

Annual
Program
Of
English Language &
Literature
For
2020-2021

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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:

English Program Review Data AY 2020
Looking at all ENG courses

Number of Faculty:

full time 4 (Mydosh, Pinkard, Petrucka, Redlinski)
adjunct 8 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee, Hayes)

Enrollment & Student credit hours by Faculty type:

Full time: 87 total credit hours taught, with 374 total students enrolled
Adjunct: 108 credit hours taught, 546 total students enrolled

Average Class size:

14.6 students in Face-to-Face classes
12.5 students in online classes
14.2 students across all courses

Completion rates:

94.6% face-to-face

93.3% online

94.3% all courses

91.0% without high school classes

100% only high school classes

Pass ('D' or better) rates:

93.7% face-to-face

82.9% online

91.8% all courses

87.7% without high school classes

98.2% only high school classes

Pass ('C' or better) rates:

90.2% face-to-face

80.3% online

88.5% all courses

83.1% without high school classes

96.8% only high school classes

Number of Majors: 0 (0 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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:

For Composition I (ENG1003) data has been collected and narratives written by all three full time English Professors and the concurrent instructors. The meta-data is as follows:

Outcome 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.

Findings: All sections met this outcome at a base level, but one instructor pushed the goal to 80% and fell short of that.

Outcome 2: Practice ethical means of creating their work while integrating their own ideas with those of others.

Findings: Not all sections met this outcome, and while it is recommended as further action to keep the entry and exit diagnostic format, an academic integrity assignment may need to occur with it. Updating the texts for the diagnostics was also suggested as a possibility.

Outcome 3: Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.

Findings: All sections met or partially met this measure.

Outcome 4: Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.

Findings: All sections met this outcome as it is the backbone of teaching writing process.

Outcome 5: Critique own and others' work.

Findings: This measure was met by Mydosh, partially met by Pinkard, and not met by Redlinski but only because of extenuating circumstances. The difficulty lies in cultivating an environment where students cultivate the confidence to honestly discuss their own work and feel empowered to speak frankly with their peers. This is particularly difficult in an online environment.

For Composition II (ENG1013) data has been collected and narratives written by the full time English Professor and the concurrent instructors who led sections. The meta-data is as follows:

Outcome 1: Compose persuasive or informative texts acknowledging the expectations of specific audiences.

Findings: This outcome was met by all sections. The Argumentation Essay is a named common measure and valuable tool in ensuring consistency between sections while still allowing for instructor freedom.

Outcome 2: Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic.

Outcome 3: Employ an appropriate style for citing and listing sources.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic. The Annotated Bibliography is an informal common measure between sections taught by full time faculty but is not required of the concurrent sections as per the syllabus.

Outcome 4: Demonstrate the ability to read and think critically about texts.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic. Basically, catastrophic loss of submission data once students left campus rendered the exit diagnostic moot.

For Introduction to Literature (ENG1073) data has been collected and narratives written by the full time English Professor and the concurrent instructors who led sections. The meta-data is as follows:

Outcome 1: Communicate an awareness of the range and complexity of human experience as expressed through literature.

Findings: Met in the fall, partially met in the spring for lack of late-semester data.

Outcome 2: Examine the interactions of reader and writer in the creation of meaning.

Findings: This outcome was met in both fall and spring.

Outcome 3: Articulate the distinctive features of various genres.

Findings: This outcome was met in the fall, but sections met/partially met/did not meet this outcome in the spring for reasons attributed to the pandemic and the absence of a digital version of the current textbook.

Outcome 4: Apply modes of critical inquiry specific to the discipline.

Findings: This outcome was met in both fall and spring.

Outcome 5: Write thoughtful literary analysis using appropriate terminology and conventions.

Findings: This outcome was met in the fall, but sections met/partially met/did not meet this outcome in the spring for reasons attributed to the pandemic and the absence of a digital version of the current textbook or the overall issues with accessing technology remotely negatively affecting submission rates.

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:

Narrative:

- 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).

None.

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:

None.

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:

None.

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. The breadth of the program is significant and comparable to the first two years in a program at a four-year university.

5.2 Degree and Certificate Offerings or Support

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.

Narrative:

While the AA in English is still in the ICC Academic Catalog, with no 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.

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 our 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. Anecdotally, just this academic year, Heather Mydosh has caught seven separate students in cases of plagiarism which have afforded painful but important learning opportunities for these individuals in a lower-risk environment than their next institution. The subscription cost of \$6,268.50 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.

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.

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 document was prepared by Heather Mydosh with data collected from courses taught by all full-time and part-time instructors as gathered in the shared assessment folders and internal reporting, and with data provided most helpfully by Anita Chappuie, Head of Institutional Research, who has been of great assistance in the drafting process.

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:

After reviewing the program report for English, Language and Literature prepared by Heather Mydosh I agree with the findings. Currently, the AA in English is still in the ICC Academic Catalog, with no 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. Mark Allen, VPAA, 2/24/2021

10.0 Appendices

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