our faculty specifically regarding teaching students in the age ranges of CCP students. In addition, provide help for faculty in addressing students with mental challenges in the classroom. | In progress x Completed 🞏No longer applicable 🞏 | We will be offering teaching discussions regarding teaching CCP students during the 2018-19 academic year. Teaching discussions are one-hour meetings prior to monthly department meetings on specific topics of interest to faculty. Teaching our CCP students has been an ongoing interest for faculty, and we assess the effectiveness of the discussions with surveys.The teaching discussions were handled like a course based on the Ohio Writing Project at Miami University. The focus was on how Gen Z’s learn and how to adapt our course materials to meet that learn challenge. The course was developed and led by Sally Lahmon and Aaron Moyer.The ESL program offered 11 instructors a CTL track on TESOL. This unfolded during Spring 2019 and was led by Dr. Heather Johnson-Taylor.We offered one teaching discussion this spring and one in the fall, led by Gwen Helton and the BIT CARES team, to address the mental health challenges of our students in the classroom. | In fall of ’19, we began a series of teaching discussions focusing on bringing equity into the classroom. Two were held in the fall, and four in the spring. The sessions were held before department meetings and were very well-attended, with approximately 20 faculty at each one. In addition, there was a department-wide inservice focused on equity, including sessions on embedded tutoring, the empathetic syllabus, assessing second language writers, and using literary analysis as a tool for reflection and empathy. The department recognizes that students are changing rapidly, and we need to adapt our teaching strategies to keep up with the way they learn. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| First and foremost, there are some best practices that the department has developed that need to be shared with other departments across campus. Wider adoption of these practices could have a real impact on student learning at Sinclair. The work with the OER, assessment, various poetry and writing activities, and the Teaching Discussion meetings may be the most obvious of these best practices, but the department should identify which best practices they feel have had the greatest impact, and then develop relevant workshop offerings to be shared at Fall Faculty Professional Development Day, through the CTL, and through other venues. Other chairs should be made aware of the work with individual faculty members to improve course success rates where needed. The department is strongly encouraged to find ways to share some of the most impactful practices it has developed over the past few years. | In progress x Completed 🞏No longer applicable 🞏 | We will continue to work with marketing to ensure our events are publicized throughout the campus. In addition, we plan to propose sessions for FFPDD and the CTL to spread the word about our best practices.For AY2018-19 department meetings were utilized to provide instruction on using the assessment rubrics, publicizing student development opportunities, and discussing trends in the industry.Also, several of the faculty led workshops at FFPDD: Vicki Stalbird, Sally Lahmon, Kate Geiselman, Aaron Moyer, Heather Taylor-Johnson, Chuck Freeland, and several others. These workshops related to work of the department like CCP, TurnItIn, non-native speakers, writing assessment, teaching approaches, etc. | At FFPDD 2019:* Heather Johnson-Taylor presented “Incorporating Diversity into the Classroom.”
* Aaron Moyer and Sally Lahmon gave a presentation on using eLearn communities to enhance the teaching experience. They showed the ENG 1101 AJT and blended course Sally was developing as well as the English Adjunct Support community.
* Chuck Freeland presented “computer Literacy is No Longer a Gen Ed outcome. Now what?”

In addition, Chuck Freeland presented “Creating a Culture of Assessment within Student Affairs” at the IUPUI Assessment institute (10/14/19). He also conducted the CTL Assessment track in May of ’19. |
| During the meeting with the Review Team, the English department noted that moving LIT 2201 (British Literature I) online resulted in a tremendous increase in enrollment. The department expressed frustration that it has had difficulty moving other literature courses into the online format, which could result in similar enrollment increases. The Review Team encourages the department to work with their dean to help get these courses prioritized for conversion to the online format by Sinclair’s eLearn department. | In progress x Completed 🞏No longer applicable 🞏 | See discussion above about this issue. | Currently, the following literature classes are offered online: LIT2201, 2202, 2211, 2212, 2220, 2230, 2234. Scheduled for development in 2021: LIT2236 and 2217Enrollment in these courses has shown modest growth. |
| Concern was expressed that the Writing Center no longer involves the department to the extent that it used to, and that there aren’t as many available tutors that have the qualifications they once had. The department is encouraged to explore approaches to increasing tutoring opportunities to students via department support. One suggestion was utilizing faculty office hours to provide drop-in tutoring support for students. The Business Information Systems (BIS) program has developed a highly successful approach that could potentially serve as a model that the English department could emulate. The department is encouraged to reach out to the BIS department to learn of their approach and explore the feasibility of offering their students something similar. In making this recommendation, the Review Team recognizes the tremendous amount of work faculty in the department are already doing outside of class, and would caution that whatever approach is selected should not be too burdensome for faculty. | In progress x Completed 🞏No longer applicable 🞏 | A team of faculty is working on this project and we should have some form of faculty-led English tutoring operational by the next academic year. The new developmental English/at-risk student faculty coordinator for the 2018-19 academic year will be tasked with developing a tutoring model utilizing faculty office hours and finding a space to begin supporting our most fragile students with tutoring.The department is working with Eugene Oswald, the Program Coordinator of the Writing Lab, to better assist students with their academic writing needs. Denise Aselage has been meeting with the Writing Lab about how to work with students who need accommodations and Heather Johnson-Taylor has started to work with them on how to best assist non-native speakers.Student tutoring positions in the Writing Lab have been publicized to the program majors as a type of internship related to the program. To date, program majors have never applied for these tutoring positions. With the recommendation of Professor Morean, Dasean Stephens is our first program major to apply for a tutoring position in the Writing Lab.The department will continue to build a strong alliance with Eugene Oswald and the Writing Lab over the upcoming academic year. | With the help of a Strong Start to Finish grant, Dair Arnold has led a team of English faculty in an embedded tutoring pilot. With the help of Ally Hawley and Eugene Oswald in the Tutoring and Learning Center, professional tutors have been placed in some sections of ENG1101, and enrichment classes have taken place in the TLC. Preliminary data show that while overall completion numbers don’t show a big change, the success rates of students who attended the enrichment workshops and who sought help in the writing lab have greatly improved. The pilot is currently in its third semester and several adaptations have been made based on student feedback. With our student population, it will take some creative scheduling to ensure that all students have access to the resources available to them.  |
| Some faculty in the department have done commendable work incorporating Service Learning into their sections. The Review Team strongly recommends that the department not only continue this practice, but expand it to additional faculty and course sections.  | In progress x Completed 🞏No longer applicable 🞏 | ENG 1199, Textual Editing, is linked with the AJT prison program and students in that class edit their monthly newsletter.The chair is keeping a record of other courses/faculty incorporating service learning into the curriculum to record in future annual updates. In the spring of 2018, we incorporated service learning into three course offerings, and we hope to double that amount in the fall of 2018. | In her DEV classes, Denise Aselage has her students author and illustrate children’s books, share them in the classroom, and then donate them to SCC’s Early Childhood Education Center.Heather Johnson-Taylor’s ESL 0190 class and Allante Johnson-Taylor’s MAN1107 class collaborated to create global marketing strategies for local businesses. |
| During the meeting with the Review Team, some faculty expressed concern that many of the exceptional activities that they have developed are not adequately funded, or in some cases are not funded at all. The *Flights* literary journal was mentioned in particular, but the same may also be true of some of the writing and poetry awards, contests, and activities. The department is strongly encouraged to develop a specific list of activities that require additional funding, along with estimates of the funding required, and work with the dean to develop reasonable amounts that can be budgeted specifically for these activities. Administrators in Instruction wish to express their support for these activities and the value they see in them, and their willingness to help find funding for these activities where possible. | In progress 🞏 Completed xNo longer applicable 🞏 | The ENG department budget has been expanded since merging with Developmental Language Arts. Now there is adequate funding to support special projects. For instance, this spring we were ableo to assist Furaha Henry-Jones with funding special media training for her students going to South Africa on an internationalizing education grant through the International Office. |  |
| Similarly, concerns were expressed over the loss of the TURNITIN service for identification of plagiarism. There is currently a pilot underway to address the inability to incorporate TURNITIN in eLearn course shells, and it is hoped that will lead to a resolution of the technical barriers. Either way, the department is strongly encouraged to find a way to again use TURNITIN, with or without being embedded in course shells, and to work with the dean on funding for this service. This is an issue that impacts many departments other than English. | In progress 🞏 Completed 🞏No longer applicable x | Turnitin has been purchased by eLearning and is incorporated into all composition course shells. Faculty are widely using TII, and TII dropboxes are in all face-to-face master shells, CCP and adjunct. After spring 2018, we should be able to determine the rate of usage of the Turnitin plagiarism detection and the grademark tool. |  |
| The development of the Professional Writing short-term certificate is without question laudable, but there is a concern that a technical issue may prevent this certificate from being awarded. Registration only runs degree audits for a student’s declared program of study: if students in another program of study pursue and complete the certificate, it might not be awarded unless Registration is aware of it. The Review Team recommends that the department contact Registration and work with them to ensure that this certificate is awarded to students when they earn it regardless of their declared program of study. | In progress 🞏 Completed xNo longer applicable 🞏 | The coordinator of Business Writing is working with registration to address this concern.For AY2018-19, the department has worked with Latonia Peak-Brown in Advising to better support PRW certificate students. Recent developments have streamlined the process for declaring a certificate which will remove the paperwork hurdle. Also, there is more clarity around how to provide completion scholarships to students who have one or two classes remaining after completing their primary program. | There has been a steady rise in the number of Professional Writing certificates completed, from 1 in AY16-17, to 7 in AY17-18, to 12 in AY18-19, the most recent year for which data are available.We are now able to add the certificate without the “Other Area of interest” form that students had to complete previously.  Students can now tell advisors that they are interested in adding the certificate and we can just add it to their record.  This allows students to have a second program of study on their record. The department plans to work with Latonia Peake-Brown to query RAR to see which students are close to completing the certificate so advisors can contact them and encourage them to take whatever classes are required to complete. |
| The Review Team noted that it appears that many students transfer prior to completing the English or Creative Writing degree programs. The department is encouraged to research which courses appear to be associated with this loss of students prior to graduation, and to identify any factors that might be changed to encourage more students to complete the degree prior to graduation. | In progress x Completed 🞏No longer applicable 🞏 | Through conversations with our majors, we have found that many English majors transfer prior to receiving their AA degree because they don’t see a value in that degree. We have developed targeted communication with our majors within 12 hours of completing their degree/certificate that encourages them to complete. We have also developed an eLearn course shell and populated it with our majors. Those majors receive communication through that medium as well. This spring, we reached out to our ENGE and CRWE grads with a congratulatory card signed by faculty in the department.This issue will take several review cycles to fully address. | Communication with our majors continues to be a challenge. We surveyed them (approx.. 150 students) at the beginning of AY19-20 and got only 8 responses, (even when we offered an incentive for responding). Last year, of the 36 total English program graduates, 16 enrolled in a four-year college and 19 were employed, according to RAR data.We offered a session for our majors to meet the faculty at our annual National Day on Writing Celebration. Fewer than ten majors attended. |
| The department is encouraged to continue their groundbreaking assessment work. Some of the same excellent approaches that have been applied to course outcomes should also be used for program outcomes.  | In progress 🞏 Completed 🞏No longer applicable 🞏 | We are shifting the focus of our assessment work to the specific outcomes in our ENG 1101 and 1201 courses. The language of the rubric we had been using did not match our SLOs. Previously, the rubric language was less than specific and may not have captured the information we desired. Therefore, we are working to create a more specific rubric. The new rubric was tested at an all-department in-service on April 13, 2018 (see end of document). We created a Kahoot site and used our cell phones to vote on the categories. We discovered that the faculty are “hugging the curve” on the “Proficient” and “Developing” areas. Meaning, the faculty are generally on the same page as to what is and is not acceptable (or passing). We also discovered some areas in which faculty were not on the same page regarding source documentation and writing techniques to introduce an argument.  | We have expanded the use of the Gen Ed rubrics in ENG1101 and 1201. In FY19-20, over 2500 students were assessed in ENG1101 using the written communication rubric, and the following percentages of them were found to be either competent or proficient on the 4 criteria that were assessed: Topics and Controlling ideas: 87.1%Structure of the Message: 90.3%Conventions of Language: 93%Critical Response: 78.2%. In ENG1201, 816 students were assessed using the Information Literacy Gen Ed rubric, and the following percentages of them were found to be competent, proficient, or exceptional on the 3 criteria that were assessed:Formulate thesis: 93%Organize and integrate materials: 88%Select appropriate sources: 88% |
| Finally, the department’s excellent engagement with and support of CCP is highly praiseworthy, and should be maintained. The department may also want to carefully observe how offering English college courses at the high school level might impact enrollment in sections offered at Sinclair in the future, and closely monitor any trends that emerge in that regard. | In progress x Completed 🞏No longer applicable 🞏 | While CCP enrollment will definitely/ has definitely impacted enrollment in non-CCP sections, the reality is that we can do little about that trend other than be aware. We are continuing to support CCP partners and have developed a team of three faculty who meet twice a month to review CCP issues and projects. We are hopeful that we will be granted permanent release hours to continue this work. For AY2018-19, the general education writing rubric has been added to all ENG1101 master course shells including CCP. This has removed the barrier of importing the rubric from the repository and then associating the rubric to the appropriate drop box. The goal is to increase participation in utilizing the writing rubric to meet the needs of program reviews and accreditation.For AY2018-19, the general education information literacy rubric has been embedded in the ENG1201 online classes. There is discussion to expand the use of this rubric to all ENG1201 modalities. | We continue to work very closely with the CCP office, and the CCP faculty liaison is a member of the English department. Success rates of CCP students is consistently high. However, we plan to do some research to disaggregate data based on locations and modalities to get a better idea of where students are most successful and where they need the most support. An additional concern is that enrollment in our on-campus, face to face classes is falling. Overall numbers look steady, but enrollment in f2f classes taught at Sinclair campuses in Spring ’20 was far below expectations. We ran 15 fewer sections of f2f ENG1101 sections on the Dayton campus than we did a year ago. One deep concern is that the students who are taking their Sinclair courses at their high schools will go on to other schools rather than choosing to continue here. So, while robust CCP numbers keep our enrollment looking healthy, we may be losing those students to other schools. The department will be looking at these data more closely and working with the CCP office to track these students if possible. |

**Section II: Assessment of General Education & Degree Program Outcomes**

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes [x]  No [ ]  (**If no, please proceed to question # 2**).

If Yes:

[x]  Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.
[ ]  Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

[x]  Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

[ ]  Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes [ ]  No [x]  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Click here to enter text.

In which course(s) will these additional computer skills be assessed?

Click here to enter text.

Assessment Methods / Assignment(s) (Please be specific):

Click here to enter text.

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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| **Program Outcomes for** **CRWE.S.AA** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | ENG 1201 | 2013-14 | Written assignments | Based on the ENG 1201 assessment from AY 2014-2015, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to the critical analysis of source material in their writing. On a Likert Scale of 1-4, this outcome scored a 2.79/4.00. |
| Achieve group goals in a variety of social contexts. | ENG 1101, 1201 | 2013-14 | Written assignments | In a syllabus review of all faculty, it was determined that at least 80% of faculty use group work and workshops to accomplish classroom and program goals. |
| Demonstrate responsibility and accountability in accomplishing goals. | ALL | 2013-14 | Written assignments | The responsibility for accomplishing goals is perhaps best reflected in the success rate of the courses, which remains consistent at near 80%. |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | ENG 1101, 1201, ENG 1131 | 2013-14 | Written assignments | Students are required to communicate within various genres to achieve proficiency in this outcome. On a Likert Scale of 1-4, students scored 2.74/4.00 in the audience awareness area.The Gen Ed information literacy rubric was used in ENG1201 in AY19-20. Approximately 90% of students were found to be competent, proficient, or exceptional on all three criteria. |
| Demonstrate skills in multiple creative writing genres. i.e.: poetry, script writing, fiction writing. | ENG 2255, 2256, 2259 | 2013-14 | Written assignments | This outcome is achieved through following the course outlines and requiring students to write in a variety of genres. |
| Create works that are polished enough to submit for consideration of publication. | ENG 2255, 2256, 2259 | 2013-14 | Written assignments | This outcome is essential to students in our CRWE program, and assignments are assessed with the goal of eventual publication. |

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| **Program Outcomes for** **ENGE.S.AA** | **To which course(s) is this program outcome related?** | **Year assessed or to be assessed.** | **Assessment Methods****Used** | **What were the assessment results?** **(Please provide brief summary data)** |
| Analyze literary works of American, British and world cultures in terms of major literary themes and devices. | LIT 2211, 2212, 2201, 2202, 2230, 2234 | 2013-14 | Written assignments | The outcome of analysis is achieved through writing assignments pertaining to analyzing the reading material. |
| Identify and discuss major authors and works in American and British literature. | LIT 2211, 2212, 2201, 2202,  | 2013-14 | Written assignments | This outcome is targeted by assigning forums and writing assignments regarding major works in British and American Literature.  |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | LIT 2234 | 2013-14 | Written assignments | Students are asked to write about their understanding of other cultures and social issues. This requirement forces them to recognize and articulate understanding of interdependence of world cultures. |
| Achieve group goals in a variety of social contexts. | ENG 1101, 1201 | 2013-14 | Written assignments | In a syllabus review of all faculty, it was determined that at least 80 percent of faculty use group work to accomplish classroom and program goals. |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | ENG 1201 | 2013-14 | Written assignments | Based on the ENG 1201 assessment from AY 2014-2015, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to the critical analysis of source material in their writing. On a Likert Scale of 1-4, this outcome scored a 2.79/4.00.Based on the Gen Ed Information Literacy rubric used in ENG1201 in AY19-20, 87% of students were competent or proficient at preparing written material with a clear topic and sufficient supporting evidence. |
| Demonstrate responsibility and accountability in accomplishing goals. | ALL | 2013-14 | Written assignments | The responsibility for accomplishing goals is perhaps best reflected in the success rate of the courses, which remains consistent. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  | The reviewers have pointed out that in the past, much of what the department reported for program assessment described what instruments were used to assess outcomes, but failed to provide sufficient data to prove that the outcomes were being met. This year, Chuck Freeland is heading up a program assessment team in the English department. In Fall of ’19, we revised and submitted new outcomes for both the programs, which have been entered into CMT (see below). These outcomes are better aligned with the college’s strategic priority about equity. During spring of ‘20, the group is working to identify which outcomes will be assessed and in which courses. We are building rubrics that will be embedded into eLearn shells so that all faculty can use them in the fall of ‘20. We expect to have much more robust program assessment data by this time next year.Creative Writing 1. Create deeply-revised, polished works. Demonstrate an understanding of writing as process and craft.
2. Provide effective and constructive critiques of others’ writing in a workshop setting. Demonstrate an ability to approach writing from perspectives of self and other in order to establish an inclusive and equitable workshop environment.
3. Demonstrate awareness of voices from diverse cultural, historical and experiential backgrounds as well as self-awareness of factors and influences at play in shaping the student’s own voice.
4. Create a public presence through traditional and / or non-traditional forms of publishing (magazines and journals, social media, blogs, e-portfolio, etc.).

English (Lit)* 1. Demonstrate an understanding of a range of diverse voices in literature and the impact of various differences (such as gender, race, religion, disability, and sexual orientation) on literature by and about diverse populations.
	2. Recognize within literature the systems of oppression, structures of power, and institutions that have historically advantaged and harmed groups within the U.S. and/or around the globe.
	3. Identify major authors, works, and literary trends in American and world literature.
	4. Demonstrate an understanding of major literary themes and devices in American and world literature.
 |
| **How will you determine whether those changes had an impact?**  | (see above) |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.