

Program Review and Assessment Summary
3.7 Academic Program Review
English (018)

Description of the program's connection to the institutional mission and goals:

The Associate in Arts degree in English supports Rose State College's mission to prepare students for life-long learning for a diverse population.

Rose State College English composition courses provide multi-faceted, coherent opportunities for students to acquire and practice the critical thinking and writing skills necessary for success in achieving personal, academic, and professional goals. These skills are useful in every academic discipline and equally valuable in the business world beyond the classroom.

In addition, the Rose State College English Program offers instruction and guidance for English majors to aid in evaluating literary texts through critical analysis and in developing writing skills commensurate with the first two years of college-level study. Through the study of literature, students gain a better understanding of themselves, the culture in which they live, and the world around them.

The goal of an English degree is to prepare students to transfer to a four-year college or university to pursue a degree in English. However, this degree program also provides excellent preparation for students who plan to pursue further education in the areas of law, journalism, or any graduate program requiring a strong background in critical thinking.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review.

The faculty had nine long-term goals in the previous review:

1. Continue to work in concert with state four-year colleges and universities to facilitate transfers for RSC students and to maintain the integrity of the matrix developed by the Oklahoma State Regents for Higher Education to show equivalencies among state institution.

Since the last review, articulation agreements with the University of Central Oklahoma were updated. Also, RSC faculty met with University of Oklahoma faculty to discuss ease of transfer for English graduates who are pursuing a degree in English Education. The English program and individual courses were carefully monitored to ensure transfer to four-year English programs. To allow the capstone course to transfer more easily to four year colleges, it was modified from a two hour course to a three hour course. In

addition to the student writing portfolio, a pre-test, post-test, and writing assignments about critical theory are now required.

2. Monitor academic information about RSC students who continue English studies at state four-year institutions.

Some data is available for this report, but more can be done in this area.

3. Continue to offer Interactive TV courses to high school students and serve prison populations through telecourses.

Although RSC no longer offers telecourses, 37 InteractiveTelevision courses were taught for high school students since the last review. 200 sections of composition were offered for incarcerated individuals at 20 correctional institutions in the state.

4. Solicit increased feedback from adjunct faculty about English department procedures and decisions by including them in key committees and by direct appeals to them for information.

Since the last review several changes were made. An Adjunct Mentor for the division now provides monthly newsletters to adjuncts, assigns faculty mentors to new adjuncts, and meets with adjunct faculty in one-on-one sessions to promote quality teaching. Adjuncts are included in the Composition Committee and surveys from the Writing Program Administrator (WPA). A blog has been created by the WPA to keep adjuncts informed of significant decisions. Professional development for both adjuncts and faculty are available. Every new adjunct receives a two hour individual training session from the WPA.

Only one adjunct teaches literature courses, and she is retired faculty member, so adjunct feedback in the literature courses isn't currently needed.

5. Continue to expand open hours in the Writing Lab, especially in the last weeks of a semester when demand for services is greatest.

Presently, the Writing Lab is open from 8 a.m. to 8 p.m. Monday through Thursday for an average of 48 hours a week, which is 8 hours longer than the last review. The lab is now also open during finals week to meet the needs of students. An additional 8-10 hours of instructive workshops are also offered for students and professors each semester. The lab is staffed only by professors with MA degrees. The number of computers in the lab was increased in 2015 from 6 to 12, and the square footage was doubled through a remodel. An online writing lab is also available to RSC students.

6. Continue to upgrade technology and integrate it into RSC English classes, most importantly, improving hardware and software where needed and equipping additional classrooms with multimedia.

All classrooms in the building now contain instructor computers and projectors. The Humanities Division staff has worked with IT to maintain software in the classrooms. Since the last review, the Humanities Division purchased 36 netbooks that professors may check out. Additionally, a new computer classroom is now available for professors to reserve. All professors now keep a gradebook online in Desire2Learn and post their syllabi. Also, updated departmental syllabi are available in D2L.

7. Encourage English faculty to stay abreast of technological advances and to participate in faculty development activities designed to improve student learning.
Continue to encourage faculty to attend discipline-related meetings and workshops to help them stay current on new research and theory in the teaching of English.

Faculty members expanded the presence of English instruction in the cross campus cohort Community Learning in Critical Knowledge (CLICK) to provide support for at-risk students.

In addition, faculty attended conferences devoted to English studies and related Humanities concerns, such as:

4C's (Conference on College Composition and Communication); DaVinci Conference; The Human Ties Conference; Global Women's Conference; Merlot Conference; Nimrod Creative Writing Conference; NISOD (National Institute for Staff and Organizational Development); NSU OACC (Oklahoma Association of Community Colleges); OCCC Online Summit; OKADE (Oklahoma Association of Developmental Education); Oklahoma Regents Reading Conference; Quartz Mountain Teaching Institute; Reach Higher Conference; TCC (Technology, Colleges, and Community); Transformative Learning Conference; TYCA

8. Work to maintain or improve the ratio of full-time to adjunct faculty members as budgets permit.

Due to budget cuts, our full-time to adjunct ratio has decreased slightly.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Faculty conducted an internal review of both the Composition and English programs.

Our composition program was completely overhauled in 2014. Composition courses now more closely resemble Composition I and II courses at four-year universities and developmental courses have been modified to better meet the needs of students. A one hour composition bridge course was added to the division to prevent unnecessary delays for students in remediation. A team of professors volunteered to create an electronic free reader for all composition students. This online textbook is updated every semester and automatically uploaded into each class online learning platform. The ability to read and create visual and electronic arguments became integral to Comp I and Comp II, and professors received multiple training sessions to become proficient

in both theory and pedagogy. Communicative competence is now one of the three major learning goals of the college, and English Composition final exams are now used as the measure for that competence. Faculty created standardized final exams for Comp I and Comp II classes to ensure that students exiting Composition II have the skills they need to enter other program. Faculty increased the rigor by which they ensure that student authentication in online courses is strong by requiring online composition students to take and pass the final in the Testing Center on campus.

The English division also evaluated its degree plan and teaching methods. New program outcomes were established. The degree plan was modified to include English 2323 Introduction to Literature to ensure students have a strong foundation for survey courses. To allow the capstone course to transfer more easily to four year colleges, it was modified from a two hour course to a three hour course and additional content in literary criticism was added. All English courses were reviewed and edited to meet the new program outcomes.

A. Centrality of the Program to the Institution's Mission:

Rose State College's mission is to provide higher education programs and services intended to foster lifelong learning for a diverse population. The English degree clearly meets the Institution's Mission because it develops lifelong communication and critical thinking skills and explores diverse cultures.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

RSC English courses help students meet several important objectives. First, the RSC English Program, which terminates in an Associate of Arts degree, provides comprehensive lower division courses for students who plan to transfer to four-year colleges or universities to pursue a baccalaureate degree. In addition, the English Capstone course, which is required in the final semester of an English degree, is designed to highlight an individual's strengths and identify weaknesses in the required elements of study for English majors. Thus, the program provides ample support for each student's efforts to address and eliminate any deficiencies, ensuring that the student will master all necessary knowledge and skills for success in subsequent English studies.

The RSC English program also serves many students who are pursuing English degrees at other institutions and who come to RSC to take only one or two courses. Finally, English courses meet specific cross-curriculum needs of students in the RSC service area through fulfilling the Humanities requirement for other degree programs and helping students improve their critical thinking and communications skills in those programs.

Graduates from the English program will be able to do the following:

- Engage in critical reading of a variety of literary genres; recognize, understand, and explain various literary elements of texts.

- Demonstrate knowledge of British and American key authors, works, and literary periods; relate texts to the cultural, historical, and social context in which they were produced.
- Analyze and interpret texts based on both original ideas and literary theory.
- Write well-organized, thesis-driven literary argument papers; support ideas with explicit reasoning and textual evidence.
- Conduct research, evaluate secondary sources, and cite literary evidence using accurate MLA conventions.
- Demonstrate the ability to use complex language in a variety of contexts, both written and spoken.
- Examine how language and literature shapes one's world view and deepens one's personal insights
- Exhibit a basic general foundation of English, history, government, science, math, and liberal arts appropriate for students transferring to a four-year institution.

B.2 Quality Indicators (including Higher Learning Commission issues):

- A well-qualified, committed faculty is the core strength of any teaching institution, and RSC's faculty is exemplary in these areas. The full-time Humanities Division has 24 faculty members, including the dean and associate dean, both of whom have teaching requirements. Of these, 13 teach English, 21 have master's degrees, and two have Ph.Ds. 5 of the 13 English professors have won Excellence in Teaching awards since the last review. In addition, RSC has an extremely well-qualified adjunct English faculty. The number of adjunct faculty varies with semester, but averages approximately 80. Their academic credentials and teaching experience are similar to that of full-time faculty.
- Students must complete a capstone course that is designed to allow students the opportunity to demonstrate that they have met the program objectives listed above.
- The plans of study for each of these emphases are continually reviewed to ensure that the course requirements meet the needs of the students and the programs to which students may transfer.

B.3. Minimum Productivity Indicators:

NUMBER OF MAJORS

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
English	44	38	51	49	47

NUMBER OF GRADUATES

	2012	2013	2014	2015	2016	5-YEAR AVERAGE
English	10	8	5	6	10	7.8

Our data shows the number of graduates in the General Studies emphasis has improved from 5.8 to 7.8.

The significant discrepancy between the number of students who declare themselves as English majors and the number who actually complete the English Program stems from two factors. First, many students from neighboring four-year institutions come to RSC to pick up one or two courses that are unavailable at their primary institutions in the semesters they need to take them. Secondly, RSC students often feel comfortable transferring to four-year programs without completing degree requirements, most frequently to avoid commutes to two separate institutions or to move more rapidly through their course of study. Encouraging this latter trend is RSC's success at preparing them well for successful early transfer.

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

English Capstone is the only course taught exclusively for this degree. The average class size is 4.8 students.

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

COURSE	2012	2013	2014	2015	2016
ENGL 2113	111	177	165	144	132
ENGL 2213	123	123	129	114	90
ENGL 2313	99	159	63	87	69
ENGL 2323	123	99	171	123	129
ENGL 2503	33	15	33	30	30

c. Direct instructional costs for the program for the review period:

There is no direct cost for this program as the courses required with the exception of the capstone courses are offered to all students and can be used in most other programs to meet degree or general education requirements.

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

24 of 27 required credit hours can be used in other programs or for general education.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Kelly Bailey	MA MEd	University of Central Oklahoma
Kevin Caliendo	MA pHd	University of Oklahoma Loyola University
Antoinette Castillo	MA MEd	University of Oklahoma University of Central Oklahoma
Caryl Gibbs	MA	University of Central Oklahoma
Kristin Hahn	MA	University of Central Oklahoma
Angela Keneda	MEd	University of Central Oklahoma
Sandra Keneda	MA	University of Oklahoma
Chris Knox	MEd	University of Central Oklahoma
Dianne Krob	MA	University of Central Oklahoma
Lori Morrow	MA, MEd	University of Central Oklahoma
Sherri Mussatto	MA	University of Central Oklahoma
Tim Tharp	MFA	Brown University
Theresa-Ann Walther	MA	University of Central Oklahoma

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

- Brittany Grizzard, who graduated from RSC in 2011, completed her Master of Fine Arts degree at the University of Oklahoma in English.
- Adriana Valtinson, who graduated the same year, is currently obtaining her MA in English at the University of Oklahoma and is studying Composition and Rhetoric at the University of Oklahoma.

g. If available, information about the success of students from this program who have transferred to another institution: N/A

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication: None

Address Demand:

While the student numbers could be larger, the number of graduates is consistent. This degree allows students the opportunity to gain skills that are useful in a variety of fields while preparing them to continue their study.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Not measured for this review.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Employers consistently cite oral and written communication as invaluable work skills. The English program is designed to develop these skills. Also, students who graduate with English degrees are in demand in the workplace. According to the Bureau of Labor and Statistics, the employment of postsecondary English teachers is expected to grow 13% from 2104 to 2024, faster than the average for all occupations.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

- Professors in the Humanities Division began a free English as a Second Language (ESL) program in response to the needs of RSC students. They expanded it to fulfill the needs of the community. They received additional funding in the form of a \$14,000 grant from the Dollar General Literary Foundation.
- Based on input from industry leaders in the metropolitan area and nationally, professors revised the curriculum in Composition I to more closely align with the demands that would be made on students entering the work force. They also revised the curriculum in the Comp II program, so students would have a better skill set to serve them in both higher level academic pursuits and professional options.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

- In all composition courses, transformative learning became a primary objective to help students become more thoughtful active citizens.
- Professors led 5 study abroad trips with both students and members of the community.
- Trixie Walther judged the Oklahoma Book Award contest. (2015-16)
- Kristin Hahn judged the Oklahoma Senior Poetry Award and the Mid-Oklahoma Writer's Group Poetry Writing Contest. (2013-14)

- Sherri Mussatto and Tim Tharp held Write of Spring, a creative writing workshop for area high school students. Its primary purpose was to develop skills for fiction and poetry writing. (2012-13)
- Kristin Hahn taught two weekend poetry workshops at Firststep, a women's recovery center. (2014-15)
- Adjunct Bill Bernhardt conducted creative writing workshops for the students and the community. (2013-16)
- Trixie Walther held Poetry at Rose, a poetry reading featuring a local poet and faculty readers. Members of the community are invited. (2012-16)
- Chris Knox volunteered her time as a reading tutor for community members during the summer. (2016)

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

Students can complete this program both on campus and online.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

This degree program requires very little monetary support. The courses required within these degrees (with the exception of the capstone courses) are taken by students campus-wide in a variety of degree programs.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
To explore the possibility of curriculum-sharing with other programs.	Communicate with other programs to see if there is a need for interdisciplinary study. Develop additional courses accordingly.	2020
Track student graduation and employment data	Under study.	2017

To ensure that online courses are offered to allow students to complete the degree on the accelerated timeline. Work to further integrate adjunct faculty and provide resources to retain quality adjunct.	Schedule courses strategically. Discuss with first-time enrollment office the accelerated timeline and have them refer interested student to the Humanities Academic Advisor	2015
To increase the number of majors and graduates in the English program	Work with the marketing department to feature these emphases and contact high schools to help recruit majors. Work with division advisor on Humanities newsletter.	2018
To continue English mentoring program to ensure student success	Continue to mentor students and further develop faculty/student mentoring relationships	2017

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Maintain program at current level	Humanities Division	Rose State College	

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____