INSTITUTIONAL EFFECTIVENESS REVIEW

~ ENGLISH / 2009-2010 ~

The purpose of the review is to:

Assess the currency, scope, strengths, and weaknesses of the Jefferson College English department.

The process will involve the following steps:

The English department faculty met with the Communications and Arts Division Chair to discuss the Program Review process.

The Program Review document was completed based on data compiled by the Director of Institutional Research and Planning and by the English faculty.

The English faculty will meet again with the Division Chair to discuss the findings presented in the Program Review document.

The Institutional Effectiveness Review will be submitted to the Dean of Arts and Science Education for review and feedback.

Additional follow-up meetings will be scheduled as needed to assess the status of Learning Goals and Action Plans.

Time frames/timeline for the review will be:

The initial meeting with the Division Chair took place during the Fall 2009 semester.

The Program Review document will be turned in to the Division Chair by the end of February 2010.

The follow-up meeting with the Division Chair will take place on March 5, 2010.

In March 2010, the Division Chair will meet with the Dean of Arts and Science Education to review the document and obtain feedback.

Additional follow-up meetings will be scheduled as needed.

Program/Service: English Department
Date of Review: March 2010
Review Participants: Trish Loomis, John Pleimann, Andrea St. John, Susan
                         Todd, Timothy Boehme, Lauren Ermel, Bryan Peters, and
                         Shanie Latham

Overview

Purpose of the program and how it relates to college mission, values, vision:

The English department at Jefferson College promotes students' success in becoming more effective written communicators and more careful and analytical readers, both of which are critical skills that will enhance all aspects of students' lives by enabling them to better understand and participate in the world around them.

The department strives to be student-centered and accessible by offering a comprehensive array of writing and literature courses that ensure students of all skill levels and interests will find choices appropriate to their needs. From developmental writing to honors composition, and from creative writing to journalism, students have numerous options that will encourage their growth as writers. Likewise, literature course offerings not only cover the spectrum of literary genres but also include works dating back several centuries and by authors from all over the world; such diverse offerings exemplify the department's adherence to values articulated in the College's Mission, Vision, and Values statement, specifically in that they "encourage intellectual, personal, and social growth" and ready "students for excelling in a world of cultural and intellectual diversity."

The department contributes to the College's success in meeting state-level curricular goals by offering current and transferable courses designed to fulfill two of the six primary general education objectives: "Writing and speaking clearly and concisely using edited American English" and "Analyzing the themes of human experiences through exploration of great works and ideas." The department also contributes to the College's overall success by facilitating or participating in activities—e.g., student service learning activities or a poetry reading on campus by the Missouri Poet Laureate—which enrich not only students' lives but those of Jefferson County community members as well.

Institutional Effectiveness Review

Present Status

Learning/Service and Action from 2005 Institutional Effectiveness Review:

Learning/Service Goal	Assessment Measurement/ Action	Person(s) to Implement	Timeframe	Resource Implications	Use of results
Goal 1 Revise the English Instructor's guide	Guide Revised	Shirley Dubman and Trish Loomis	Completed		Guide distributed to adjuncts and new full-time hires
Goal 2 Review Basic Writing texts and curriculum	Basic Writing Subcommittee reviewed texts and ancillary materials	Susan Todd, Andrea St. John, Shirley Dubman	Completed		Basic writing course re-numbered and curriculum revised to include computer instruction and testing in lieu of old MET
Goal 3 Full-time faculty will organize workshops on grading and expectations	Workshops	Full-time English faculty	Completed		Multi-section assessment project
Goal 4 Collaborate with mathematics department to determine possibility of pass/fail in developmental courses	Discussions and research	Full-time English faculty	Completed		Determined inadvisable to grade pass/fail in develop-mental courses

Innovative Changes (in last 5 years):

Changes to Basic Writing Skills

In the summer of 2008, Andrea St. John, Shirley Dubman, and Susan Todd formed a subcommittee that began working on revising the Minimum Essentials Test (MET) for Basic Writing Skills. The MET had been in place for decades without updates or revisions, and the department decided to replace the paper test with electronic tests in order to standardize the grading. In addition, the department decided to split the test into grammar and punctuation components.

The subcommittee began by discussing what material would be included with each component. The subcommittee eventually settled on four component tests:
> Test 1: Subjects, Verbs, Clauses
> Test 2: Fragments and Run-ons
> Test 3: Punctuation
> Test 4: Pronouns, Modifiers, and Parallelism

The subcommittee generated multiple choice questions for each unit and solicited questions from the rest of the department. They also imported a test bank from the agreed-upon text, *Resources for Writers*, Long, 3rd edition. Each test consisted of 25 multiple choice questions pulled randomly from the question database. The department decided that, as with the original MET, the students would still need to pass each test with at least an 80% and that students would have three attempts at each test.

The tests were uploaded in January of 2009, and announcements and instructions were sent to everyone teaching the class. MyWritingLab, an online product published by Pearson, was incorporated into the class to provide grammar and punctuation instruction and exercises. A course shell was uploaded for each instructor that included links to grammar and punctuation web sites, MyWritingLab, and the tests.

As the testing changes were being made, Susan Todd and Shirley Dubman were working with Betty Linneman to better coordinate developmental grammar classes between the English department and the Learning Center. The Learning Center revised Fundamentals of Writing I and Fundamentals of Writing II, combined them, and named the new course ENG098 Basic Writing Skills I. The existing Basic Writing Skills course was renamed Basic Writing Skills II and renumbered as ENG099 to make the transition to ENG101 English Composition I more clear.

Fall 2008 – ENG101 *Pilot* Assessment Project

In the Fall of 2008, English department faculty chose the "Compare/Contrast" essay mode as the assignment that would be used to assess important elements of college writing. Faculty members developed an assessment rubric for the "Compare/Contrast" essay that addressed two critical components to successful essay writing: unity and organization. Within those two components, the assessment rubric focused on the

following specific areas: the thesis statement, intelligible body paragraph topic sentences, an overall clear compare/contrast structure (subject-by-subject or point-by-point), and the presence of transitions between ideas. Then, faculty members devised a whole number scoring system consisting of 4 (exemplary), 3 (satisfactory), 2 (need for improvement), and 1 (unsatisfactory). A standardized list of topic prompts and strict essay parameters were then established and adhered to by participating faculty. Once this standardized "Compare/Contrast" essay assignment was completed by participating ENG101 students, the English department randomly and blindly chose five (5) essays each from twelve (12) sections of ENG101, for a total of sixty (60) "Compare/Contrast" essays. These randomly chosen essays were then submitted for assessment.

Fall 2008 – ENG101 *Pilot* Assessment Project Results
Project Logistics: The reason for beginning with a smaller, pilot project was to test the administration of the project among a smaller group of instructors and check for unforeseen logistical issues that might arise during the process. No such problems occurred. Some instructors expressed concern about the number of essay prompt options students were given and/or about the content of some of the prompts, so the faculty decided that, while the same list of prompts would be provided as suggested topics for use during the comprehensive assessment project, each instructor would have the option of selecting a smaller number of topics from that list or of coming up with his/her own compare/contrast topics.
Student Outcomes: Results indicated that the majority of our students are performing below a satisfactory level in two of the four assessed areas—topic sentences and transitions—and that even in the two areas where the majority of students scored a 3 or higher—thesis and structure—there is still a high number of students in need of improvement.

Spring 2009 – ENG101 Assessment Project

A broader assessment across more sections of ENG101 was implemented in Spring 2009. The process was the same as the Fall 2008 Assessment Pilot Project, but in this phase, 1) more ENG 101 sections were included, 2) essays from those adjuncts' sections who volunteered to participate were included, and 3) a larger sample—five (5) essays from twenty (20) sections—was scored in May 2009.

Spring 2009 – ENG101 Assessment Project Results
Project Logistics: Based on the department's goals to monitor the quality of adjunct instruction, as well as to define the department's assessment standards, it was decided that the Assessment Project for Fall 2009 would require all adjunct and faculty participation. Based on instructor feedback from the prior two semesters' projects, it was decided that in the future the topic prompts would be expanded as well as made optional.
Student Outcomes: Results indicated that our students are performing below a satisfactory level in three of the four assessed areas – thesis statement, compare/contrast structure, and topic sentences. There was an improvement in the

transition scoring. The assessment scores indicate that a large number of students are still in need of improvement.

Fall 2009 – ENG101 Assessment Project

One important change to the administering of this project in Fall 2009 was to restrict the Compare/Contrast essay organization structure to *either* a point-by-point *or* subject-by-subject format. This change was beneficial because it further clarified and standardized the essay scoring. A broader assessment across more sections of ENG101 was also implemented in Fall 2009. The process was the same as the Spring 2009 Assessment Pilot Project; however, in this phase, **all** of the ENG101 sections were included—essays were **required** from adjuncts (including those who teach dual credit). The sample—five (5) essays from twenty-six (26) sections—was scored in December 2009.

Fall 2009 – ENG101 Assessment Project Results
Project Logistics: Based on the department's goals to monitor the quality of adjunct instruction, as well as to further define the department's assessment standards, it was decided that the Assessment Project for Spring 2010 would again require all adjunct and faculty participation.
Student Outcomes: The results of the Fall 2009 ENG101 Assessment Project showed comparable performance or slight improvement in all four areas when compared to the Spring 2009 project results. Despite the improvement over previous results, the new results revealed that there is still a need for student improvement in all four areas (note that the Fall 2009 sample contained a significant increase in number of essay submissions).

In response to the results obtained from the Assessment Project, the English department will implement the following changes:

1. Upload resources/compendium of "good ideas" for instruction to common Blackboard course shells for all ENG101 sections.

2. At Adjunct Orientation English discipline session
   - Present results of the Assessment Project to all ENG101 adjuncts
   - Review strategies for teaching the concepts covered in the assessment
   - Ask adjuncts to submit how they will address the problems/improve teaching and learning for those concepts
   - Share these ideas in the course shell compendium

3. Require follow-up reports at the end of each semester from faculty who participated in multi-section assessments. These reports may serve as the year-end CTL assessment documentation required of faculty.

4. Share selected follow-up strategies in the course shell compendium

5. Repeat the Assessment Project each semester and record results

6. Repeat the above process following each year's assessment

Spring 2010 – ENG101 Assessment Project

The Spring 2010 ENG101 Assessment Project is currently underway.

MyCompLab

In the Spring of 2009, the English department made the decision to have an online course management system called MyCompLab bundled for free with the ENG101 and ENG102 handbook. MyCompLab seemed like an excellent tool for instructors to have the option to adopt. Especially appealing was the free online tutoring service available to student writers. Since the College had been paying several thousand dollars per online composition course each semester, the MyCompLab system seemed like a way to save institutional and student money while expanding the online tutoring service to classroom students, as well.

In hindsight, we see that we should have run a pilot program testing MyCompLab before bundling it for all composition courses in Fall 2009. Most faculty who used the course management system in our classes quickly discovered that it was cumbersome and often counterintuitive, both for instructors and, more importantly, for students. Even with detailed instructions, online students found it challenging to access the e-tutor, submit their files correctly, and later recover the e-tutor's feedback. Unfortunately, because online composition instructors no longer had direct access to the Smarthinking e-tutors, it was impossible to abandon MyCompLab when problems arose without forfeiting an important online support for students at the draft stage of writing.

In the Fall 2009 semester, a higher percentage of composition students withdrew from online courses than ever before, almost certainly due to their difficulties with MyCompLab. The MyCompLab help desk was almost always less than helpful, and while the publishing representative offered some assistance with "work around" suggestions, these additional instructions to students made a clunky system even clunkier. Instructors spent many, many additional hours acting as individual help desks to their students to try to help this course management system limp along to December.

Long before the end of Fall semester 2009, the department made the decision to drop the required bundling of MyCompLab with the handbook. Individual instructors still have the option to use it, but few have chosen to do so. For online courses, faculty have returned to using a direct contract with Smarthinking e-tutors, an expense that we find necessary and worthwhile to our students and which is offset with lab fees.

Name Changes for ENG105 and ENG106

Faculty who teach ENG105 (Literary Types: Poetry and Short Story) and ENG106 (Literary Types: Drama and Short Novel) noted that some students found the course

names confusing. Even with clear catalog descriptions, some students entered those courses on the first day expecting creative writing classes. In an effort to clear up the confusion and to align the courses with other humanities offerings, such as Art Appreciation or Music Appreciation, the department changed the course names. ENG105 is now called "Literature Appreciation: Poetry/Short Story," and ENG106 is now "Literature Appreciation: Drama/Short Novel."

Placement Score Changes to ENG099

To improve student learning and retention in the developmental writing course sequence at Jefferson College, the English department worked with Betty Linneman, Director of the Learning Center and Assessment Services, and Joe Lange, Director of Institutional Research and Planning, to determine appropriate placement scores for ENG099.

The previous placement scores were

ACT English score	12-19
COMPASS Writing Skills	18-64
Writing Skills ASSET score	32-39

The revised placement scores (currently in use) are

ACT English score	14-19
COMPASS Writing Skills	31-64
Writing Skills ASSET score	34-39

Expanded Online Course Offerings

Since 2005, the English faculty have developed or are currently in the process of developing the following courses for online delivery:

ENG104—Creative Writing
ENG105—Literature Appreciation: Poetry/Short Story
ENG106—Literature Appreciation: Drama/Short Novel
ENG143—Literature for Children
ENG215—American Literature After 1865
ENG215—World Literature Before 1650

Hybrid ("Blended") Courses

Beginning in 2006, the English department began offering hybrid courses, including ENG102, ENG105, ENG106, and ENG228. Hybrid courses allow students and instructors to capitalize on the best attributes of face-to-face and online learning environments. These hybrid courses meet face-to-face every other week, which allows optimal personal interaction between students and instructors. During weeks where face-to-face is not required, students are able to maximize their time by working at their own pace, interacting virtually when their schedules permit. Faculty are responsible for

transferring course lectures, quizzes, and other assessments to the online space, and much time is spent monitoring student engagement by implementing discussion boards, chats, and email correspondence. Other advantages of hybrid course offerings are many—e.g., increasing classroom availability for the college and reaching a more diverse population of potential students—but the most significant contribution hybrid courses make to the college is the maximizing of student success. Some research suggests that students are more engaged in hybrid courses, and these environments provide multiple opportunities for instructors to address the needs of multiple learners.

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty Qualifications and Professional Development:

	Title	Highest Degree	Institution	Graduate Hours
Timothy Boehme	Professor	Ph.D.	Southern Illinois University – Carbondale	102
Lauren Ermel	Instructor	M.A.	Montclair State University	92
Shanie Latham	Instructor	M.F.A.	Southern Illinois University – Carbondale	70
Trish Loomis	Professor/ Honors Program Director	M.A.	University of Missouri-Columbia	48
Bryan Peters	Instructor/ Dual English Program Coordinator	M.A.	University of Tennessee	100
John Pleimann	Professor	M.F.A.	University of Missouri-St. Louis	48
Andrea St. John	Professor	Ph.D.	University of Miami	121
Susan Todd	Professor/ Freshman Experience Program Coordinator	M.A.	University of Missouri-St. Louis	60

Name: Timothy Boehme
Title: English Professor
Biography: Timothy Boehme holds a Master of Arts degree in English from Southeast Missouri State University and a Doctorate in English from Southern Illinois University Carbondale. Dr. Boehme taught for six years as an Assistant Professor of English at Southwest Minnesota State University before joining the Jefferson College faculty in 2004. Throughout his professional teaching career, he has presented scholarly essays on Medieval literature, rhetoric, and popular culture at various academic conferences. He helped create the popular culture review show *Pop Corn* for JCTV, Jeffco's cable access channel, and has served as co-host of the program from 2007 to the present.

Name: Lauren Ermel
Title: English Instructor
Biography: Lauren Ermel is currently a full-time faculty member in Jefferson College's English department. After receiving her Master's degree in British Literature from Montclair State University (New Jersey), she moved to Florida and attended the University of Florida's doctorate program in English. Her specialty is Medieval British, French, and Italian literature, as well as Medieval narrative and its translation to film. She is working towards completing her dissertation and officially leaving the world of "ABD" behind! In addition to teaching, Lauren's passions include snowboarding, traveling, cooking, fishing, sporting events, theater, concerts, tennis, and spending time with friends and family.

Name: Shanie Latham
Title: English Instructor
Biography: Shanie Latham earned a Bachelor of Arts degree in Media Studies from the University of Houston Clear Lake and a Master of Fine Arts degree in Creative Writing from Southern Illinois University Carbondale. She has worked as an Assistant Editor for *Crab Orchard Review* and is currently the Managing Editor of *River Styx* magazine. She was a finalist for The *Kennesaw Review'*s 2007 Don Russ Poetry Prize and for *Compass Rose*'s 2007-2008 Parnell Poetry Prize. She also was a finalist in *Glimmer Train*`s April 2008 Family Matters short story contest as well as their August 2009 Short Story Award for New Writers.

Name: Trish Loomis
Title: English Professor, Honors Program Director
Biography: Trish Loomis is an English Professor and Director of the Honors Program at Jefferson College where she has taught for 37 years. She received a Bachelor of Arts and Master of Arts degree in English from the University of Missouri-Columbia and has completed additional graduate hours at St. Louis University. Before coming to Jefferson, she taught two years at Northwest Missouri State University.

Ms. Loomis served as English department chair for 13 years. She was appointed the Honors Program Director in 1988 and continues to serve in that capacity today. Ms. Loomis was honored with the Emerson Electric Teaching Excellence Award in 1994, the Governor's Award for Excellence in Teaching in 1999 and 2004, an MCCA Senior

Faculty Service Award in 2009, and has been selected by her students for Who's Who Among American Teachers several times.

Name: Bryan Peters
Title: English Instructor, Dual English Program Coordinator
Biography: Bryan Peters is in his second year as an Instructor of English at Jefferson College. Bryan has taught at a variety of post-secondary institutions, including junior colleges from Appalachia to Ohio and universities from Tennessee to Indiana. He is currently working on his dissertation, which is a study of contemporary media and representations of cancer experiences, and he keeps active in the fields of media studies, literature, and composition. Bryan recently presented research in the field of composition and rhetoric at the 4Cs conference, and he will be presenting research this April at the Comic Studies Conference. When he's not busy grading papers or reading or writing or eating or sleeping, this newlywed loves to spend time with his beautiful wife.

Name: John Pleimann
Title: English Professor
Biography: John Pleimann earned his Master of Fine Arts in English from the University of Missouri-St. Louis. He has taught full time at Jefferson College since 1995. Before his teaching career, he was director of communications for Missouri's largest homebuilder. His poems have appeared in numerous journals such as *The Evansville Review*, *The Connecticut Review*, *The Antioch Review*, *The Gettysburg Review*, and *The Atlanta Review*. His academic specialties are American Literature and Creative Writing.

Name: Andrea St. John
Title: English Professor
Biography: Andrea St. John received her Bachelor and Master of Arts degrees in English from the University of Missouri-Columbia, her Master of Administrative Science in Management from the Johns Hopkins University, and her Doctor of Philosophy in English degree from the University of Miami. Her academic specialties are British Literature of the 19th and 20th centuries, and Shakespeare.

Dr. St. John served proudly in the US Army Intelligence Corps for ten years as a regular army officer and for ten years as a reserve officer. She has lived and traveled all over the world. Her teaching experience includes a tour of duty as the senior instructor of the US Army Intelligence School Counterintelligence Division. She also taught at the University of Miami, Florida International University, Miami-Dade Community College, and Middle Georgia College. Dr. St. John has been at Jefferson College since 1998.

Name: Susan Todd
Title: English Professor, Freshman Experience (College 101) Coordinator
Biography: A former Jefferson College student, Susan Todd received her B.A. from St. Louis University and her M.A. from the University of Missouri-St. Louis. She was an adjunct faculty member at Jefferson for several years and has taught for UM-St. Louis. Ms. Todd is the author of two books, *Boredom Blasters* and *Kids Rule the World*, and has been a freelance writer in travel, sports and public relations.

Ms. Todd is the coordinator for the COL101 courses at Jefferson College and is responsible for overseeing the introduction to college success courses. She is also the faculty advisor for the student newspaper. In 2008, she was awarded the Emerson Electric Outstanding Achievement Award for Faculty.

Faculty Data:

Faculty Indicators for English Instructional Program Review, School Years 2005-2009
School Terms 200501 through 200903 (Summer 2004 through Spring 2009)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours (A to F grades)	Average Students	Average GPA	Annualized 5-Year Program FTE
1,100	16,888	1,787	10.6%	43,652	---	---	---
					15.4	2.452	291.0

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).
Graded Credit Hours are "A to F" only, not "W, I, H, P/F, or Other".

Students (The degree to which student needs are met.)

1. Data from the 2008-2009 Arts and Science Annual Report show 3,764 total English enrollments (seats) with 10,959 credit hours generated. This represents 13% of all enrolled students and 13.1% of all credit hours generated. These credit hours are generated primarily from ENG099, ENG101, and ENG102 enrollments. ENG101 is required for all degree and nearly all certificate programs offered at Jefferson College, and approximately 30-35% of all incoming students require remediation through ENG099. ENG102 is required for the Associate of Arts and Associate of Arts in Teaching degrees and is offered as elective credit, as well.

2. English courses are offered at Hillsboro, JCA, JCNW, and online and through dual-enrollment at Crystal City, DeSoto, Festus, Grandview, Herculaneum, Hillsboro, and Northwest high schools. All writing courses are offered fall, spring and summer, and ENG101 is offered as an online second-eight-weeks course during the fall and spring semesters. Courses are offered days, evenings and Saturdays.

3. Course materials in all courses are current and presented in a wide variety of formats, including print, Blackboard, and Internet links to documents and artifacts.

4. The following chart indicates a steady and significant increase in enrollment **(48.7%)** since the last Institutional Effectiveness Review:

English Enrollment by Discipline-Academic Year						
	2005	**2006**	**2007**	**2008**	**2009**	**2010**
Hours	8,613	9,076	9,174	10,725	10,962	12,805

Student Satisfaction and Feedback:

Evaluation comments from Fall 2009 indicate that students are very satisfied with the courses and instruction provided by the English department. Each semester, tenured faculty conduct student evaluations in one section, and all non-tenured and adjuncts faculty conduct student evaluations in all sections. For Institutional Effectiveness Review purposes, student evaluations were conducted in all sections during Fall 2009. The full-time and adjunct faculty received average to excellent ratings on these evaluations, with most in the above average to excellent range.

Student satisfaction is very high. Among the aspects students found most worthwhile were group work, instructor willingness to help, and effective use of technology, including MyWritingLab and Blackboard.

Students reported that the least worthwhile aspects of courses were ineffective use of textbooks and course technology, especially MyCompLab, primarily associated with adjunct evaluations.

Writing Lab

Data from the Jefferson College Graduating Student Opinion Surveys indicates a high degree of student satisfaction with the Writing Lab. The Fall 2006 through Fall 2007 surveys show an average 94% satisfaction rate over three semesters for students who had reported using the lab. For instance, according to the Spring 2007 survey, of the 144 students who reported that they had used the lab, 65 rated the service "outstanding," 45 rated it "above average," and 29 rated it "satisfactory," for a 96.5% approval rate. (Earlier Graduating Student Opinion Surveys do not include Writing Lab data, and later surveys have not been posted online.)

Student Success:

1. Jefferson College English composition courses prepare students well for transfer to four-year institutions. Transfer data provided by the University of Missouri-St. Louis* indicates that during three semesters from 2005-2006, Jefferson College students performed as well (average 2.98 course GPA) as native UMSL students (average 2.99 GPA) in their Junior Composition courses.

    *Transfer Performance of Jefferson College Transfer Students at University of Missouri – Columbia and University of Missouri – St. Louis" (Data provided by the Universities) 18 September 2007

2. Summer 2004-Spring 2009 full-time faculty attrition, at 11.7%, is slightly higher than the overall attrition for the department, at 10.6%. This can be attributed to the inclusion of dual-enrollment sections in the overall attrition computation. Because high school students are not included in Jefferson College withdrawal rates, dual enrollment instructors have a 0.0% attrition rate, by default. In addition, all online English courses, which have a higher attrition rate than their on-campus counterparts, have been taught by full-time faculty during the past five years.

3. Overall attrition in English courses increased 1.9% from the 2005 English Program Review report. This could be attributed to the additional sections of online and developmental writing courses, both of which have consistently high attrition.

Methods of assessment, results of assessments, use of results:

Multiple measures are used for assessment. To determine student progress in writing, critical reading, and critical thinking, English faculty use a variety of formal and informal assessment methods, including the following: essays, informal written exercises, outlines, reading responses, journals, quizzes, exams, discussion guides, summaries, primary trait sheets, critical thinking exercises, class discussions, oral presentations, group assignments, peer reviews, research logs. In addition, individual conferences and peer tutorials are ongoing assessment techniques in the English program. (See Innovative Changes for Assessment Initiatives.)

Curriculum (The degree to which curriculum is thorough, current, and supported.)

Curriculum (Scope, Currency, Changes):

Official Course Syllabi have been revised for currency and scope; revisions have been completed and syllabi are on file in ASI110 and on the web.

The following web address provides links to the general education distribution matrix of courses, identifying the state-level goals and associated institution-level competencies. Individual course reporting matrices are provided by the faculty and support documentation for the general education program, specifically, the Jefferson College Long Range Plan and the Jefferson College Assessment Guidebook, 2009-2010. Assessment documentation is on file in the Center for Teaching and Learning and on the web.

http://www.jeffco.edu/acadprog/gened/index.htm

The English Department offers the following courses:
ENG031 English as a Second Language I
ENG032 English as a Second Language II
ENG033 English as a Second Language III
ENG034 English as a Second Language IV
ENG098 Basic Writing Skills I
ENG099 Basic Writing Skills II
ENG101 English Composition I
ENG101H Honors English Composition I
ENG102 English Composition II
ENG102H Honors English Composition II
ENG104 Creative Writing

ENG105 Literature Appreciation: Poetry/Short Story
ENG106 Literature Appreciation: Drama/Short Novel
ENG110 Journalism I
ENG111 Journalism II
ENG122 Film Appreciation
ENG143 Literature for Children
ENG210 Journalism III
ENG211 Journalism II
ENG215 World Literature: Before 1650
ENG215H Honors World Literature
ENG216 World Literature: After 1650
ENG216H Honors World Literature: After 1650
ENG225 English Literature: Before 1800
ENG226 English Literature: After 1800
ENG228 American Literature: Before 1865
ENG229 American Literature: After 1865
ENG235 The Shakespeare Plays
ENG235H Honors Shakespeare
ENG250 Mythology
ENG250H Honors Mythology
ENG255H Honors Poetry: Poems and Their Makers
*CLEP examination for credit is accepted for ENG101

Curriculum Issues (Support, Technology, Equipment)

Writing Lab/Computer Classroom Needs

The English department writing program depends heavily on computers and lab space. Each Basic Writing Skills section requires at least four lab visits per semester for students to take unit exams as a class. In addition, most instructors of both Composition I and II courses require classroom time in a lab setting for working on drafts of compositions, writing timed impromptu essays, and practicing required research skills.

The Writing Lab space currently does triple duty—as a space (1) for lab instructors to assist individual students who drop in for writing help, (2) for whole class instruction on a first-come, first-served basis, and (3) for individual students who use the computers for personal or school work. At times, competition for the lab space is very intense. The English department has discussed physically separating the individual writing instruction from the computer lab in order to better serve students and faculty. Additional space is needed to accommodate this need.

Some writing instructors strongly desire an arrangement to ensure that every writing instructor has some guaranteed computer classroom available during planned times each semester. The faculty recognize that this might be a difficult scheduling matter, given the large number of sections in ENG98, ENG099, ENG101, and ENG102.

Another possible improvement to the current computer lab would be the addition of SMART classroom technology. The designated instructor's computer, projector, and ELMO would facilitate better whole-class instruction in the lab. Right now, many faculty spend part of a class period in our regular classroom, where the SMART equipment allows us to demonstrate a writing or research point; then we walk over to the lab so that students can get their immediate hands-on practice in the skill.

Faculty Printers

Printers in faculty offices are currently not included on the regular cyclical computer review. As a result, many English faculty are using printers that are outdated or working poorly, and requests for new printers are not addressed in a timely manner. In order for English faculty to prepare for and instruct their classes effectively, they need well-functioning and up-to-date equipment, and their printers should be placed on a cyclical review/replacement cycle.

Writing Program Coordinators

Due to steady overall English enrollment increases (48.7% since the last Institutional Effectiveness Review), the number of sections of ENG099, ENG101 and ENG102 has also markedly increased. However, budget limitations have not allowed for the addition of much-needed full-time English faculty positions. As a result, the number of adjunct English faculty needed to cover class sections has risen. For instance, during the Fall 2009 semester, the College employed 32 English adjuncts. Monitoring and supporting such a large number of adjuncts is a nearly impossible task for the Division Chair, and dividing these responsibilities among the English faculty would add significantly to their already heavy workloads. To address this problem, the department needs Writing Program Coordinators—preferably one coordinator for each writing course in the sequence. These coordinators would receive three credit hours of release time each and would monitor and mentor the adjuncts who teach the course under their supervision. Adding coordinators would help insure the integrity of the writing curriculum and provide much-needed support and inclusion for our English adjuncts.

Smarthinking

Currently, all online composition courses include access to Smarthinking, a service that enables students to submit their essays to "e-tutors" (qualified professionals with graduate degrees in English) who comment on the students' papers, giving them feedback that enables students to produce stronger papers through revision. Online instructors have found this to be a marked benefit to students, one that has facilitated students' success in composition. As a whole, the department would like to make Smarthinking available to all of our composition students, including those in the classroom. Faculty hope to find some means to manage the cost, perhaps through a student lab fee attached to composition courses, perhaps through an increase in the English department budget. In any case, since English Composition I remains one of the four "gateway" courses that is

associated with students who drop out of school, faculty feel strongly about increasing student access to this important support service.

Community

Members of the English department have participated in the following community activities:
- Worked with a group of volunteer tutors at Festus Elementary School, teaching phonics, reading, and writing skills to disadvantaged K-3 students.
- Partnered with Jefferson County senior centers and American Legion Rock Memorial Post 283 to conduct service learning projects in the field of Composition.
- Brought Missouri Poet Laureate Walter Bargen to the Hillsboro campus for a public reading.
- Brought New York Times book reviewed novelist David Carkeet to the Hillsboro campus for a public reading.
- Held student poetry contests and slam readings that were open to the public.
- Contributed eighteen movie reviews and three articles to the Jefferson County Leader.
- Created and hosted a popular culture review show for JCTV.
- Gave a presentation on graphic novels, open to the public, at the Hillsboro campus.
- Gave a presentation on responding to student writing to Learning Center English instructors and other interested faculty.
- Promoted the field of English at Jefferson College job fairs for high school students.
- Conducted seminars for area high school teachers on dealing with plagiarism.
- Presented on the A+ program at A+ Night.
- Participated in a Jefferson College Library Mark Twain panel presentation

Cost

A summary of the English budget for 2005-2009 is available in the office of the Dean of Arts & Science Education. The cost per FTE for English classes during this period is $2,641.07.

Summary (SWOT)

Strengths	Weaknesses
- Highly qualified faculty - High degree of consistency in teaching and evaluation - Faculty are committed to continuing professional development - Department is committed to and very involved in institutional activities and endeavors - Department is a leader in assessment efforts	- Large percentage of curriculum taught by adjuncts - Low literature enrollments - Lack of departmental coordination/communication with adjuncts
Opportunities	**Threats**
- Improve coordination of high school dual instructors - Increased enrollments - High Impact/Learning Communities/Service Learning	- Cultural trend of devaluing of literary studies - Diminishing student literacy skills - Budget cuts/ratio of full-time to adjunct threatens quality/integrity of curriculum - Online composition classes popular but have lower success rates than face-to-face classes

Future (Proposed Learning and Service Goals and Action Plan)

Proposed Learning/Service Goal	Proposed Assessment Measurement/ Action	Person(s) to Implement	Timeframe	Resource Implications
Goal 1 Writing Program Coordinators (one each for ENG099, ENG101, and ENG102)	Add three coordinators, giving individuals release time to oversee writing curriculum	Dean/Division Chair/faculty	As budget permits	3 hours release for three English faculty, approximately $2100/ semester
Goal 2 Set up English Composition I and II common course page through Blackboard	Create shell for Composition 101 and 102 accessible to all instructors of those courses	English faculty/Vickie Morgan	Spring 2011	None
Goal 3 Additional full-time English faculty	Hire at least one more full-time English faculty member	Administration	Fall 2010 or as budget permits	Full-time salary/benefits
Goal 4 Multi-section course assessment	Design and implement assessment project to be used in ENG102	Faculty	Fall 2010	Stipend of $30/hour for graders/ evaluators of project
Goal 5 Update English Department Guide to Writing Courses (adjunct guide)	Revise current guide and place online in course shells	English faculty	Fall 2010	None
Goal 6 Develop Literature for Children as an online course	Create online ENG143 course	Division Chair/adjunct faculty	Spring 2010	Development money of $1,800
Goal 7 Adjunct mentoring	Design and develop workshops to assist in mentoring adjunct	English faculty	Fall 2011	Stipends for mentoring: one-hour release time/adjunct, approx. $6,000 per semester
Goal 8 Improve adjunct usage of textbooks and technology	Workshop with adjuncts to share textbook-specific syllabi/assignments, strategies for teaching with technology	English faculty, Division Chair, English adjuncts	Spring 2011	None
Goal 9 Pilot in-house e-tutoring	Work with Instructional Support to develop in-house e-tutoring	English faculty, Division Chair, Dean of Arts & Science, and Instructional Support	Fall 2011	Development funds, to be determined

DISCIPLINE STATUS

| X | Satisfactory
|_____| Requires Immediate Attention
|_____| Unsatisfactory

M. K. Selson

Dean   April 30, 2010
                                                       Date