**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0330 - English

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2016-2017

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

*Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

As noted in last year’s Annual Update, we have a small program with few majors. We currently support the AA with an emphasis in English (Literature) or Creative Writing. The implications of the small number of majors in these programs have been several LIT class cancelations due to low enrollment, and some of the more writing-intensive ENG courses have been canceled for the same reason. Another implication of these small numbers of students could be the decline and/or eventual elimination of the AA in ENGE and CRWE, thereby making ENG only a transfer-credit program. To address this danger, we have launched an effort to outreach to the current majors we do have. We are in the process of developing informational literature about the two ENG concentrations and have devised a Writing Programs Team to raise awareness on campus of ENG programs.

We are also in the process of proposing an interdisciplinary, Short-Term Certificate in Professional Writing comprised of 15 credit hours. Because this certificate is based on courses many students are already required to take (ENG 1101, 1201, 1131, 1199) plus a BIS and COM course, we believe it will be an easy add-on for students in the BIS and CIS programs. The Short-Term Certificate will increase the number of students involved in English department programs.

While the two ENG major programs are vital to our department identity, our composition sequence remains the center of our department. It is required for our program and many others, and maintaining its excellence is paramount to the health of the department and the college at large. ENG 1101 is the number one Top 45 enrolled course at the college, and as such, it receives constant and attention and monitoring.

**Course Success Trend Data – OVERALL SUMMARY**

*Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.*

While the department success rate has dropped a few percentage points over the past academic year, it is still higher than both the LCS division and the college wide success rates. Several of the ENG courses have maintained their high levels of student completion (i.e., ENG 1131 and ENG 1199), but ENG 1101 has dropped almost five percentage points from 70.0 to 65.9 percent, pulling the overall department average down.

We are troubled by this drop, yet we knew that with the change from quarters to semesters, success rates were at risk for falling. The new curriculum in ENG 1101/1201, combined with the difficulties of maintaining student engagement for a full sixteen weeks, has also contributed to this drop.

However, the reality is that instruction must take some of the responsibility for the falling rates. Temperament, pedagogy, syllabus tone, sequencing of assignments, variance in policies, and variance in assessment practices of our full-time instructors may have contributed to the drop. To address this issue, the department has instituted a policy of distributing success rates each term to each instructor for ENG 1101 and 1201 courses. Knowing one's rates is the first step to improving them. Second, the department has established policy recommendations for absences and late papers that encourage student persistence, and syllabi are reviewed each semester to ensure faculty take the recommendations seriously.

In addition, adjunct instruction has been allowed to remain stagnant over many years, and those adjuncts with extremely low success rates have stayed on as faculty for too long. For example, the abysmal performance of one adjunct alone brought the entire department’s ENG 1101 success rate down 1.4 percent for spring 2013! In a department with over 55 adjuncts, it is crucial that the credentials and professional development of each adjunct be revisited every academic year in order to maintain high levels of quality instruction and student completion. To address this issue, the chair is monitoring the adjuncts’ completion rates and communicating each term about their rates of completion. Success rates are taken into consideration when scheduling adjuncts, and improvement plans have been implemented for at-risk adjuncts.

*Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)*

n/a

**Section II: 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.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department’s goals and rationale for expanding include continuing to offer sections of composition at all locations and at all times (WPAFB, Courseview, Englewood, and Huber Heights Learning Centers, Centerville High School, etc.). | In progress  Completed  No longer applicable | We have continued to offer sections of composition at all locations, and have made concerted efforts to staff low-enrolled courses at learning centers.  As noted below, dual enrollment offerings are expanding. |
| We plan to explore new courses after we convert to semesters, including a class on writing/publishing in the electronic media. | In progress  Completed  No longer applicable | This plan is really no longer applicable as our program is maxed at 61 credits and we do not have the latitude to propose 2297s or other new courses for consideration at this time. |
| We plan to continue to modernize our curriculum to serve students as they transfer and graduate in greater numbers. | In progress  Completed  No longer applicable | Yes, we are modernizing our curriculum each and every semester through the ENG 1101 repository and through the development of an ENG 1201 repository. (The repository is an online “buffet” of assignments and in-class exercises available to instructors when teaching composition.) The repository has a healthy amount of assignments and rubrics for those assignments, and it is updated many times a semester by Sarah Kiewitz. |
| The department is working through the AQIP initiative to build stronger connections with ACA and area high schools. | In progress  Completed  No longer applicable | Although not currently part of the AQIP project, the English department is constantly encouraging the DLA department to align more closely with the writing curriculum of the English department. The grammar-based drills and quizzes currently used in the DLA department do not support the writing instruction approach used in the English department.  Further, through the High School to Higher Education Grant, the chair of the English Department (Lisa Mahle-Grisez) has developed a working relationship with several area high school English departments and offered two workshops during the past year on aligning high school writing and college-level writing. This spring, two new workshops on that subject will be developed along with area high school English teachers and offered to local teachers. |
| In the next five years, we plan to establish a stronger assessment program for students and faculty by exploring e-Portfolios and routine assessment norming for faculty. | In progress  Completed  No longer applicable | An assessment program has been instituted and course assessments from AY 2012-13 and 2013-14 are related to three program outcomes: 1. Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation; 2. Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences; and 3. Achieve group goals in a variety of social contexts.  Based on the ENG 1101 course assessment, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to connecting their own experiences and source material to their writing. Also, the writing sample showed “proficiency” in their communication skills that covers audience awareness, logical structures of information, and an intended purpose. (Please see attached report for further assessment results.)  In ENG 1201 online, an e-portfolio has been explored to address this goal, but has not been assessed yet. |
| We plan to take action on the “opportunities” list presented in Section IV A of the FY 2011-12 Program Review. | In progress  Completed  No longer applicable | * We have established an improvement plan for faculty with poor success rates in ENG 1101 and 1201, including the distribution of those rates, the discussion of the factors contributing to the rates, and the mentoring of faculty with low rates. * As stated above, we have developed stronger linkages with area K-12 programs and DLA department. * Secretarial and staffing needs have been addressed and completed. * Communication between faculty and departments through the LCS bullets has been accomplished. * Department workload, resources, and communication have been more equitably spread. * An advisory board has been established. * *Musings* has been published regularly. * The Writing Center is undergoing a study with RAR to institute positive change. * ENG 1131 (business communication) is more closely aligned with other schools as the result of the work of an 1131 coordinator. * Student evaluations are routinely used and will be taken under consideration to inform us of global weaknesses. |

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.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| From the self-study, it was not apparent that there was a lot of feedback being collected from other academic departments regarding how well the English Department is meeting their needs. The department is encouraged to dialogue to a greater extent with other departments at the college for the purpose of seeking feedback. | In progress  Completed  No longer applicable | To address this recommendation, an advisory committee was established in the spring of 2013 to advise the department, and an introductory luncheon was held on May 1, 2013. The advisory committee will meet each semester. Four workgroups were established comprised of local stakeholders to inform the department about 1. Business Communications, 2. Sinclair Connections, 3. Dual Enrollment, and 4. Writing Center and Assessment.  The main goals for the workgroups include:   * Review features of program outcomes to meet business, industry, government, and stakeholder needs * Ensure readiness to support dual enrollment offerings * Establish process for soliciting annual feedback from academic departments * Strengthen assessment of Writing Center |
| The department should seriously consider reviewing the Program Outcomes, incorporating a greater focus on outcomes specific to English and the skills and outcomes associated with English courses. | In progress  Completed  No longer applicable | We have considered this recommendation seriously, and we have decided that it is not applicable at this time. Our outcomes, specifically for the composition sequence, are driven by the State of Ohio. At this time, the outcomes both reflect and enact the philosophy of the state and our department as a whole. |
| It appears that there may be room to create more of a climate of expectation with adjuncts in terms of professional development. Adjuncts should be made explicitly aware of the expectations involving workshops, attendance at in-service meetings, etc. | In progress  Completed  No longer applicable | All adjuncts are made aware of expectations and concerns about professional development at the interview during which they are hired. Regular correspondence also informs adjuncts of their responsibilities to the department. Seventeen new adjuncts have been hired since January to replace adjuncts who may have questionable credentials or who were struggling in the classroom. Further, Aaron Moyer has assumed administrative leadership for adjunct faculty and has composed several informative documents for adjunct faculty. An Adjunct Faculty outreach team comprised of three full-time professors (Charles Freeland, Kay Berg, and Nicki Cosby) and one or two adjunct faculty members continues to meet to address adjunct concerns and plan in-services in the spring semester, as well as maintain a shell in Angel for dissemination of adjunct information. This work is also vital to the English adjunct community.  Informative Documents for Adjuncts (attached as well):   1. Getting Started Login 2. Adjunct Fact Sheet 3. Fall 2013 Calendar 4. Sample Teaching Syllabus 5. Syllabus Evaluation Checklist 6. Norton Field Guide Update 7. Attendance Policy 8. SCC Policy Links 9. Rubric/Criteria Sample 10. Master Syllabi from CMT 11. Grading Reminders |
| Dual enrollment is being strongly encouraged by the state. Some of the challenges regarding dual enrollment arrangements were discussed in the review meeting, and the department should proactively discuss strategies for dealing with these challenges and overseeing the offering of dual enrollment sections with area high schools. | In progress  Completed  No longer applicable | Dual enrollment has presented a major challenge for the department this academic year. Our course offerings have been expanded to more high schools and the models for their offerings have been expanded, as well. The chair of the department has met with Michael Carter several times throughout the summer/fall to discuss these models and find instructors to staff the courses, but the challenges surrounding these courses remain very steep. On July 30, the English Department offered a Dual Enrollment Orientation for high school faculty, which was well received.  The following high schools currently offer ENG 1101 and/or ENG 1201: Jefferson HS, Northmont HS, Eaton HS, National Trail HS, Franklin HS, Waynesville HS, Fairborn Digital Academy, Edgewood HS, Harrison HS, and MVCTC. |
| The Writing Center appears to be a valuable resource for students, but the benefit to students has not been documented to the extent that it could be. The department is encouraged to find ways to strengthen assessment of the Writing Center, demonstrating how students benefit from using the resources there. This may entail capturing more data than is currently captured from users of the Writing Center. Research, Analytics, and Reporting (RAR) may be a resource the department could use in its efforts to better assess the impact of the Writing Center. | In progress  Completed  No longer applicable | The Writing Center, in conjunction with RAR, has instituted a study to assess its effectiveness. With the help of Research, Analytics and Reporting (RAR), the Writing Center has started looking for more detailed demographic data on the students who visit the Center, how their grades are affected, and if these students persist to the next English class.  In the first phase of the study, we learned that the Writing Center has seen consistent growth since 2009. This growth is especially evident in the fall terms, in which there is a large spike in the number of visits. For example, in fall of 2011, 798 students visited the Writing Center. This does not include the “walk-in student,” who simply used a computer, or asked a quick formatting question.    The first phase of the RAR study also showed that many more English 1101 students than 1201 students visit the Writing Center, sometimes to an almost 2:1 margin.  **Student Success**  In the second phase of the study, students were asked if they were more likely to succeed in an English class if they visited the Writing Center. A total of 681 students were followed, and the data demonstrated a significant, positive association between the number of times that a student visits the Writing Center and the final grade that the student earns in the class.  The study showed that a student could expect to improve his or her grade by .10 for each visit that is made to the Writing Center; thus, a student would need to visit the Writing Center four times to bring his or her grade above the 3.00 threshold necessary to earn a B. For example, a student whose grade is a 2.00 would need to visit the Writing Center ten times to improve his or her grade to a 3.00 (i.e., 2.00 +(.10) 10 = 3.00). Of course, visits to the Writing Center may serve as a proxy for a student’s motivation to do well in a course and/or to seek out additional resources to help them succeed in a class, too.  **Persistence**  Finally, we asked if students who visited the Writing Center were more likely to persist to their next English class. The data suggests that students who have been successful in ENG-1101 in a fall term in which they received assistance at the Writing Center generally persist to attempt the next class in the English sequence. In fall 2009, nearly every Writing Center student (95.5%) who was successful in ENG 111 that term attempted ENG 112.  When successful Writing Center students do attempt either ENG-111 or ENG-1201, they typically do so within two years of the term in which they earned their successful grade in ENG-111. More than 95% of Writing Center students who were successful in a specified fall term attempted ENG-1201 within two years; over 85% of successful Writing Center students do so within one year.    However, the results may be due to the transition from the quarters to semesters “push.” The study will need to be replicated this year in order to find out if these results are reliable.  **The Next Phase**  In the next phase of the study, we will examine individual tutor strategies that lead to effectiveness. |
| Work has been ongoing in the department to find more ways to help students succeed – it is strongly recommended that the department continue and enhance these efforts. The department is encouraged to explore the implementation of an attendance policy to determine whether that might increase student success, and is generally encouraged to generate additional innovative strategies designed to impact success. There are some faculty in the department who have consistently higher success rates than the average - it is recommended that strategies used by these instructors be identified and scaled up for use in other sections of English to increase student success. | In progress  Completed  No longer applicable | A “Success Team” was instituted comprised of the faculty with the consistently highest success rates in the department. These teachers met to determine policies that would encourage student persistence and presented those policies to the department. A suggested attendance policy was established and distributed, and this year, a late paper policy will be discussed and adopted.  In addition, the tone of syllabi has been reviewed, and faculty have been encouraged to revise their language to encourage student completion. |
| While some data is being collected and the Assessment Team has done some initial work Spring 2012, it is recommended that the department increase its work on assessment of student learning. Further development of the assessment approached piloted in Spring 2012 is encouraged, and the department should work to expand any successful efforts to as many sections as possible. The department is strongly encouraged to develop an assessment plan that clearly lays out what they are going to measure, how they are going to do it, who is going to do it, and how they will process, analyze, report, and use the data that is collected. | In progress  Completed  No longer applicable | We have developed an assessment plan, and are revising it continuously. Please see the attached document for this year’s results. |

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

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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(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) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | Twenty-one writing samples from Spring 2013 were randomly sorted into seven folders with each folder containing four samples. Each folder had one writing sample in common. During the second week of the Fall 2013 term, fifteen faculty members assessed these folders based on the course outcomes. | Based on the ENG1101 course assessment from AY 2012-2013, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to connecting their own experiences and source material to their writing. |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
| Oral Communication | | All programs | **2016-2017** |  |  |
| Written Communication | | All programs | **2016-2017** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | 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) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | | MAT 1440, 1470 | 2012-13 | (above) | Based on the ENG1101 course assessment from AY 2012-2013, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to connecting their own experiences and source material to their writing. |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | | LIT 2234 | 2012-13 | (above) | Out of the 40 samples, three students wrote about a subject that had global ramifications. That calculates to 7.5% of the writing samples met the global awareness outcome. Student wrote primarily about local and personal issues. |
| Achieve group goals in a variety of social contexts. | | SCC 1101 | 2012-13 | (above) | For group participation and social interaction, all the faculty reported incorporating group activities into their courses. Of those reporting, 75% use collaborative activities 10 or more times during a term. |
| Demonstrate responsibility and accountability in accomplishing goals. | | SCC 1101 |  |  |  |
| 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, BIS 1120, COM 2206, COM 2211 |  |  |  |
| Identify and discuss major authors and works in American and British literature. | | LIT 2211, 2212, 2201, 2202, 2270, |  |  |  |
| Analyze literary works of American, British and world cultures in terms of major literary themes and devices. | | LIT 2211, 2212, 2201, 2202, 2270, 2230, 2234 |  |  |  |
| Demonstrate skills in multiple creative writing genres. i.e.: poetry, script writing, fiction writing. | | ENG 2255, 2256, 2259 |  |  |  |
| Create works that are polished enough to submit for consideration of publication. | | ENG 2255, 2256, 2259 |  |  |  |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

Not at this time; the assessment determined that students were proficient.

1. How will you determine whether those changes had an impact?

N/A

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

Not at this time; the program outcomes are appropriate.

1. How will you determine whether those changes had an impact?

N/A

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

The results of the changes are detailed throughout this report. Generally, the results fall under the areas of success rates in ENG 1101, adjunct faculty, the Writing Center, and assessment efforts.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

Many! The English Department has been busy over the past year working to develop cohesion in curriculum and pedagogy. Further, the Writing Programs Team has developed writing events to outreach to the community, including high school and middle school students through the Jack Bennett Youth Writing Festival, which will be held again on March 15, 2014. The Writing Workshop, Spectrum Writing Contest, *Flights* magazine, and the first observation of the National Day on Writing are all accomplishments to be noted this year.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Division** | **Department** | **Department Name** | **Program** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| LCS | 0330 | English | CRWE.AA | 3 | 1 | 1 | 2 | 5 | 7 |
| LCS | 0330 | English | CRWE.S.AA | . | . | . | . | . | 2 |
| LCS | 0330 | English | ENGE.AA | 2 | 1 | 1 | 5 | 4 | 2 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0330 | English | ENG-1101 | . | . | . | . | . | 65.9% |
| 0330 | English | ENG-111 | 71.6% | 70.7% | 70.1% | 69.3% | 71.3% | 70.0% |
| 0330 | English | ENG-112 | 65.7% | 67.7% | 67.6% | 66.8% | 68.1% | 72.4% |
| 0330 | English | ENG-113 | 76.5% | 75.3% | 74.4% | 74.1% | 77.7% | 82.3% |
| 0330 | English | ENG-1131 | . | . | . | . | . | 76.4% |
| 0330 | English | ENG-116 | 64.4% | 61.0% | 52.8% | 54.8% | 78.6% | . |
| 0330 | English | ENG-1160 | . | . | . | . | . | 100.0% |
| 0330 | English | ENG-1199 | . | . | . | . | . | 87.3% |
| 0330 | English | ENG-1201 | . | . | . | . | . | 67.0% |
| 0330 | English | ENG-121 | 69.2% | 85.2% | 88.2% | 100.0% | 90.9% | . |
| 0330 | English | ENG-122 | . | . | 100.0% | 100.0% | 100.0% | . |
| 0330 | English | ENG-131 | 74.4% | 76.1% | 70.6% | 72.6% | 72.6% | 87.8% |
| 0330 | English | ENG-132 | 50.3% | 59.3% | 63.1% | 64.1% | 64.7% | 90.5% |
| 0330 | English | ENG-199 | 84.1% | 81.3% | 77.4% | 82.1% | 80.8% | 100.0% |
| 0330 | English | ENG-2255 | . | . | . | . | . | 78.4% |
| 0330 | English | ENG-2256 | . | . | . | . | . | 75.2% |
| 0330 | English | ENG-2257 | . | . | . | . | . | 84.2% |
| 0330 | English | ENG-2259 | . | . | . | . | . | 81.8% |
| 0330 | English | ENG-245 | 82.1% | 86.7% | 95.0% | 76.5% | 100.0% | . |
| 0330 | English | ENG-247 | 92.0% | . | 87.5% | 73.3% | 88.9% | . |
| 0330 | English | ENG-250 | 100.0% | . | 100.0% | 70.6% | 88.9% | . |
| 0330 | English | ENG-2500 | . | . | . | . | . | 90.9% |
| 0330 | English | ENG-255 | 76.7% | 76.8% | 82.8% | 76.5% | 73.6% | . |
| 0330 | English | ENG-256 | 69.2% | 73.5% | 71.3% | 73.1% | 74.4% | 60.7% |
| 0330 | English | ENG-257 | 100.0% | . | 85.7% | 75.0% | 100.0% | 100.0% |
| 0330 | English | ENG-258 | 76.0% | 91.7% | 78.3% | 91.7% | 92.3% | . |
| 0330 | English | ENG-259 | 88.9% | 80.0% | 88.0% | 81.8% | 86.4% | . |
| 0330 | English | ENG-260 | 100.0% | . | . | . | . | . |
| 0330 | English | ENG-264 | 80.0% | 78.9% | 81.8% | . | 93.3% | 100.0% |
| 0330 | English | ENG-297 | 95.0% | 61.5% | 57.1% | 100.0% | . | . |
| 0330 | English | ENG-9112 | . | . | . | . | . | 59.9% |
| 0330 | English | ENG-9113 | . | . | . | . | . | 71.7% |
| 0330 | English | LIT-201 | 57.9% | 58.1% | 58.8% | 67.4% | 82.7% | 100.0% |
| 0330 | English | LIT-202 | 76.7% | 66.7% | 87.5% | 64.5% | 66.7% | . |
| 0330 | English | LIT-203 | 60.0% | 64.7% | 73.1% | 68.8% | 78.9% | . |
| 0330 | English | LIT-205 | 70.0% | 66.7% | 73.5% | 65.7% | 72.4% | 78.6% |
| 0330 | English | LIT-211 | 89.2% | 83.3% | 73.8% | 66.7% | 87.9% | 100.0% |
| 0330 | English | LIT-212 | 85.2% | 89.5% | 72.7% | 80.0% | 85.2% | 100.0% |
| 0330 | English | LIT-213 | 86.2% | 83.8% | 76.4% | 76.3% | 76.5% | . |
| 0330 | English | LIT-217 | 96.0% | 59.1% | 81.7% | 83.6% | 91.7% | . |
| 0330 | English | LIT-2201 | . | . | . | . | . | 55.6% |
| 0330 | English | LIT-2202 | . | . | . | . | . | 71.4% |
| 0330 | English | LIT-2205 | . | . | . | . | . | 67.5% |
| 0330 | English | LIT-2211 | . | . | . | . | . | 77.4% |
| 0330 | English | LIT-2212 | . | . | . | . | . | 78.9% |
| 0330 | English | LIT-2217 | . | . | . | . | . | 88.9% |
| 0330 | English | LIT-2230 | . | . | . | . | . | 89.2% |
| 0330 | English | LIT-2234 | . | . | . | . | . | 62.7% |
| 0330 | English | LIT-2236 | . | . | . | . | . | 57.1% |
| 0330 | English | LIT-2267 | . | . | . | . | . | 50.0% |
| 0330 | English | LIT-227 | 79.6% | 57.9% | 68.6% | 81.0% | 75.9% | 100.0% |
| 0330 | English | LIT-2270 | . | . | . | . | . | 70.4% |
| 0330 | English | LIT-230 | 85.4% | 84.7% | 85.8% | 85.0% | 84.8% | 100.0% |
| 0330 | English | LIT-234 | 77.8% | 61.6% | 71.9% | 61.0% | 73.9% | 78.3% |
| 0330 | English | LIT-236 | 96.7% | 88.6% | 85.0% | 78.3% | 85.7% | . |
| 0330 | English | LIT-238 | . | . | . | 100.0% | 100.0% | . |
| 0330 | English | LIT-240 | 91.7% | 91.8% | 94.4% | 82.4% | 83.6% | 95.5% |
| 0330 | English | LIT-2400 | . | . | . | . | . | 88.9% |
| 0330 | English | LIT-259 | 71.4% | 61.9% | 74.1% | 81.0% | 93.8% | . |
| 0330 | English | LIT-267 | 45.5% | 54.5% | 45.0% | 65.7% | 81.3% | . |
| 0330 | English | LIT-297 | . | 65.0% | . | 76.9% | . | . |

**Appendix I:**

**ENG Program Outcomes Assessment Report**

Introduction

Assessment in the English Department has been focused on the course outcomes of ENG1101: English Composition I and ENG1201: English Composition II. This recurring assessment has not taken into account the program outcomes for the Creative Emphasis, CRWE.S.AA, or the English Emphasis, ENGE.S.AA. Due to this oversight, past assessments and upcoming planning will include the outcomes for the two areas of emphasis.

Past and Current Course Assessments

The course assessments from AY 2012-2013 and AY 2013-2014 are related to three of the program outcomes: critical thinking, global awareness, and communication. Based on the ENG1101 course assessment from AY 2012-2013, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to connecting their own experiences and source material to their writing. Also, the writing sample showed “proficiency” in their communication skills that covers audience awareness, logical structures of information, and an intended purpose.

The writing samples for the last two assessment cycles were self-selected topics. Both writing samples were re-read to ascertain if students were writing about subjects related to global awareness. Twenty samples from each assessment period for a total of 40 papers were read for this purpose. Out of the 40 samples, three students wrote about a subject that had global ramifications. That calculates to 7.5% of the writing samples met the global awareness outcome. Student wrote primarily about local and personal issues.

Faculty Survey

A faculty survey was administered on September 29, 2013, (see attachment #1). The goal of this survey was to collect information in relation to instruction and performance appraisal that would provide information about meeting and assessing program outcomes.

For global awareness, the faculty indicated how many readings they assigned that were related to global and cultural issues. All faculty reported that they assign readings of this nature: 30% use 1-5 readings, 45% use 6-10 readings, and 25% use 10 or more readings related to global and/or culture awareness.

Under critical thinking there is a problem-solving component. The faculty were surveyed if problem solving is a component of papers or assignments. Out of 20 faculty, 18 reported that problem solving was part of their course assignments. In other words, 90% of the faculty assign work that includes a problem-solving component.

For group participation and social interaction, the all faculty reported incorporating group activities into their courses. Of those reporting, 75% use collaborative activities 10 or more times during a term. This is also an observable assessment—see next section.

When looking at communication, the course outcomes cover most of these components. But the faculty were asked if they set-up assignments so that students are writing for an audience other than the instructor. Only one faculty did not have students write for a non-academic audience while the other 19 (95%) had 2 or more papers that were geared toward an outside audience.

The literature courses cover the last two program outcomes: literary literacy and literary themes and devices. Nine literature faculty completed the survey. The literature faculty reported that their primary means of assessing these outcomes is through performance appraisals—student writings. The weakest area in literary papers is analytical skills.

Classroom Observations

For the program outcome of group participation and social interaction, this is best assessed through observation. The chair and several members of the English Department observe both full-time and part-time faculty. These observers were polled to discover how many times they observed this outcome being met during a classroom observation**.** Out of 17 class observations during fall semester, group participation was observed in eleven classrooms.

**Attachment #1**

**Program Outcome Assessment Survey, FA13**

How many assigned readings in your class are about world issues or other cultures?

0 1-5 6-10 10+

Do you have any assignments that focus on solving a problem?

YES NO

How many times in a term do you have students work in groups?

0 1-5 6-10 10+

How many writing assignments are geared toward an audience other than the instructor?

0 1 2 3 4+

For LIT instructors:

Describe any assessments you use to evaluate your students understanding of literary themes and devices.

Based on your assessments, what literary area represents the biggest weakness for your students?