PROGRAM REVIEW

Department: English

Date of Program Review: 2021

Prepared by: Maria Bahr and English Department

Appendices

Full-Time Faculty Qualifications
List of courses included in the program
- **Advising degree sheet (Course catalog)**
- **Degree Audit courses (Registrar)**
- **List of college owned equipment over $2000**
- **Courses offered in the last 3 years (Instruction office)**
- **Curriculum Mapping**

- Program Review document will be completed and submitted to the Instruction Office by December 31st.
- Vice President of Academic Affairs and Director of Institutional Effectiveness will complete the summary report and send it to faculty by April 15th.
- The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
- A meeting will be scheduled with VP of Academic Affairs and Director of Institutional Effectiveness to develop an action plan within three weeks of the review.
- Programs under review will present a summary of their program findings and an Action Plan to the Cabinet Committee in August/September of the following year.

ACADEMIC PROGRAM/DISCIPLINE REVIEW
Fort Scott Community College

Introduction to Program

I. Scope

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

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

The goals and objectives of the program support FSCC core values and vision through empowering students to attain personal success and growth via a strong focus on teaching and learning foundational reading, writing, and critical thinking skills that prepare students for future coursework and for the workforce. 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. 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. Technical Writing supports the college's mission to provide technical and occupational programs to meet students' needs and develop the region's workforce.

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.**
- Goal 1 Strategy 1 Tactic 1: Optimize and expand community outreach.
    - o English faculty participate in the Community Relations Committee, which expands community outreach through several activities, including (1) a fall and spring children's fair, (2) a visit with Santa for area children, and (3) a women's luncheon.
    - o FSCC students and faculty collaborate with children's literature events held at the local bookstore, Hedgehog Ink.
    - o FSCC faculty provide monthly World Religion presentations at Presbyterian Village.
- Goal 1 Strategy 2: Strengthen community partnerships.
    - o FSCC English faculty participate in community activities, such as the downtown community cleanup project, where approximately 75 FSCC faculty (including English faculty) and students participated in projects, including planting, striping, and general cleanup.
- Goal 2 Strategy 1: Cultivate quality enhancements for education and learning: Improve Academic Processes.
    - o English faculty are on the Assessment Committee and work closely with the Director of Assessment and Institutional Effectiveness to implement assessment best practices, including developing course and departmental rubrics in Blackboard with appropriate mapping. These processes streamline data collection and analysis, so that action plans can be developed for improved student learning outcomes.
- Goal 2 Strategy 3 Tactic 1b: Increase teaching effectiveness; Increase professional development opportunities related to teaching and learning.
    - o English faculty assisted with in-house training assessment training in group capacity and one-on-one training. Faculty also attended workshops on Panopto, Zoom, Blackboard, and Google offerings, as well as completed continued education courses at Kansas Regent Universities, specifically, in the field of instructional design.
- Goal 2 Strategy 3 Tactic 3b: Optimize distance education: Increase Number of Synchronous Distance Education Courses.
    - o English faculty are increasing the modes of course delivery offered to address students' educational needs. During the fall 2022 semester, English faculty will pilot a hybrid English 101 course that is a blend of face to face and online instruction. In the future, more hybrid classes may be offered.

<u>Goal 3 Strategy 1 Tactic 2</u>: Promote student success; Communicate with division chairs about scheduling needs.

- English faculty met and discussed students' work, sport, and commute schedules and discussed offering more hybrid courses in the future to provide more opportunities for student success. In addition, during the spring 2022 semester, one English faculty member also created and deployed a Blackboard survey asking current English students if they would find hybrid classes beneficial and if they would enroll in a hybrid English course. The survey results indicated that 25% of students answered yes, they would find a hybrid English course beneficial and would enroll in that course; 46% answered maybe, noting they might enroll in a hybrid course, but they were not sure they would learn the content as well; 29% answered no, they would not find a hybrid course beneficial, and they would not enroll in one since they would not learn the content well in that mode. The English Department Chair will continue to communicate with both English faculty and administration about composing a schedule of classes that best meets students' needs.

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.**
   The program was revised beginning in 2018 when faculty changed the developmental English program from a multi-tiered developmental sequence a shortened sequence using the co-requite model the Accelerated Learning Plan (ALP). As the data indicates, this model has been successful.
   Beyond that, the English department is piloting hybrid courses (blend of online and face-to-face) as another modality to address students' scheduling needs. In addition, English faculty are piloting OER resources in English 101 and 102 to reduce student costs and address equity issues. Also, faculty use OER texts in the American Literature course.

3. **Describe how the revised program differs from the current one?**
   The revisions the English department is currently making focus on providing multiple modes of learning to address students' needs in course scheduling and using OER resources to reduce student cost and address equity issues.

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 (Teaching English in the Two-Year College) from organizations, such as from the National Council of Teachers of English (NCTE), the International Literacy Association (ILA), as well as attend Higher Learning Commission Conferences and read HLC professional publications. In addition, faculty take continued education courses in English, literature, and instructional design to stay current in the field. Finally, English faculty take continuing education courses, including instructional design courses, to stay informed concerning current best pedagogical practices.

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

   Historically, as new editions of textbooks become available, English faculty have review the textbooks and conferred on the merits of updating the texts vs. the costs to the students and institution. English faculty then sent 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

   However, as noted previously, one English faculty member, Maria Bahr, is currently piloting OER English Composition texts in both English 101 and English 102 to reduce costs and to address equity issues. Beyond that, another faculty member, Troy McCloughan, uses OER texts in the American Literature course.

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.

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?**

   o Write documented analytical essays, using appropriate standards of syntax, grammar, and usage.
   o Demonstrate knowledge of rhetorical analysis of texts.
   o Demonstrate meaning, style, and structure of literary genres.
   o Demonstrate collegiality through recognizing different viewpoints and working competently with others towards a shared goal.
   o Analyze and interpret cultural and historical contexts.
   o Demonstrate critical thinking by synthesizing different texts.

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. Course level assessment reporting changed beginning the fall of 2021 from the previous method of using Campus Connect to faculty currently using rubrics in Blackboard to input assessment data. English faculty evaluate students' performance on final research essay projects in ENG101 and ENG102 and a final presentation in General Literature using a scaled rubric of 1-4 (1=Does Not Meet Standards; 2= Needs Improvement; 3=Meets Standards; 4= Exceptional). Course level outcomes are mapped to program/department level outcomes in Blackboard. Program level data reports are then drawn from course level data. After receiving the data reports from the Director of Institutional Effectiveness, English

instructors met March 29, 2022, to discuss the spring and fall 2021 assessment reports and to create data-driven action plans to improve both course and program level outcomes. 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 discussed that information with all English faculty to compare trends among individual classes as well as the entire program. The program level assessment reports provide an overview of students' performance data at the program level to create an informed action plan for improved student learning. With both the course level and program level assessment data, instructors discussed what changes should be made in instructional strategies and/or curriculum to improve student learning outcomes and developed an action plan to improve student performance. During this assessment cycle (spring 2021, fall 2021, spring 2022), we are reporting on the following course level outcomes (Note: see linked English 101, English 102, & General Literature Assessment Rubrics & English Dept. Reference Rubric):

ENG101: CO 2: Practice ethical means. Benchmark: 80% will achieve a score of 3 or 4 on the final writing project.

ENG102: CO 3: Use appropriate documentation. Benchmark: 75% of students will achieve a score of 3 or 4 on final writing project.

ENG229: CO 5: Compose thoughtful literary analysis. Benchmark: 80% of students will score a 3 or 4 on literary analysis paper.

3. **What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports) See linked file for full AY2021-2022 aggregated data report.**

Program Level Reports:

English Program Outcomes Report; PLO1: Write documented analytical interpretations of texts. Benchmark: 80% of students will achieve a 3 or 4 on designated writing project. **Results**: Per the aggregated data report (linked above), for the fall 2021, 82.09% of students evaluated achieved a score of 3 or 4, surpassing the target. For the spring 2022, 81.24% of students evaluated achieved a score of 3 or 4, surpassing the target.

Course Level Reports for AY2021-2022:

ENG101 Course Outcomes Report; CO 2: Practice ethical means. Benchmark: 80% will achieve a score of 3 or 4 on the final writing project. **Results**: 85.2% of students achieved a score of 3 or 4 on the final writing project, surpassing the target of 80%.

Goals Summary										
Goals	Scored	Avg	Target	Percent Met	# Rows	% Rows	Does Not Meet Standards (Score=1)	Needs Improvement (Score=2)	Meets Standards (Score=3)	Exceptional (Score=4)
ENG.1013.CLO.01.00	54	0.78	0.7	81.5%	1	20%	0 (0.0%)	10 (18.5%)	27 (50.0%)	17 (31.5%)
ENG.1013.CLO.02.00	54	0.82	0.7	85.2%	1	20%	0 (0.0%)	8 (14.8%)	22 (40.7%)	24 (44.4%)
ENG.1013.CLO.03.00	54	0.82	0.7	96.3%	1	20%	0 (0.0%)	2 (3.7%)	34 (63.0%)	18 (33.3%)
ENG.1013.CLO.04.00	54	0.75	0.7	74.1%	1	20%	0 (0.0%)	14 (25.9%)	26 (48.1%)	14 (25.9%)
ENG.1013.CLO.05.00	54	0.85	0.7	94.4%	1	20%	0 (0.0%)	3 (5.6%)	27 (50.0%)	24 (44.4%)

Goals Summary										
Goals	Scored	Avg	Target	Percent Met	# Rows	% Rows	Does Not Meet Standards (Score=1)	Needs Improvement (Score=2)	Meets Standards (Score=3)	Exceptional (Score=4)
ENG.PLO.01.00	162	0.81	0.7	75.9%	3	60%	0 (0.0%)	20 (12.3%)	83 (51.2%)	59 (36.4%)
ENG.PLO.02.00	54	0.78	0.7	81.5%	1	20%	0 (0.0%)	10 (18.5%)	27 (50.0%)	17 (31.5%)
ENG.PLO.04.00	54	0.85	0.7	94.4%	1	20%	0 (0.0%)	3 (5.6%)	27 (50.0%)	24 (44.4%)
ENG.PLO.06.00	108	0.8	0.7	74.1%	2	40%	0 (0.0%)	18 (16.7%)	49 (45.4%)	41 (38.0%)

ENG102 Course Outcomes Report; <u>CO 3:</u> Use appropriate documentation.
Benchmark: 75% of students will achieve a score of 3 or 4 on final writing project.
Results: 74.2% of students achieved a score of 3 or 4 on the final writing project.

Goals Summary											
Goals	Scored	Avg	Target	Percent Met	# Rows	% Rows	Does Not Meet Standards (Score=1)	Needs Improvement (Score=2)	Meets Standards (Score=3)	Exceptional (Score=4)	Description
ENG.1023.CLO.01.00	97	0.8	0.7	81.4%	1	25%	0 (0.0%)	18 (18.6%)	40 (41.2%)	39 (40.2%)	ENG.1023.CLO.01.00 Compose persuasive or informative texts acknowledging the expectations of specific audiences.
ENG.1023.CLO.02.00	97	0.77	0.7	77.3%	1	25%	1 (1.0%)	21 (21.6%)	44 (45.4%)	31 (32.0%)	ENG.1023.CLO.02.00 Apply research strategies including finding, evaluating, analyzing and synthesizing sources.
ENG.1023.CLO.03.00	97	0.77	0.7	74.2%	1	25%	3 (3.1%)	22 (22.7%)	35 (36.1%)	37 (38.1%)	ENG.1023.CLO.03.00 Employ an appropriate style for citing and listing sources.
ENG.1023.CLO.04.00	97	0.72	0.7	57.7%	1	25%	7 (7.2%)	34 (35.1%)	18 (18.6%)	38 (39.2%)	ENG.1023.CLO.04.00 Demonstrate the ability to read and think

Goals Summary											
Goals	Scored	Avg	Target	Percent Met	# Rows	% Rows	Does Not Meet Standards (Score=1)	Needs Improvement (Score=2)	Meets Standards (Score=3)	Exceptional (Score=4)	Description
											critically about texts.
ENG.PLO.01.00	291	0.78	0.7	70.1%	3	75%	4 (1.4%)	61 (21.0%)	119 (40.9%)	107 (36.8%)	ENG.PLO.01.00 Write documented analytical interpretations of texts.
ENG.PLO.02.00	97	0.8	0.7	81.4%	1	25%	0 (0.0%)	18 (18.6%)	40 (41.2%)	39 (40.2%)	ENG.PLO.02.00 Demonstrate knowledge of rhetorical analysis of texts.
ENG.PLO.05.00	194	0.75	0.7	59.8%	2	50%	8 (4.1%)	55 (28.4%)	62 (32.0%)	69 (35.6%)	ENG.PLO.05.00 Analyze and interpret cultural and historical contexts.
ENG.PLO.06.00	291	0.77	0.7	66.0%	3	75%	8 (2.7%)	73 (25.1%)	102 (35.1%)	108 (37.1%)	ENG.PLO.06.00 Demonstrate critical thinking by synthesizing different texts.

ENG229 Course Outcomes Report; ENG229: CO 5: Compose thoughtful literary analysis. Benchmark: 80% of students will score a 3 or 4 on literary analysis paper. **Results**: 80.0% of students achieved a score of 3 or 4 on the MLA Literary Analysis Essay.

Goals Summary											
Goals	Scored	Avg	Target	Percent Met	# Rows	% Rows	Does Not Meet Standards (Score=1)	Needs Improvement (Score=2)	Meets Standards (Score=3)	Exceptional (Score=4)	Description
ENG.2293.CLO.01.00	25	0.87	0.7	96.0%	1	20%	0 (0.0%)	1 (4.0%)	11 (44.0%)	13 (52.0%)	ENG.2293.CLO.01.00 Demonstrates an awareness of the complexity and diversity of human experience as expressed through literature.
ENG.2293.CLO.02.00	25	0.83	0.7	100.0%	1	20%	0 (0.0%)	0 (0.0%)	17 (68.0%)	8 (32.0%)	ENG.2293.CLO.02.00 Student analyzes the interactions of reader and writer to discern meaning.
ENG.2293.CLO.03.00	25	0.84	0.7	88.0%	1	20%	0 (0.0%)	3 (12.0%)	10 (40.0%)	12 (48.0%)	ENG.2293.CLO.03.00 Articulate the distinctive features of various genres.
ENG.2293.CLO.04.00	25	0.82	0.7	92.0%	1	20%	0 (0.0%)	2 (8.0%)	14 (56.0%)	9 (36.0%)	ENG.2293.CLO.04.00 Apply modes of critical inquiry specific to the discipline.
ENG.2293.CLO.05.00	25	0.78	0.7	80.0%	1	20%	0 (0.0%)	5 (20.0%)	12 (48.0%)	8 (32.0%)	ENG.2293.CLO.05.00 Compose thoughtful literary analysis using appropriate terminology and conventions.

Beyond course and program outcomes reporting, the program also evaluates trends in pass rates for both the co-requisite ENG01012 and ENG1013.

Current Assessment Cycle:

	N Enrolled in ENG01012	N & % Successfully Completed ENG01012 w/ C or Better	N Enrolled in ENG1013	N & % Successfully Completed ENG1013 w/ C or Better
Spring 2021	37	33 (89.19%)	37	28 (75.68%)
Fall 2021	82	65 (79.27%)	82	58 (70.73%)
Spring 2022				

Previous Assessment Cycle:

Semester	N Enrolled in ENG01012	N & % Successfully Completed ENG01012 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%)
Fall 2020	73	58 (79.45)	73	54(74%)

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

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

   NADE Accreditation for Developmental Coursework (2016-2026).

5. **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 nursing HESI Admission Assessment Exam, 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: Assessment; Curriculum; Division Chairs. In addition, the program provides appropriate representation in Faculty contractual negotiations and Faculty Association (FS-CAPE). 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, Harley Davidson, and construction trades courses, as well as consult with FSCC vocational instructors to incorporate writing skills specifically for curricula in Agriculture, Construction Trades, Criminal Justice, John Deere, 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 within the library and online through licensed databases. 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, and 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 and the Blackboard Learning Management System 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.)**

   - Collaborate with the Gordon Parks Museum and Bourbon County Arts Council to engage students in writing about the photographic art displayed or submitted for various exhibits.
   - Serve (by department chair) as lead instructor for concurrent credit classes.
   - Again, participate in the Community Relations Committee, which expands community outreach through several activities, including (1) a fall and spring

children's fair, (2) a visit with Santa for area children, and (3) a women's luncheon.
- o Support marketing goals through assisting with the campus-based Senior Day.
- o Collaborate with children's literature events held at the local bookstore, Hedgehog Ink.
- Help conduct contests for area students, including the annual FSCC Math Relays and FSCC Aggie Days.
- Provide music at various local venues, including the Fort Scott National Historic Site Candlelight Tour in December, the Heritage Pavilion musical concert series during the spring, summer, and fall; the Presbyterian Village residents, as well as other local assisted living and care facilities (Country Place and Medical Lodge).
- Participate monthly in providing home cooked food for the community outreach group Feeding Families in His Name, which serves approximately 300 food-insecure Bourbon County residents.
- Participate as member of Fort Scott Parks Advisory Board Committee, as well as the Bourbon County Tackles Tobacco Coalition.
- Participate in the Downtown Cleanup Project, including general clean up, planting flowers, and striping parking spots.

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. Also, faculty take continuing education courses and currently one faculty member is working towards a graduate certificate in instructional design, with completion by December 2022.

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, as well as reflective writing assignments students complete at the end of the semester, which provide additional feedback from students on course content and student satisfaction.

III. Results

A. Continuous Improvement:

1. Please summarize the action plan, including findings from the last Program Review.
Making data-informed decisions, the English department will focus on PLO5: Analyze and interpret cultural and historical contexts. PLO5 is mapped to English 102 CO2: Apply research strategies including finding, evaluating, analyzing, and synthesizing sources and CO4: Demonstrate the ability to read and think critically about texts. In addition, PLO5 is mapped to General Literature (ENG229) CO 1: Demonstrates awareness of the complexity and diversity of human experience expressed through literature. The previous assessment cycle (Spring 2021, Fall 2021, Spring 2022) data reports indicate that PLO 5 data indicates that student achievement is trending downward from 76.34% during fall 2021 to 68.97% during the spring 2022 semester. In addition, the data report indicates student achievement of PLO 6: Demonstrate critical thinking by synthesizing different texts is also trending downward from 80.56% during fall 2021 to 75.70% during spring 2022. PLO6 is related to PLO 5; as a result, the skills involved in evaluating, analyzing, interpreting, and synthesizing sociocultural information needs to be addressed in the next assessment cycle and program review. See linked English department rubric showing mapping to English course outcomes.

2. Provide a list of accomplished action items from the previous Program Review. *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. What items are pending/not completed from the last Program Review? Please provide rationale.
N/A

4. List any resources needed to complete the pending items.
N/A

SUMMARY REPORT
ACADEMIC PROGRAM REVIEW

Date:
Completed by: Vice President of the Academic Affairs and Director of Institutional Effectiveness

Academic Program/Discipline:

> ### *IDENTIFIED STRENGTHS*

Discuss the major strengths of the academic program/discipline.
Strengths of the program include the following:
- Course assessment data reports show students consistency meet or exceed the benchmark.
- The ALP cohort data reflects consistent high pass rates of both English Enrichment (co-req. course) and English 101 with the spring 2020 semester being an anomaly because of the abrupt shift in modality due to the pandemic. Not all students had access to wi fi or laptops and completing the course became difficult.
- Flexible scheduling options and modalities to meet the needs of a diverse student body.
- Qualified, experienced faculty who stay current in the field through advanced coursework, professional webinars, conferences, and journals.
- Consistency in assessments through common course rubrics.
- Consistency in assessments through established interrater reliability scores.
- Access to two computer labs, and access to scheduling a mobile laptop cart for class use.
- Strong collaboration and sequencing of ALP co-requisite course English Enrichment with English 101 per student placement.

SUMMARY REPORT
ACADEMIC PROGRAM REVIEW

Completed by: Vice President of the Academic Affairs and Director of Institutional Effectiveness

> ### *IDENTIFIED WEAKNESSES/OPPORTUNITIES/CHALLENGES/ RECOMMENDATIONS*

Discuss the major weaknesses, opportunities, or challenges of the academic program/discipline. Provide recommendations for the program to address those items.

Weaknesses of the program include the following:

- Although the main campus English faculty meet twice a year to discuss the program and assessment results, more collaboration with adjunct and concurrent faculty needs to be established.
- Currently, adjunct faculty are a part of the assessment process, but concurrent faculty are not. Their involvement in the assessment process is crucial for holistic reporting and assessing.
- The cost of textbooks is more than some students can afford, impacting their ability to take and complete English courses.
- Although faculty individually engage in some community activities, more community involvement would be beneficial in creating more presence in the community.
- Recruitment activities need to increase, particularly through social media.
- Declining enrollment is a concern.
- The small number of students in the English pathway/program is also a concern.

Opportunities for the program include the following:

- Increase collaboration with adjunct and concurrent faculty on assessments.
- Investigate quality Open Educational Resources (OERs), particularly for English 101 and 102, to reduce cost and improve equitable education for all students.
- Increase community involvement.
- Increase recruitment efforts.

Threats for the program include the following:

- Declining enrollment
- Difficulty in finding qualified adjunct instructors

Program Action Plan:

An Action Plan addressing the findings is developed by the full-time faculty in the program, Vice President of Academic Affairs and Director of Institutional Effectiveness following the Program Review process. Progress and the outcomes of the Action Plan will be reported during next Program Review.

Action items based on Findings/Recommendations	Detailed Action Plan	Anticipated Completion Date	Resources Needed
Increase adjunct and concurrent instructor involvement in assessment process.	Include adjunct and concurrent instructors in collecting assessment data for department assessment reporting. Provide training in completing assessments in Blackboard.	AY24-25	Assistance from VPAA with training adjunct and concurrent instructors on assessment process.
Research for high quality OER textbooks.	The FSCC English Department Chair will research for a quality OER composition textbook for English 101 and English 102.	Fall 2023	Time to research and collaboration and approval from other English faculty.