

Comprehensive
Program
Of
English Language
& Literature
For
2019-2021

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The English Language and Literature program at Independence Community College offers courses in composition, literature, creative writing, and technical writing. The courses in these areas prepare students for university programs in English and in other disciplines. Studies in the English Department emphasize reading, writing, and critical thinking skills. This program prepares students for careers in occupations such as teaching, clerical, business, technical writing, and any profession requiring clear written communication skills.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

	AY2019	AY2020	AY2021
Number of Faculty Full Time	3 (Peralta, Mydosh, Pinkard)	4 (Mydosh, Pinkard, Petrucka, Redlinski)	3 (Mydosh, Pinkard, Redlinski)
Number of Faculty Part Time	7 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee)	8 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee, Hayes)	6 (Botts, Harris, Cox, Gudde, Stanley, Yarnell)
Enrollment & Student credit hours by Faculty type: Full Time	99 total credit hours taught, 528 total students enrolled	87 total credit hours taught, 374 total students enrolled	123 total credit hours taught, 448 total students enrolled
Enrollment & Student credit hours by Faculty type: Adjunct	75 credit hours taught, 299 total students enrolled	108 total credit hours taught, 546 total students enrolled	90 credit hours taught, 401 total students enrolled
Average Class size: Face-to-face, Hybrid	13.8	14.6	11.9
Average Class size: Online	16.2	12.5	11.2
Average Class size: Across all sections	14.3	14.2	11.8
Completion rates: Face-to-face, Hybrid	95.20%	94.60%	98.77%
Completion rates: Online	82.10%	93.30%	91.87%
Completion rates: All courses	92.60%	94.30%	97.77%
Completion rates: Without HS classes	89.30%	91.00%	96.18%
Completion rates: Only HS classes	99.60%	100%	100%
Pass ('D' or better) rates: Face-to-face, Hybrid	89.60%	93.70%	90.97%
Pass ('D' or better) rates: Online	78.90%	82.90%	68.14%
Pass ('D' or better) rates: All courses	87.70%	91.80%	87.88%
Pass ('D' or better) rates: Without HS classes	82.00%	87.70%	80.17%
Pass ('D' or better) rates: Only HS classes	98.50%	98.20%	98.58%
Pass ('C' or better) rates: Face-to-face, Hybrid	85.00%	90.20%	86.53%
Pass ('C' or better) rates: Online	72.90%	80.30%	62.83%
Pass ('C' or better) rates: All courses	82.90%	88.50%	83.31%
Pass ('C' or better) rates: Without HS classes	76.00%	83.10%	73.70%
Pass ('C' or better) rates: Only HS classes	95.90%	96.80%	96.58%
Number of Majors (Number returned in following Fall)	0 (0 returned)	0 (0 returned)	3 (2 returned)
Degrees Awarded	0.00%	0	0

Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes (2021-2022 Data Pull):

Course	8 week C pass rate	16 week C pass rate
Comp I	71.15%	74.42%
Comp II	82.86%	89.58%
Intro to Lit	68.12%	89.06%*

*Last AY data used for this course because no full session on ground classes were offered in AY21

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

The English Department defines student success as the acquisition of a set of skills and competencies required to produce work that exhibits critical thinking, clear self-expression, and a strong sense of self in written communication and composition, along with academically sound technique and craftsmanship that enables the student to independently evaluate and interpret the written work of others. With this intellectual foundation, the successful student will be prepared for any number of future careers and success in the next stage of their lifelong educational journey.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The English Department promotes student success by maintaining strong one-to-one relationships with students and colleagues through a focus on small section sizes, innovative teaching strategies in multiple modalities (courses are routinely offered on-ground, online, and in hybrid formats), the refinement of course offerings to better meet students' needs (course sections are offered to target times of high demand with additional sections opened as enrolment dictates), strong collegial relationships, and the continuing professional development of the Faculty to bring in new ideas and new opportunities for the student body.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Course Level Assessment:

For the purposes of this narrative, the courses included for analysis are Composition I (ENG1003), Composition II (ENG1013), and Introduction to Literature (ENG1073) as these were the courses with multiple sections assessed over multiple semesters. Other courses were offered and assessed in this time (Topics in Literature, Creative Writing), and the specific course assessment is available for review as a shared document in the appropriate folder in OneDrive.

For Composition I, the KBOR-approved course-level outcomes are:

1. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations. ****Common Outcome****
2. Practice ethical means of creating their work while integrating their own ideas with those of others.
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
5. Critique own and others' work.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the baseline of student success in this first course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry and Exit Diagnostics as assigned at beginning and end of course
2. Analysis Genre Essay
3. Informative Genre Essay

Below is a table of the metadata from the Composition I Assessment reports:

Comp I	AY 2019						AY 2020						AY 2021					
	Fall 2018			Spring 2019			Fall 2019			Spring 2020			Fall 2020			Spring 2021		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	2						4		5	6			9		3	5		
CO2	2						5		4		6		5	2	5	2	1	2
CO3							5	4		2	4		7	3	2	3	2	
CO4							9			6			7	3	2	5		
CO5							4		5	2		4	9	1	2	5		
# of Sect:	15 offered, 0 reporting*			5 offered, 0 reporting*			15 offered, 9 reporting			6 offered, 6 reporting			14 offered, 12 reporting			5 offered, 5 reporting		

(*-- Assessment reporting was collected and used in previous annual Program Review documents, but was not accessible in full at the time of this review.)

Comments from these reports include:

- Continue using the diagnostic and final assignments. The Masonic Lodge essay topic changes from year to year.
- Keep both the Definition and Informative Essay assignments as currently formulated.
- Integrate a better understanding of the reasons why we write and who we write to – audience.
- I will continue to have major assignments submitted via Turnitin and have students to keep similarity reports to a minimum
- The Memoir Unit should be replaced with a more traditional Informative Writing Unit as it proved to be my least favorite (and least successful) unit.
- Writing Workshops were particularly effective; however, if we continue to offer remote learning, the online student's experience with workshoping will need to be addressed.

For Composition II, the KBOR-approved course level outcomes are:

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences.
Common Core Outcome
2. Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the core of student success in this second and capstone course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry Diagnostic—this brief essay will be assigned within the first week of the course.
2. Argumentation & Persuasion Essay.
3. Exit Diagnostic—this brief essay will revisit the material used for the Entry Diagnostic and be assigned in the last week of the course.

Below is a table of the metadata from the Composition II Assessment reports:

Comp II	AY 2019						AY 2020						AY 2021					
	Fall 2018			Spring 2019			Fall 2019			Spring 2020			Fall 2020			Spring 2021		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	3			8			4			10			5			10		
CO2	3			8			4			9	1		4		1	7	3	
CO3	3			8			3	1		8	2		4		1	9		1
CO4	3			6	1	1	4			9	1		4	1		8	2	
# of Sect:	4 offered, 3 reporting			15 offered, 8 reporting			4 offered, 4 reporting			13 offered, 10 reporting			5 offered, 5 reporting			13 offered, 10 reporting		

Comments from these reports include:

- Keep the Review and Argumentation Essays, continue monitoring the 8-wk v. 16-wk submission dynamic.
- Keep the Argumentation Essay and the Research Proposal, continue working to increase the percentage of students submitting via TurnItIn LTI integration in Canvas.
- Attendance is a major issue here, and in all other outcomes. In 2020, Covid and other external factors made attendance enforcement especially difficult. In future terms, a mandatory attendance policy and harsher cut-offs (an artificially created point of no return) for inactive students may help prevent falling behind/ late work.

- In future Comp II classes, I want to expand this assignment to a larger project. It's possible that focusing on film criticism particularly captures the imagination of some students. Perhaps in 16-week courses, this can be a third major project.
- Keep the persuasive and informative/analysis essays; potentially require more sources.

For Introduction to Literature, the KBOR-approved course level outcomes are:

1. Communicate an awareness of the range and complexity of human experience as expressed through literature.
2. Examine the interactions of reader and writer in the creation of meaning.
3. Articulate the distinctive features of various genres. ****Common Outcome****
4. Apply modes of critical inquiry specific to the discipline.
5. Write thoughtful literary analysis using appropriate terminology and conventions.

As noted, the common outcome for assessment in all our sections is the third outcome, which was chosen by consensus of the full-time faculty as being the one which allowed for greatest instructor freedom in choosing the course material to meet these outcomes, which still ensuring a commonality of skills attained. The common assessment of this common outcome is specified in the master syllabus as:

1. Midterm or final writing assignment, which includes poetry, fiction, or drama, that demonstrates an understanding of the genre's literary conventions, including theme, setting, point of view, characterization, plot, style, and, in the case of poetry, form.

Below is a table of the metadata from the Introduction to Literature Assessment reports:

Intro to Lit	AY 2019						AY 2020						AY 2021					
	Fall 2018			Spring 2019			Fall 2019			Spring 2020			Fall 2020			Spring 2021		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	2						2			3			4		1	5		
CO2	2						2			3			4		1	5		
CO3	2						2			3			4	1		5		
CO4	2						2			3			4		1	5		
CO5	2						2			3			4	1	2	5		
# of Sect:	5 offered, 2 reporting			3 offered, 0 reporting			7 offered, 2 reporting			4 offered, 3 reporting			8 offered, 5 reporting			6 offered, 5 reporting		

Comments from these reports include:

- Continue splitting the fiction paper into two fiction papers. More incentives to attend feedback meetings.
- More steps to discourage plagiarism. Signed plagiarism "contract" before first paper.
- The human experience may be a better guide when reorganizing this course. Consider reworking units around this Learning Outcome: race, gender, poverty, etc.
- Perhaps replace the Podcast as Literature Unit and/or the Novel Unit with a full Lit. Theory Unit.
- Spend more time, early on, with literary terminology.
- Reading Reflections are working well as a whole. Measure 1 hit, Measure 2 missed if you count the ones who didn't submit.
- The 8-week model is not working for this content in delivery or retention.

Additional reports are on file in the Faculty Assessment folder in the OneDrive. These show a systematic and data-driven pattern of modifying courses for optimal efficacy, which is the goal. While not all outcomes were met with perfect accuracy, assessment is a work-in-progress; should all the outcomes be universally met, then we would be using either the wrong measures or the measure goals would be too low. Generally, these reports show both instructor attention to detail and responsiveness to student needs. The metadata reported in these tables shows the reflective process undertaken at the end of each semester and puts the instructor in position to make informed decisions and modifications when

planning the next semester. The raw data is available for clarification and verification both in excel form for common assessments in the OneDrive and overall in relevant courses in Canvas.

Program Level Assessment:

The English Department has program-level outcomes and has for some time now. First established by the members of the faculty in Fall 2014 (Heather Mydosh, Lori Martin, Brenda Sanchez, Jim Yates), and then revised in Spring 2019 (Heather Mydosh, LaTonya Pinkard, Brenda Sanchez, Camilo Peralta), these outcomes have been revised most recently by the faculty in Spring 2022 (Heather Mydosh, Rafal Redlinski, LaTonya Pinkard) and affirmed at the Division level in the February 2022 meeting of Arts and Letter.

The program level outcomes of the Associates of Arts in English Language and Literature are:

1. Research and evaluate source materials for validity and bias.
2. Employ fundamental grammatical concepts and mechanics.
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
4. Interpret the role of the writer as citizen in a changing world.
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.

The outcomes map to the following courses:

1. Research and evaluate source materials for validity and bias.
 - a. English Composition II (ENG1013)
2. Employ fundamental grammatical concepts and mechanics.
 - a. English Composition I (ENG1003)
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
 - a. English Composition II (ENG1013)
 - b. Creative Writing (ENG2023)
 - c. Technical Writing (??)
 - d. Topics in Writing (ENG2171, 2172, 2173)
4. Interpret the role of the writer as citizen in a changing world.
 - a. Introduction to Literature (ENG1073)
 - b. British Literature I (ENG2123)
 - c. British Literature II (ENG2133)
 - d. American Literature I (ENG1083)
 - e. American Literature II (ENG2113)
 - f. Introduction to Dramatic Literature (ENG2043)
 - g. Contemporary Dramatic Literature (ENG2083)
 - h. Survey of African American Literature (ENG2143)
 - i. Topics in Literature (ENG2151, 2152, 2153)
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.
 - a. English Composition I (ENG1003)
 - b. English Composition II (ENG1013)
 - c. Introduction to Literature (ENG1073)

As there have been no students to graduate with the Associate of Arts in English Language and Literature during the years covered in this report, there is no additional specific data to include in this section.

General Education Level Assessment:

The General Education outcomes are:

- Analysis and Oral Communication - Students will be able to communicate effectively and integrate from credible sources.
- Mathematics and Science - Students will be able to process numeric, symbolic, and graphic information to predict phenomena in the natural world and apply appropriate problem-solving techniques.
- Fine Arts and Aesthetics - Students will be able to identify expressive qualities and elements of fine arts.
- Cultural Studies - Students will be able to articulate an understanding of tolerance of cultural diversity.
- Health and Well-Being - Students will be able to articulate a connection between human behaviors and their impacts on well-being.
- Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.
- Social and Political Awareness - Students will be able to explain the impact of societal structures on their lives.
- Business and Technology - Students will be able to explain concepts of financial systems and/or use current technology efficiently and responsibly.

Each General Education Outcome is supported explicitly by the variety of courses which satisfy each outcome. For example, Analysis and Oral Communication, course level outcomes from English Composition I (ENG1003) and English Composition II (ENG1013) explicitly correlate to the general education outcome, “Students will be able to communicate effectively and integrate from credible sources.”

Specifically, course level outcome two from English Composition I reads, “Practice ethical means of creating their work while integrating their own ideas with those of others.” As an example of the specific course-level assessment tied to this, course outcome assessment in English Composition I F2021 section SHY1, showed the outcome as “Met” with a future action noted to “Troubleshoot ClassLink for OED Online access outside of classroom.” The measure used was an Exit Diagnostic noting “...7 out of 7 students earned more than 14/20 points, thus exceeding this goal (100% success). Overall, 7 out of 15 enrolled students submitted the assignment (47% participation).” While participation was low, this outcome was met on the grounds that the “Target goal is to have at least 70% of students who submitted a final draft achieve at least 70% on this essay.” In the measure summary, the instructor noted, “Exit diagnostics were collected on the same day as the final exam period. Students are consciously sacrificing these 20 points in favor of either finishing or cleaning up the 100-point assignments. Building in more time or taking it back to being due on the day of the exam period did not fix this issue. Considering Canvas was down (AWS issue) during this exam period, I couldn’t check who had turned it in and who hadn’t.”

Course outcomes one and two for English Composition II (ENG1013) are: “Compose persuasive or informative texts acknowledging the expectations of specific audiences” and “Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.” As an example of the specific course-level assessment tied to this, course outcome assessment from two sections of English Composition II,

F2021 HY01 and FHY4, showed outcome one was “Met” with a note that “Genre distinctions are working well” and outcome two was “Met” with a reminder that “The move to ClassLink needs to be emphasized earlier in the semester and more consistently.” Outcome one, measure one was the “Argumentation and Persuasion essay of 6-8 pages, assessed against the AAC&U Written Communication VALUE Rubric, using a chosen rhetorical mode, multiple appeals, and scholarly sources” and the result was “In Section FHY1, 5 out of 5 students earned more than 105/150 points, thus exceeding this goal (100% success). Overall, 5 out of 8 enrolled students submitted the assignment (63% participation). In section HY01, 5 out of 6 students earned more than 105/150 points, thus exceeding this goal (83% success). Overall, 6 out of 9 enrolled students submitted the assignment (67% participation).” Outcome one, measure two was the “Review (informative) essay of 1-2 pages, assessed against the AAC&U Written Communication VALUE Rubric, using a self-selected subject matter, specific criteria, and attention to audience needs” and the result was “In Section FHY1, 7 out of 7 students earned more than 70/100 points, thus exceeding this goal (100% success). Overall, 7 out of 8 enrolled students submitted the assignment (88% participation). In section HY01, 7 out of 8 students earned more than 70/100 points, thus exceeding this goal (88% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).”

Outcome two, measure one was “Argumentation and Persuasion essay prewriting (Rhetorical Mode and Evidence assignment) in-class presentation and discussion board” and the result was “In Section FHY1, 8 out of 8 students earned more than 35/50 points, thus exceeding this goal (100% success). Overall, 8 out of 8 enrolled students submitted the assignment (100% participation). In section HY01, 8 out of 8 students earned more than 35/50 points, thus exceeding this goal (100% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).” Outcome two, measure two was the “Research Proposal assignment as part of the Research Project, finding databases and extraneous academic sources pertaining to a topic of their choice” and the result was “In Section FHY1, 7 out of 7 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 7 out of 8 enrolled students submitted the assignment (88% participation). In section HY01, 8 out of 8 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).”

Similar specific evidence can be plumbed for literature classes to Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

The process of Course-Level Assessment within the English Department is both rigorous and institutionalized amongst the full-time faculty and a large portion of the regular concurrent instructors within the service area. It is worth noting that, over the course of the years captured in data here, assessment shows the embracing of the spirit of quality, instructor-led assessment with goals that have increased over time, measures that have been changed as part of a trackable experiment, and the broader shift in mindset in going from assessing one or two outcomes in a course every year to measuring all outcomes in all courses every semester.

By engaging in this bottom-up process, instructors see for themselves what is working and what needs a plan for improvement in such a way that they can reflect on issues affecting their classrooms in a holistic way. There is much more that impacts a classroom than just the people who fill it. Especially in the assessment narratives gathered in Spring 2020 and Fall 2020, the fallout from the Covid-19 pandemic is lined out in considerable detail. Students and instructors alike struggled with rapid, intense change. So much went wrong, but along with that, many outcomes were still met. A lot still managed to go right, and that is worth celebrating even as we adapt to whatever new footing future semesters require.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

There is an obvious need to work towards universal reporting in Course-Level Assessment each semester. As processes have evolved (and they should continue to do so—after all, assessment is fundamentally about perpetual improvement), the English Department has been at the forefront of the College's experimentations with both Assessment and Program Review. The narrative template has been tweaked to a point where it works as a general tool for everyone teaching in the department, which is a major accomplishment on its own. Most concurrent instructors (75%) are prompt and painless in the submission of their assessment at the close of the semester, but the remaining instructor still needs to buy in to the process. It is also time to roll in adjunct instructors to this system so that there is a complete picture of how outcomes are being met in every section of every course in every modality each semester. If this plan is executed, the tables in the next cumulative program review will be far more complete.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Narrative:

The English Department does not have a Program Advisory Committee at this time.

4.2: Specialized Accreditation:

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

Narrative:

The English Department does not hold any specialized accreditation unique to the English Program at this time.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Independence Community College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. The English Department falls into the area of Criterion 3: Teaching and Learning: Quality, Resources, and Support. Additionally, all three previously analyzed courses fall within the KBOR Transfer Matrix.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Regarding the curriculum of the English Program, there has been very little need to reinvent the wheel, perhaps because there hasn't been much call for use of said wheel. The English program is largely subservient to the more populous programs of Liberal Studies and General Studies as either electives or general education credits. That said, a comprehensive review of course offerings in English was undertaken by the Faculty in Spring 2017 and revisions of course titles and descriptions was taken all the way through Academic Council. This cleaning of the books prior to the years contained in this report has meant there has been very little to no substantive change to the existing program required in this time.

The breadth of the program is significant and comparable to the first two years in a program at a four-year university. We have the potential to offer both the American Literature and British Literature sequence, as well as both Technical and Creative Writing. Introduction to Dramatic Literature and Contemporary Dramatic Literature are the third sequence currently offered with any regularity and is a component of the Theatre Arts program. These literature classes are supplemented by Survey of African American Literature and Topics in Literature. We actively seek to offer courses in which the readings are diverse and are making a change of textbook for the Introduction to Literature course to better include historically marginalized voices.

On the composition side of the house, we have attended a conference on acceleration at Butler Community College, where we found that we were in-line with current best practices if not slightly ahead of the curve with our class sizes and multiple paths to completion. In a move to return to a previously successful pathway, in coordination with the Vice President of Academic Affairs, we are

exploring the possibility of offering Composition I with a supplement again. We are actively addressing the needs of the student and adjusting our offerings appropriately.

The full time instructors in the English Department have gone to great lengths to ensure that rigor is maintained across sections of all courses regardless of modality. Just because Composition I is offered in the 8-week format does not mean that that section is easier than the 16-week Composition I section. This is proven in the very structure of the course content and the retention of assignments between all sections. Regular use of rubrics works to ameliorate unconscious bias when grading between sections.

Having only two declared majors in the past three years with the AA in English, it is a straightforward matter of reporting that neither had yet graduated in the last reporting year contained here. Other students who have expressed an interest in majoring in English have unfortunately either withdrawn from the college for non-cognitive reasons or chosen to focus on the degrees in education as they desire to become English teachers in a K-12 environment. As the Education program at Emporia State University is our most popular transfer school option at the moment, our course offerings, which for the Secondary Ed majors are virtually the same as for a strictly English Language and Literature major, it is imperative for these students to take as many of the 200 level courses as they can prior to transfer so that they do truly transfer in as juniors and not have to over-point for their final four semesters.

No employer has ever complained that an interviewee had language skills that were too good, that one's written work was of too high a quality, and so a major in English will never fully fall from future-career grace. There is literally no limit as to where an English degree could take a person. Any field in which skilled written communication is required befits the undertaking of the subject. Still, even in the strictest sense of the major, there is a profitable career path. According to the US Bureau of Labor and Statistics, 1,276,900 people were employed in teaching English at the postsecondary level in the USA in 2020, with the field predicted to grow at a rate of 12% between now and 2030, a rate that they identify as faster than average. While one could not do this with only an AA in English from ICC, an associates would be a good start on the road to further postsecondary degrees. Careers in grant writing, transcription, technical writing, journalism, and clerical fields are only some of the many options.

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Degree and Certificate Offerings or Support

Narrative:

While the AA in English is still in the ICC Academic Catalog, with only two majors in the program, it is the role of the English Department to support the Liberal Studies and General Studies programs, as well as nearly every other program offered at Independence Community College as they require their students to complete Composition I, Composition II, and Public Speaking as the Analysis and Oral Communication component of the degree audit. Introduction to Literature and the two survey sequences are a major component of the Human Heritage requirement.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

In Spring 2021, the English department began transitioning student literary magazine *Argo Navis* to a fully online publication. The new website (argonavisonline.com) was launched in spring 2021. In the fall of 2022, the second online issue was released, including a functioning comment and electronic submission system. In March, an honorarium for student contributors was processed and issued, to reward and inspire student writers on campus.

So far, argonavisonline.com has been used as a recruiting tool during four workshop sessions with local high school students, and the department will continue to utilize this platform to attract current and prospective ICC students.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Students enrolled in Professor Rafal Redlinski's *Introduction to Creative Writing* participated in a virtual story workshop with writers from Walailak University, a prestigious four-year institution in Southern Thailand. Separated by about 8,000 miles, each student group swapped story drafts for discussion and dissection. Commenting on ICC students' ability to offer helpful feedback, Walailak University professor Dr. Wararat Whanchit said "the encouragement and suggestions for improvement are amazing." Likewise, ICC student writers were given the opportunity to have their work discussed by a classroom of international university students. Professor Heather Mydosh, chair of the Arts and Letters division, has conducted similar international exchanges in the past, and stresses that students interested in writing will continue to have these unique opportunities at ICC.

Heather Mydosh completed her Masters of Fine Arts in Creative Writing with a concentration in Poetry in January, 2019 through the University of Southern Maine. Her thesis, *Where the Redbud Wilts*, was overseen by Ruth Lily Prize Winner Martin Espada, finalist for the Pulitzer Prize (*The Republic of Poetry*, 2006) and winner of the National Book Award (*Floaters*, 2022). Over the course of her time with the Stonecoast MFA Program at USM, Mydosh studied with poets Ted Deppe, Jeannie Marie Beaumont, Debra Marquart, Cate Marvin, and Diane Seuss. She was also honored to be the chosen graduate speaker for the Poetry Cohort at the Winter Graduation.

LaTonya Pinkard has officially become an author with the publication of her children's book, *Nate and His Magic Lion*. The book reached number one on its genre's best-selling list on Amazon two days after its release.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Partially due to the incredible classroom pressures of 2020-2021, ICC English faculty have adapted and innovated. Many on-ground and hybrid courses utilize personal meetings between instructor and student. For example, in Professor Rafal Redlinski's Introduction to Literature course, each student analyzes the assigned reading in a one-on-one discussion session, in every class meeting. This updated discussion model ensures that all students participate and that the already generous teacher/student ratio feels even more personal.

In a recent session of Topics in Literature (ENG 2153), course content centered on world folklore. Guest speakers (honored storytellers given the West African title of Griot for the purposes of the class) joined the evening sessions by Zoom to share the stories from their cultures. Griot Gerianne Francis spoke about West African Anansi stories, their connection to Aunt Nancy stories of the Caribbean and Br'er Rabbit stories of the American South, and the tradition's relation to the African Diaspora of enslaved persons. Dr. Zulfqar Hyder, professor at University College of the North, Manitoba, shared the epic of Hir Ranjha from the Punjab tradition and the effects and relevance to the partitioning of Pakistan and India in 1946. Sammah Ori joined from Lagos, Nigeria, to discuss the cultural function of Ogbanji stories, the connection between spirit and physical worlds, and the function of folklore — all to explain the tragedy of human experience. And Brad Wagnon shared three stories of the Cherokee Nation, specifically covering the story of creation, the story of where the Cherokee people came from, and the story of how they came to their home in the world.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

Based on the data provided in section 1.0 of this document, the total number of credit hours offered by full time faculty has increased significantly over the three years covered in this report, and the total number of students enrolled increased proportionally. While it may appear that the staffing in the English Department swelled and contracted over this period of time, such is not true; Petrucka was teaching full time in the Theatre Department and covered a section of Introduction to Dramatic Literature in AY 2020, but that is all. That these numbers are as strong as they are speaks to the almost unique status that the composition sequence holds in the enrolment process at the college—everyone has to take Comp, and that remains true.

In section 1.0 of this document is included a table showing Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes (2021-2022 Data Pull). The data clearly shows that our students perform better in the 16-week modality than in the accelerated 8-week model. While the delta between the two groups is relatively modest for the courses in the Composition sequence, there is a 20.94 percentage point difference in pass rates between the 8-week and 16-week sections of Introduction to Literature. This was shocking. While individual instructors had anecdotal evidence that the half session sections weren't as successful, it wasn't until Institutional Research presented this data that the Department realized the scale of the problem. As a direct result of this data, the decision was made in conjunction with the Vice President of Academic Affairs to no longer offer Introduction to Literature in the 8-week sessions during the regular Fall and Spring semesters. It is possible that the course will be offered in the 8-week online session over summer, but students in summer have lighter course loads overall and so are more likely to be successful.

While there were slight fluctuations in the completion rates, the numbers remain basically consistent with passing rates in the mid-80% to mid-90% range. While the number of students passing in the online modality with either a 'D' or better or a 'C' or better has fallen off considerably, this is a situation that will continue to be closely monitored. Overall, this success and consistency are further proof of the quality of instruction and is made all the more impressive by the study out of KU in 2017 which found ICC to be the premiere community college when it comes to the success of transfer students at their destination institutions. That the English Department courses, averaged over the three academic years, have a 84.9% completion rate with students earning a grade of 'C' or better does not mean that there is either grade inflation or a watering-down of the course material—students learn and learn well here, and if they can pass Composition II at ICC, they will likely do well anywhere they choose to go.

High school (concurrent) completion rates continue to be eye-wateringly high when compared to the general population, but this can be explained relatively easily. Concurrent classes self-select for the very strongest compositional students, frequently the valedictorian contenders for their cohorts, and are thus already high performers. These are also studious and highly-motivated high achievers, and so their success in these classes is not unexpected.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Section 7.2 in the Program Review Handbook for more information.)

Narrative:

Circle One:

Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

The English Language and Literature Program falls squarely in the “Maintain Current Levels of Support” category. This assessment is based on frequency of course offerings, section class size, impacting trends, course completion, course success, formalized articulations, transfer success, cost per FTE, student FTE per faculty, and the remarkably low equipment needed; basically, the English program is operating at almost peak efficiency given the basic General Education model that serves students currently enrolled in the College as a whole. The English Department serves the overwhelming majority of the student body and costs virtually nothing in resources beyond payroll. However, when one looks at declared majors, degree attainment, industry engagement, and external affiliations, there is room for growth. That said, growth is happening: there are actual English majors on campus. The creation of the LitGuild Directorship and its inclusion in the Faculty Negotiated Agreement is material evidence of the stock that the Administration puts in the work of the department that happens outside of the classroom, outside of coursework.

Regarding student retention in the English program as such, the English Department is excited about the recent and admittedly modest growth in majors. Retention of students from English Composition I to English Composition II, focusing on students who complete the composition sequence within the General Education requirements, is an element of significant interest in the Liberal Studies Program Review as it far exceeds the specific English major. The flexibility in scheduling Creative Writing and having an in-house instructor (Raf Redlinski) has meant that this course can be offered as students want to take it, which has only helped the morale of students within the program. *Argo Navis* and the opportunity for a professional publication credit is also part of the plan for retention for the more traditional English major.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Section 7.3 in the Program Review Handbook for more information.)

Narrative:

The English Department has drafted three goals with associated action plans which support student success as follows:

1. Short-Term Goal: Increase student submissions to and participation in *Argo Navis* to provide an opportunity for professional publication for those who submit and are accepted, and an opportunity to serve on an Editorial Board for those who would like to pursue a career in the industry.
 - a. Plan: Investigate opportunities to increase visibility on campus.
 - b. Plan: Actively recruit additional Writing Scholarship students from within and outside of the service area to reinvigorate the student leadership of *Argo Navis*.
2. Short-Term Goal: Broaden range of English courses regularly offered to increase variety of student learning opportunities and diversify the English Department's support of Program and General Education outcomes in assessment.
 - a. Plan: Actively pursue additional courses being added to the KBOR Transfer Matrix (survey sequences, Creative Writing, etc.) through attendance at the KBOR Core Outcomes Group Project meetings.
 - b. Plan: Seek community support and engagement for classes not targeted at transferability but rather community enrichment (Topics in Literature classes, IndyConnect sessions) which allow for partnerships with other local entities (Independence Public Library, Independence Housing Authority, etc.).
3. Long-Term Goal: Establish an Emerging Authors Series Program to bring in working writers from diverse backgrounds working in various genres to offer masterclasses and readings as cultural enrichment events on campus and in the community.
 - a. Plan: Research and target grant funding for the launch of such a program.
 - b. Plan: Nurture relationships with professional writers and regional publication houses to better understand the viability of such a program.
 - c. Plan: Cultivate support and enthusiasm for such a plan within the ICC community and the local area by further promoting the *Argo Navis* website.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The English Department serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development through professional instruction, annual assessment, nimble responses to trends within the wider learning community, and a desire to see the community thrive as individuals better their station through access to quality education.

The English Department aligns with the Strategic Plan insofar as it supports the goals of Academic Excellence. As part of the Academic Excellence Focus Area Group, the English Department works under the leadership of the Vice President of Academic Affairs to achieve strategic goals as part of Operational Planning.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

The English Department has limped along with two full time on-ground professors while the third member has been working remotely for medical reasons. This has resulted in impossibly heavy loads for both Redlinski and Mydosh. Hopefully, Pinkard recovers and returns to the on-ground classroom soon to share the load.

As far as Education Technology Support, the college's renewal of the software license with TurnItIn is imperative to the department's day to day functions as the program constitutes the institution's

protection against cases of plagiarism, both from the wide world of the internet and the vast repository of recycled in-house student work. The subscription cost of \$6,581.94 for this academic year is no small sum, but this incredibly helpful tool is available to all instructors teaching for Independence Community College, not just the English Department, and not just full-time instructors. It is also the industry standard in higher education.

Holding the on-ground sections of Composition I (ENG1003) and Composition II (ENG1013) in the computer labs of the Academic Building, specifically AC107 and AC108, has allowed for better use of class time and the possibility of a truly flipped classroom where students are responsible for the reading and lecture materials outside of class and use class time to work on assignments in a structured and supervised environment. This has been enormously beneficial.

Please tie needs to SMART Goal (from 7.3)

There is no additional funding necessary for the three goals proposed in this document. The English Program already has access to the College's dedicated Grant Writer, Bruce Peterson. Rafal Redlinski maintains and curates the *Argo Navis* website as part of the Directorship. ICC regularly attends all KBOR Core Outcomes Group Project sessions.

Immediate Budget Requests/Needs

The English Department requests the inclusion of the renewal of the institutional subscription to TurnItIn be included in the budget for the next three academic years successively.

Long Term Requests/Needs

The English Department requests a wireless printer for inclusion and student access in AC115, along with a computer cart to serve 15-18 students (according to how many students can be accommodated in the space). Ideally, the printer would function as the smaller Academic107 printer does currently for the computer labs in AC107 and AC108.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was written primarily by Heather Mydosh as the longest-serving member of the English Department, with assistance and material support from both Raf Redlinski and LaTonya Pinkard. The data in Section 1 was compiled and provided by the Office of Institutional Research and its director, Anita Chappue, JD, whom the English Program thanks for her tireless attention to detail and practical support.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I have read this review and agree with the program faculty's recommendations to maintain current levels of support. –Brian Southworth 5.2.2022

Program Review Committee: PRC members have read this review and agree with program faculty's recommendations to maintain current levels of support.

Vice President for Academic Affairs: I have read this review and agree with the program faculty's recommendations to maintain current levels of support. TCC 5.3.2022

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Sample Course Level Assessments:

Comp II (Mydosh, S2020)- Assessment 2019-2020

Comp I (Gudde, Cherryvale, S2021)- Assessment 2020-2021

Intro to Lit (Redlinski, F2020)- Assessment 2020-2021

Intro to Lit (Redlinski, S2021)- Assessment 2020-2021

Sample Course Syllabi:

ENG1003/HY01 English Composition I, Fall 2020 Full Session

ENG1003/FHY1 English Composition I, Fall 2020 First Session

ENG1013/0002 English Composition II, Spring 2020 Full Session

ENG1013/FHY1 English Composition II, Spring 2021 First Session

ENG1073/HY01 Introduction to Literature, Fall 2020 Full Session

ENG1073/FHY1 Introduction to Literature, Fall 2020 Second Session

ENG2023/FHY1 Creative Writing, Spring 2021 First Session

ENG2153/HY01 Topics in Literature: World Folklore, Fall 2021 Second Session

Sample Course Materials:

ENG1003 English Composition I, Mydosh, How to write a thesis statement

ENG1003 English Composition I, Redlinski, Thesis Statement Practice

ENG1003 English Composition I, Redlinski, Analysis Essay Thesis Statement Practice

ENG1013 English Composition II, Mydosh, Evidence

ENG2153/HY01 Topics in Literature: World Folklore—

(PDF) The Adventures of Hir and Ranjha

(PowerPoint) Hir Ranjha (Dr. Z. Hyder Presentation)

Sample Course Assignments:

ENG1003 English Composition I, Redlinski, Major Assignment #2 Analysis Essay Instructions

ENG1013 English Composition II, Mydosh, Choosing an Argumentation Strategy

ENG1073 Introduction to Literature, Mydosh, Midterm Essay

ENG2153/HY01 Topics in Literature: World Folklore, Reflection 2: Hir Ranjha

PENDING APPROVAL