PROGRAM REVIEW

Department: English

Date of Program Review: 2019

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ACADEMIC PROGRAM/DISCIPLINE REVIEW
Fort Scott Community College

Introduction to Program

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?
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1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

The freshman English courses(ENG 1013 and 1023) provide all students with a foundation in college writing, the reading of nonfiction, fiction, drama, and research. These courses emphasize the development of critical thinking skills in logic and argumentation. In order to further develop understanding of our cultural tradition and to stimulate students' awareness of diversity, and human relationships, the department offers several literature courses with genres ranging from Children's, General, American, and British Literature to poetry, fiction, and drama.

Also available to students who have completed ENG 1013 and 1023 are courses in Creative Writing and Technical Writing, each emphasizing the development of different writing skills.

The objective of the English Department is to provide each student with the opportunity to develop his or her own reading, writing, research and critical thinking abilities for successful transfer to universities and for functioning in society and the job market.

2. What specific goals of the strategic plan are affected by this? Please explain.1. Goal #1 Strategy 1: Optimize and expand community outreach - FSCC students and faculty volunteer in the community in many

capacitiies from volunteering to present reading to children to help with the Fort Scott Public Library's fullfillment of a STREAM grant, present a yearly program, availiable for area children, concerning children's literature at Hedgehog Ink, help facilitate The Gordon Parks Center High School and Fifth Grade Poetry Contest, present a segment on writing for FSCC's Kid's Kollege consisting of local elementary children, and monthly World Religion presentations at Presbyterian Village. 2. Goal # 1 Strategy 2: Strengthen community partnerships - FSCC faculty participate in community actitivities in many ways. Some of the areas are: particpated in proofreading, facitilitating research, and adjudicating Regional History Day and adjudicating Regional Poetry Day.

3. Goal #2 Strategy 1: Rewrote catalog course descriptions and aligned them with course and department student learning objectives.

Posted updated assessment data to website.

4. Goal #2 Strategy 2: Aligned catalog descriptions with KBOR objectives, provided analyzed data from Greenbush to Assessment Personnel for HLC purposes, and provided and attended in-house workshops on how to assess and how to analyze the assessment.

5. Goal #2 Strategy 3: Assisted in in-house training assessment training in group capacity and one-on-one training. Attended workshops on Pantopto, Zoom, Blackboard, and Google offerings. All writing classrooms, except one, now includes computers for all students in the class, so in-class writing can occur. Last semester, school owned laptops were made available for checkout for the hour, and this service was utilized by the class that does not have a computer bank. Due to Covid-19 and the converting to on-line classes, many features of Blackboard, Zoom, and other helpful learning tools were utilized. A strong effort was made to monitor concurrent and online classes to confirm as to whether the classes utilzed the syllabus, objectives, and testing procedures given to the instuctures at the beginning of the semester. Periodic classroom visits and student evaluations were used to assess. On-campus lead instructors were available to mentor.

6. Goal #3 Strategy 1: English Faculty met and discussed students' work, sport, and commute schedules and composed a schedule of classes that best met their needs. This schedule was then presented to the Division Chair who met with other Department Chairs to develop a schedule of classes that fit student's needs. This schedule was brought back to the English Department for further discussion. Then the final schedule was presented to the Vice President of Student Affairs.

7. English Department Instructors and their classes attended, as a class, presentations, such as the Gordon Parks Celebration and the College's Centennial Celebration in the Ellis Fine Arts Center. Students were encouraged via announcments and posters in classrooms to join clubs, attend plays, participate in Bingo Night and more. The department faculty could be found in attendance at the most activities on campus such as rodeos, sports events, concerts, and plays. Most instructors served as mentors for the TRIO program.

B. Program/Discipline Demand/Need:
If applicable, provide any advisory board meeting minutes.

1. Describe the need for the program/classes based on regional demands.

English 101 and English 102 are core general education courses required by most degree pathways and transfer to other colleges and universities that have equivalent courses per the Kansas Board of Regents Systemwide Transfer website. In addition, General Literature is a humanities elective that students may enroll in to fulfill their degree pathway requirement for humanities.

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

During the fall of 2017, English faculty and administration identified the need to change the developmental English program from a multi-tiered developmental sequence with more opportunities for stop outs to a shortened sequence using the Accelerated Learning Plan (ALP) developed by Peter Adams of the Community College of Baltimore County. After attending several conferences, including the Great Plains Conference on Acceleration, the National Association of Developmental Education, and the Midwest Region of the Association for Developmental Education, English faculty developed and implemented a co-requisite support class that has been successful in the first two pilot years. In this program, students who identified as not being college ready per ACT scores or Accuplacer scores could enroll in an English 101 course, along with a 2-hour co-requisite support course. The co-requisite support class, English Enrichment (ENG1012), meets for 2 hours each week, typically right after the English 101 section that is comprised of 13 college-ready students and 12 non-college ready students. English Enrichment curriculum is structured according to "backward "design" where the skills students need in English 101 are anticipated and addressed in the Enrichment course. This design increases students' self-efficacy in their writing skills and in their confidence to complete English 101 successfully. Since the Enrichment curriculum is closely tied to the English 101 curriculum, Enrichment allows non-college ready students to complete English 101 with added instructor interaction, more time on English 101 assignments, and just-in-time remediation, where students can work on identified skill deficits that directly impact their performance in a college-level course. English Enrichment students often continue working on assignments begun in English 101 and meet with the instructor for individual conferences, focusing on students' writing skills. Beyond that, because of the smaller co-requisite class, non-cognitive issues (such as affective issues) can be addressed because of the strengthened student-teacher relationship. The ALP program was piloted beginning the fall of 2018 with two co-requisite support courses, one ENG1012 class had 9 students enrolled and the other had 13 students enrolled; The results were encouraging and in successive semesters, more ALP sections were added
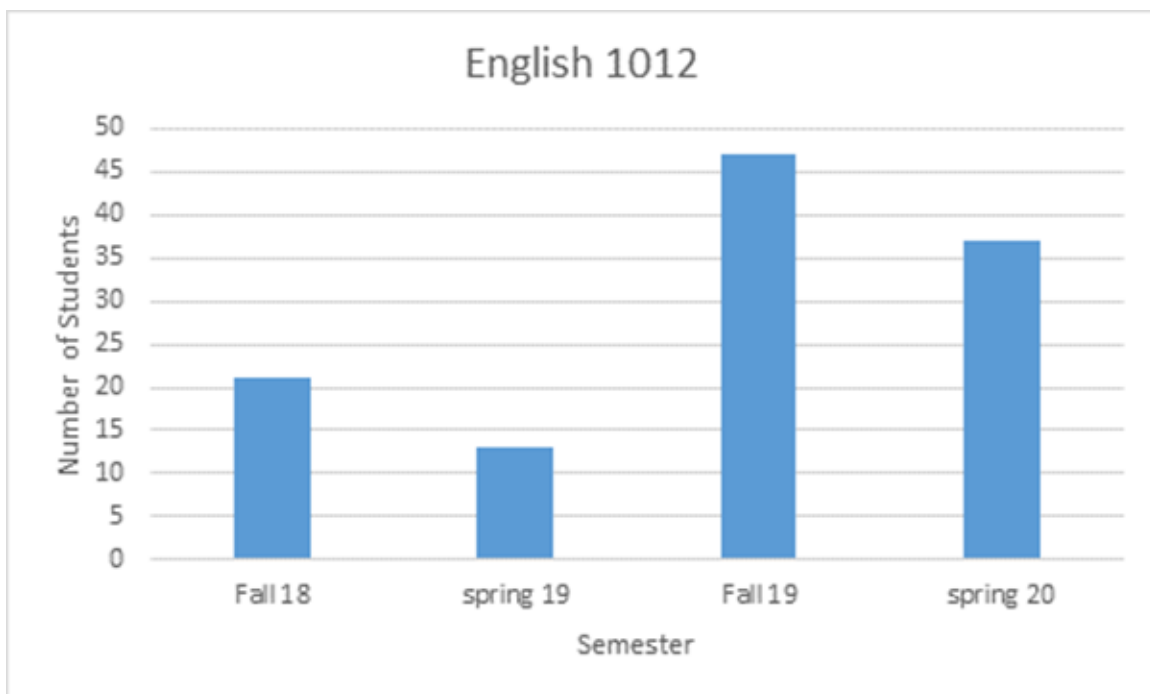
until full scale up occurred during the Spring 2020 semester. The English program has retained one stand alone remedial course, Reading & Writing I, so that students with very low skills have the opportunity to increase those reading and writing skills before beginning English 101, along with English Enrichment.
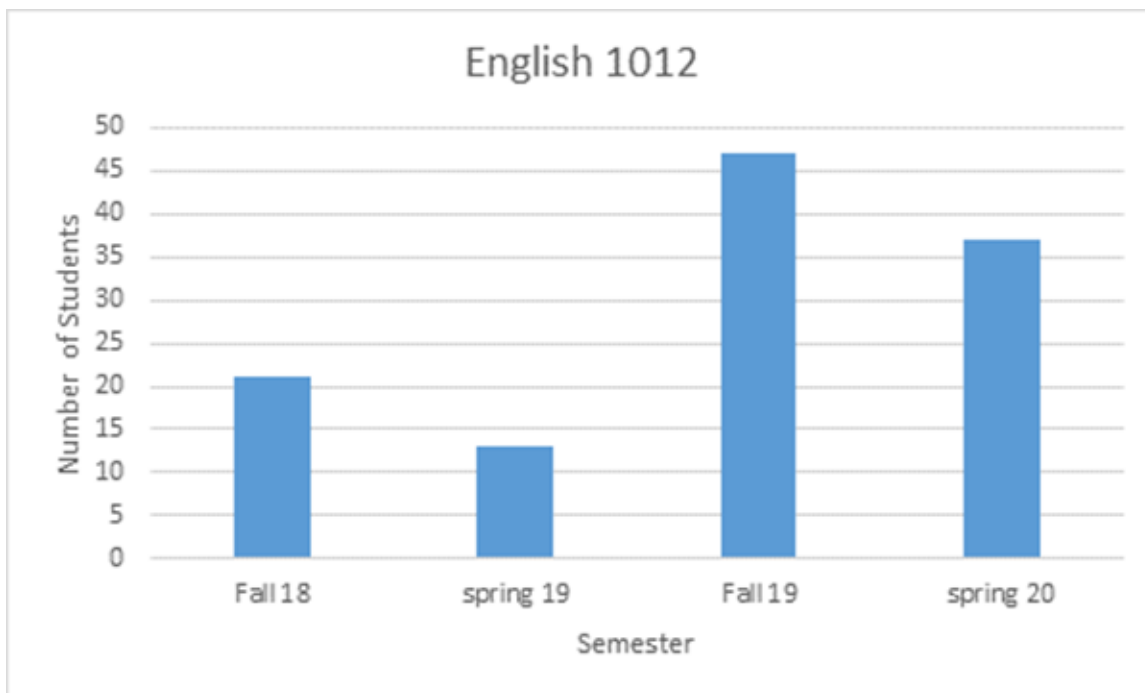
The chart below indicates numbers of students and pass rates for qualifying students enrolling in both ENG1012 and ENG1013 for the first four semesters of the ALP program.

Semester	N Enrolled in ENG1012	N & % Successfully Completed ENG1012 w/ C or Better	N Enrolled in ENG1013	N & % Successfully Completed ENG1013 w/ C or Better
Fall 2018	21	19 (90%)	21	19 (90%)
Spring 2019	13	11 (85%)	13	11 (85%)
Fall 2019	47	40 (85%)	47	39 (83%)
Spring 2020	37	23 (62%)	37	18 (49%)

3. Describe how the revised program differs from the current one?

The ALP program allows students to bypass the mid-level developmental English course (formerly known as Reading and Writing II) and directly enroll in English 101, along with a co-requisite support class, enabling students stay current with their peers in their course sequence, as well as saving students, institutions, and tax payers money.

English 1012

(Bar chart — Number of Students by Semester)

Fall 18: ~21
spring 19: ~13
Fall 19: ~47
spring 20: ~37

C. Program/Discipline Analysis:

1. What procedures are used to ensure that course content is up-to-date?

English department faculty and faculty from all 32 institutions attend the regularly scheduled Kansas Core Outcomes Group Conference (KCOG) to discuss current trends in curriculum of core transfer courses and articulate core outcomes reflective of those changes. FSCC English instructors also attend conferences and workshops to stay current on course content and pedagogy, as well as read professional publications, such as from the National Council of Teachers of English (NCTE), as well as attend Higher Learning Commission Conferences and read HLC professional publications.

2. What is the process for textbook review? Please list the book(s) and ISBN for each course.

As new editions of textbooks become available, English faculty review the textbooks and confer on the merits of updating the texts vs. the costs to the students and institution. English faculty then send their recommendation to the Vice President of Academic Affairs for approval on purchasing new books. The following textbooks are currently in use:

(1) English 101 and English 102:

Ramage, J. D., Bean, J.C., & Johnson, J. (2015). *The Allyn and Bacon Guide to Writing* (7th ed.). New York: Pearson. (ISBN-10: 0321-91422-8)

(2) General Literature:

Landy, A. & Allen, W. *Introduction to Literature* 6th edition - ISBN 0-395-98070-4

3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.

(I.) The following methods of instruction are employed: instructor lectures, PowerPoint presentations, small-group discussion, cooperative learning, peer editing groups, library workshops, panel discussions, journaling, literature circles, reflective writing.

(II.) Two different sample lessons used within different courses in the program.

A) Peer Editing-English 101 & English 102: Peer editing is completed by students in English 101 and English 102 with specific peer review sheets developed for each writing assignment. The objective is two-fold: peers can provide valuable feedback to student writers and peer reviewers' writing skills are enhanced through close reading and reviewing of classmates' papers. (See attached sample peer review sheet from English 101 for Writing Project 3: APA Problem-Posing Essay.)

B) Reflective Writing-English Enrichment (ENG1012): The reflective essay in English Enrichment class allows students to not only reflect upon what they have learned and what skills they have developed, but also is a form of metacognition, allowing students to better understand their own learning process. (See attached Reflective Essay assignment).

4. How do you ensure appropriate academic rigor and consistency of course content in all modalities?

Academic rigor is ensured through common syllabi with SLOs, writing projects in English 101 and English 102, as well as rubrics for evaluating SLOs, as well as sharing rubrics that assess common SLOs per course.

D. Program Assessment:

1. What are the program outcomes?

- Present original, interesting, and focused ideas showing insight on the writer's part, supported by clear evidence.

- Organize a paper around a central theme and clearly and logically move the reader from one point to the next.
- Develop a strong voice that conveys interest in the subject.
- Demonstrate language that is appropriate to the occasion with words and phrases that are accurate and fluid.
- Compose strong, varied sentences that make reading enjoyable.
- Submit finished texts conforming to standard written American English.
- Exhibit a solid understanding/correct usage of APA citation and documentation.
- Exhibit a solid understanding/correct usage of MLA citation and documentation.
- Demonstrate an awareness of the complexity and diversity of human experience as expressed through literature.
- Analyze the interactions of reader and writer to discern meaning.
- Articulate the distinctive features of various genres.
- Apply modes of critical inquiry specific to the discipline.
- Compose thoughtful literary analysis using appropriate terminology and conventions.

2. What is the process for program and course level assessment?

Course level assessment is completed every semester for English 101, English 102, and General Literature. However, the process for course level assessment has changed since the last completed program review in 2012 when outcomes assessment data was reported each semester using Excel spreadsheets with averages for each competency/student learning outcome calculated and submitted to the Office of Instruction. Currently, course level assessment is completed through Campus Connect (an online platform for data management), where instructors input students' performance on a scale of 1-4 per student learning outcome (SLO). In English 101 and English 102, the final research project is evaluated using a rubric as the measurement criteria. The benchmark is 70% of the students will meet competencies with a 3 or higher on the English 101 and English 102 measurement rubrics. (Note: see attached English 101 & English 102 Assessment Rubrics). To assess General Literature student learning outcomes, students create a PowerPoint project that demonstrates the comprehension of the course SLOs, which are evaluated with a rubric; the benchmark is the same as for English 101 and 102: 70% of the students meeting competencies with a 3 or higher (Note: see attached General Literature Assessment Rubric.)

After the data has been submitted through Campus Connect, Greenbush, an educational cooperative, has, since spring 2017, taken the data and created both course level and program level summative data reports for English instructors and the Vice-President of Academic Affairs to review, discuss annually as a group, and create data-driven action plans to improve SLOs. The course level assessment reports allow individual instructors to analyze student learning outcomes in their individual sections; as a result, instructors can note where outcomes need improvement in the courses they teach. Instructors then discuss that information with all English faculty to compare trends among individual classes as well as the entire program. The program level assessment reports provide instructors an overview of students' performance data at the program level in order to create an informed action plan for improved student learning. With both the course level and program level assessment data, instructors discuss what changes should be made in

instructional strategies and/or curriculum in order to improve student learning outcomes. In the former assessment report (2013 shown below), the data was presented as averages of scores (based on the 1-4 scale) per competency/outcome; currently, the assessment reports show what percentage of students score a 1, 2, 3, 4, which allows instructors to evaluate what percentage of students are scoring a 3 or above per outcome per our current benchmark referenced in the previous paragraph.

3. What are the findings of outcomes assessment reports from the department since the last program review?
   (Program Compilation Summaries/Course Assessment Reports)

Last completed program review (2013):

	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5	Comp 6	Comp 7
2011/12	2.77	2.96	3.53	3.26	3.11	2.70	2.98
2010/11	3.44	3.18	3.54	3.34	3.14	3.14	2.75
2009/10	2.86	3.20	3.73	3.54	3.22	3.20	2.48
2008/09	3.11	3.35	3.58	3.29	3.44	3.17	2.27

Current outcomes assessment reports show comparative data of all SLOs from English 101, English 102 and General Literature (ENG229) from the Spring 2017 and Spring 2018 semesters. (Note: See attached English Department Outcomes Assessment Summary S2017 & S2018). The Spring 2017 and Spring 2018 data for all competencies/learning outcomes from English 101, English 102, and General Literature show that students' performance met or exceeded the benchmark for 8 of the 13 outcomes. The outcomes where students did not meet the benchmark include the following: "Apply modes of critical inquiry specific to the discipline"; "Exhibit a solid understanding/correct usage of MLA citation and documentation"; and "Exhibit a solid understanding/correct usage of APA citation and documentation." However, these three outcomes do show improvement from Spring 2017 to Spring 2018; respectively, the scores improved per these three categories as follows: from 52% to 59.5% (modes of critical inquiry); from 37.7% to 39.7% (MLA); and from 37.3 to 51.2% (APA).

In addition, the attached 2018-2019 and the 2019-2020 English Program SLO Summary Reports indicate comparative student data, allowing for fall to spring, fall to fall and spring to spring comparisons. Per the SLO reports, students' performance in the following outcomes reflected growth from the 2018-2019 to the 2019-2020 academic years: #4: Demonstrate language that is appropriate to the occasion with words and phrases that are accurate and fluid; #5: compose strong, varied sentences that make reading enjoyable; #6: submit finished texts conforming to standard written American English; #7: exhibit a solid understanding/correct usage of APA citation and documentation; #9: apply modes of critical inquiry specific to the discipline, and articulate the distinctive features of various genres. In addition, for the academic year 2019-2020, students' performance met or exceeded the benchmark for 11 of the 13 outcomes for English 101, English 102, and General Literature.

Improved student performance may be attributed to several factors, including the instruction method of developing a cumulative research paper for both English 101 and English 102. The cumulative research essay is comprised of smaller research projects that

are thematically connected; students begin this longer research project mid-semester. This methodology allows students to write and then revise sections of the larger research project, which reinforces concepts as well as writing skills. In addition, students' skills in learning documentation and avoiding plagiarism are reinforced through librarian's documentation workshops, which include mid-presentation comprehension quizzes. Also, the Vice President of Academic Affairs' policy on plagiarism supports the instructors' efforts to teach ethical use of sources, which may help measure not only course level but also college wide generation education outcomes for ethical responsibility.

Beyond that, both the Spring 2019 and Spring 2020 semesters reflect lower student performance in reaching the benchmark per outcome; in fact, for both of those semesters, students' performance in reaching the benchmark was lower in 9 outcomes. This could be due to several factors, including the following: lower-skilled students from first semester Reading and Writing I matriculate to English 101 and may then experiencing difficulties, even with the English Enrichment co-requisite; also, students transferring to FSCC in the spring may not be prepared for the academic rigor of the English program curriculum; finally, the Spring 2020 semester brought special challenges with the shift to online course delivery, where not all students adapted well to the online environment.

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

4. Please list any third party accreditation.

During the spring of 2016, the English Developmental Education Program was awarded program accreditation from the National Organization for Student Success (NOSS), which was formerly known as the National Association of Developmental Education (NADE).

5. List any additional needs for the program (facilities, personnel, technology, student support, etc.).

The program would benefit from updated computers in both A-139, where largely English courses are taught, as well as the Student Success Center, where English program students often complete assignments.

1. **Please list any third party accreditation.**

2. **List any additional needs for the program (facilities, personnel, technology, student support, etc.).**

II. Institutional Support

A. Support:

1. How does this program support other academic areas of the college and/or how is it supported by other academic areas?

 Through the English courses, students learn both MLA and APA format which better prepares them for the TEAS test, Capstone course, job related research, and collegiate research. Teaching up-to-date MLA and APA style writing standards in both English 101 and English 102 courses informs several academic and vocational disciplines throughout the campus. The program participates in the following standing committees at FSCC: Academic Affairs; Assessment; Community Relations; Curriculum; Division Chairs; Employee Relations; and Student Affairs. In addition, the program provides appropriate representation in Faculty contractual negotiations and Faculty Association (FS-CAPE) executive position assignments, as well as at the FSCC President's Executive Board meetings. Beyond that, the program faculty volunteer routinely for the TRIO mentoring program. In addition to academic programs, the program faculty provide composition and technical writing classes for students enrolled in the John Deere and construction courses, as well as consult with FSCC vocational instructors in order to incorporate writing skills specifically for curricula in Agriculture, Construction Trades, Criminal Justice, Harley-Davidson, HVAC, Masonry, and Welding programs.

2. What learning resources are utilized for instruction and supporting the institutional outcomes?

Courses within the department utilize the library and the library staff through research witin the library and online. Library staff has developed guest lectures on MLA and APA research as well as research techniques and academic integrity that they bring to individual instructors' classrooms. Instructors use Blackboard for announcements, assignments, and the grade center. These learning resources meet the institutional outcomes of reading, oral & written communication, technology skills, and critical

thinking. Another feature of Blackboard is Safe-Assign. This feature identifies plagiarism which supports the institutional ethical responsibility outcome. Beyond that, the program utilizes email, the Blackboard Learning Management System, and Textcaster to interact with the students and provide learning content. In addition, the program receives input from pertinent committees, groups, and other programs/disciplines from extension sites and concurrent class offerings. The program also works with and receives informal feedback from the campus TRIO tutoring program. Finally, the program employs exhibits from the Gordon Parks Museum and Bourbon County Arts Council for Image Analysis and creative writing assignments.

B. Community Engagement:

1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)

- Work through the Community Relations Committee on Kids Fair and Kids College events including teaching Creative Writing classes for elementary and middle school students.
- Serve routinely in the Gordon Parks Celebration and Martin Luther King Celebration Planning Committees through the FSCC Gordon Parks Museum to invite participation of youth in writing programs and competitions.
- Adjudicate elementary and secondary school entries in the Gordon Parks Celebration poetry contest.
- Collaborate with the Gordon Parks Museum to engage students in writing about the photographic art displayed or submitted for various exhibits.
- Participate in the college's community events including the recent Fort Scott Community College Centennial Celebration.
- Serve (by department chair) as lead instructor for concurrent credit classes.
- Support marketing goals through manning booths at the city's Good Ol' Days and Home Show annual events as well as the campus-based Senior Day.
- Use external professional and community resources such as the Fort Scott Public library and the Lowell Milken Center for Unsung Heroes to provide information for student research and creative writing projects.

C. Program Development:

1. What marketing/recruiting strategies are used by the program/discipline?

English department faculty participate in the fall and spring senior day recruitment event, where high school seniors tour the campus, engage with faculty and staff to learn about programs and services.

2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?

English department faculty attend professional development workshops including the Great Plains Conference on Acceleration, the Regional Community College Assessment Conference: Assessment Matters, and the National Organization for Student Success (NOSS) Conference.

3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain. Program instructors employ other program assessment measures through faculty-developed course and instructor feedback surveys, deployed through Blackboard's survey tool.