



**ACADEMIC
PROGRAM REVIEW
REPORT**

ENGLISH

ENGLISH.AA

August 2019



Signature Page and Archiving

Mark Malone

9/2/20

Vice President of Instruction

Date

Vice President of Institutional Effectiveness & Accountability

Date

John J. Hols

9.2.20

President

Date

Archiving:

Division Leader submits to VP of Institutional Effectiveness & Accountability.


1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page


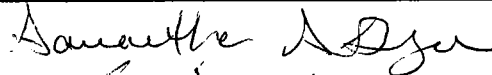
Program Review Faculty and Dean Verification

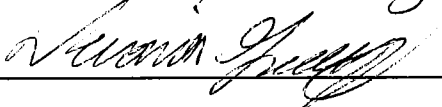
I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

 Date 6 March 2020
Program Lead

 Date 6 March 2020

 Date 6 March 2020


 Date 6 March 2020
 3-6-20

 Date 6 March 2020

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

 Date 3/6/2020
Division Chair

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

 Date 3/6/20
Dean

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by IE to do otherwise.]

Program Review Components

Component A - Mission and Context	5
A.1 Program Mission and Purpose	5
A.2 Progress Since Last Review	5
Component B	
B.1 Faculty Qualifications	6
B.2 Faculty Demographics	6
B.3 Faculty Scholarship	7
B.4 Department Scholarship Analysis	7
B.5 Analysis of Faculty Qualifications	7
B.6 Full-Time Faculty Workload	8
B.6.1 Analysis of Faculty Workload	8
B.7 Percentage of courses taught by each faculty classification	8
B.8 Student Faculty Ratio	9
B.8.1 Analysis of Faculty Distribution	9
B.9 Summary of Teaching Effectiveness	9
B.10 Other Evidence of Faculty Effectiveness	10
B.11 Analysis of Teaching Effectiveness	10
B.12 Faculty Summary Analysis	10
Component C - Quality of Curriculum and Student Learning	11
C.1 Curriculum Structure	11
C.2 Assessment of Student Learning	11
C.3 Curriculum Map of Program Program Student Learning Outcomes	11
C.4 Assessment of Curricular Effectiveness	11
C.5 Assessment of Diversity in the Curriculum	12
C.6 Use of Continuous Assessment for Educational Effectiveness	12
Component D: Student Enrollment and Success	13
D.1 Student Enrollment	13
D.2 Recruitment and Enrollment	13
D.3 Student Fit with Program Mission	13
D.4 Student Organizations	14

	4
D.5 Student Assistance	14
D.6 Student and Alumni Achievement	14
D.7 GPA Trend Analysis by Ethnicity	14
D.8 Completions Analysis by Ethnicity	15
D.9 Evidence of Successful Completion	16
D-9a Retention Rates	16
D-9b Graduation Rate (150% of time)	16
D-9c Average semester credit hours for program graduates	16
D-9d Program Graduates Time to Degree	16
D.10 Retention and Student Success Analysis	17
Component E: Academic Opportunities and Class Size	17
E.1 Instruction Type	17
E.2 Class Size Analysis	18
E.3 Non-credit Courses	19
E.4 Academic Opportunities and Class Size Analysis	19
Component F - Student and Constituent Feedback	19
F.1 Student Feedback	19
F.2 Alumni Feedback	19
F.3 Employer/Supervisor Feedback	19
F.4 Constituent Feedback Analysis	20
Component G - Resources and Institutional Capacities	21
G.1 Information Literacy and Library Resources	21
G.2 Resource Analysis	21
G.3 Revenue and Expense Analysis	21
G.4 Analysis of Acquired Resources	21
G.5 Resource Allocation Relative to Capacity	22
Summary Conclusions	23
Program Program Goals with Recommended Action Steps	24
Template Appendix A	25
Template Appendix B	26
Template Appendix C	27
Template Appendix D	28

Other Attachments (to be completed and sent under separate cover)
Program Review Committee Report and Rubric
Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose: State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The mission of the Associate of Arts degree with an emphasis in English at GCCC is to provide a high quality education in the history or foundations of literature, literary theory, and literary genre. The program emphasizes an appreciation of the shared human experience by reading, analyzing, discussing, and creating works of literature. Graduates are prepared for further study in a 4-year English, English education, Literature or Creative Writing program.

The English program prepares majors for transfer to 4-year colleges and universities; further, the English department provides classes that introduce and reinforce the Essential Skill of Written Communication to nearly all GCCC students. Both purposes contribute to the social and economic success of GCCC students and their communities.

The English program is within the English Department and Communications Division. It grants an Associate of Arts degree in English. Further, the English department provides writing instruction to most GCCC students as part of the core curriculum. As a significant portion of our student body tests into developmental writing courses, the department provides two levels of developmental course work: ENGL 090 Basic English and ENGL 091 Intermediate English. In Fall 2020, this sequence will change with the replacement of ENGL 091 with ENGL 098, a 1-hour support course for developmental students co-enrolled in ENGL 101. Two additional transfer courses are offered: ENGL 101 English I and ENGL 102 English II.

The department strives to be responsive to the needs of the academic community. Therefore, in 2018-19, the department collaborated with the GCCC technical education programs and the Carl D. Perkins Reserve Fund Integrating Academics grant to develop ENGL 100 Applied Communications which is available to technical education students pursuing Associate of Applied Science degrees. The department also regularly offers accelerated learning program courses, pairing ENGL 091 and ENGL 101 as concurrent enrollment courses, allowing students to complete two English courses in one semester. The 2019-20 year is also the pilot year for ENGL 099 Integrated Reading and Writing which is the equivalent to ENGL 091 and READ 093. Further, the department has streamlined the composition sequence by eliminating the traditional stand-alone Intermediate English (ENGL 091) course in favor of a seminar course attached to the traditional ENGL 101.

English courses are also offered at a variety of times (including nights and summers) as well as modalities (high school dual enrollment, hybrid, online) to meet the needs of students.

A.2 Progress Since Last Review. Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents ([Appendix D](#)) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

2016 Program Review Goals	Progress
Utilize on a more regular basis the library computers and CLC area (Basic English ENGL 090 and Intermediate English ENGL 091) as a "Writing Center" when students need to compose and/or revise their writing	Department booked ESL lab for developmental class work
Refine a departmental philosophy that focuses on the process of writing instead of the end product or final draft	Established end of FA16 semester; currently posted on department Canvas shell
Establish an on-campus Writing Lab staffed by the English Department	GCCC Writing Center established and staffed by GCCC English faculty FA16
Study the feasibility of providing computers in the classroom in the near future	Awarded Mary Jo Williams grant for Computers on Wheels (30 chromebooks and a charging cart) 2018
Work to re-implement and establish Honors composition courses: ENG 103: English I (Honors) and ENG 104: English II (Honors)	incomplete
2016-17 Strategic Planning Goals	
Hire Writing Center Coordinator	hired Chris Turpin FA17
Expand Writing Center coverage to include nights/weekends	Fall 17-F19: open until 8 p.m. weeknights no weekend coverage available
Add 8' white boards to JOYC classrooms	completed for start of FA17 semester
New Elmo in 1404	updated; updated again 2019-20 academic year
Replace tables in JOYC 1204, 1406, & 1402	incomplete
2017-18 Strategic Planning Goals	n/a
2018-19 Planning Goals	
Hire additional full-time English/Speech instructor	FA18 hired additional English faculty member; bringing department total to 7
Relocate Writing Center to JOYC building	Completed Aug. 2018
Install adjustable classroom lighting	Incomplete
Complete comprehensive Program Review of English	in progress with this document

Increase use of Writing Center for non-English classes by 15%	44% increase of non-English participation in WC from 17-18 to FA18
Increase number of English majors to 5 per year	Ongoing goal; the department is working on ideas to increase recruitment and retention.
2019-20 Planning Goals	
Remodel JOYC lobby and 1204	received Mary Jo Williams Grant Fall 2018; in progress: flexible seating furniture has been added to JOYC 1204; adjustable lighting has been completed; parts of lobby remodel are on-going
Revise & update course content on syllabi (ENGL 090, 091, 101, 102)	Revised course SLOs and major topics covered; completed by end of Spring 2019 semester
Create "how to" doc outlining department grade norming process	Completed and posted to English Dept. Canvas shell
Selective Lighting in JOYC 1204, 1402 & 1404	Completed
Increase communication with and training of outreach and adjunct faculty	completed: English Dept. Canvas Shell; mentors & outreach/adjunct meet during Fall Inservice

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within the 18-19 academic year as well as those on the 19-20 faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
<i>[Full-time faculty listed here]</i>			
Sheena Hernandez	M.A. English, 2009	Fort Hays State University	
Veronica Goosey	M.A. English, 2008	Brigham Young University	
Patricia Keller	MLS Liberal Arts & Sciences, 2011 MTS, Master's of Theological Studies, 2012	Fort Hays State University Newman University	
Seth Kristalyn	M.A. English, 2016	Kansas State University	M.A. English is with Creative Writing-Fiction emphasis
Courtney Morris	MLS Literary Arts 2018	Fort Hays State University	
Samantha Sanger	M.A. English, 2006	Fort Hays State University	
Christopher Turpin	MA English, 2007	Kansas State University	
Helen Weeks	BA English 2017	American Public University	
<i>[Part-time faculty listed here]</i>			
A'Lana Bates	MA Curriculum & Instruction, 2013	Michigan State University	
Brittany Estes	MA Literature, 2012	University of Oklahoma	
Cindy Kelly	MA English, 1983	University of Kansas	

Whitney Linenberger	BS Secondary Education, 2011 BA English, 2011	Fort Hays State University	
Sarah McCormick	MA English, 2004	Emporia State University	
Leslie Niswonger	MS Journalism, 2007	University of Kansas	
Jane Stevenor	MA English, 1988	University of Nebraska-Omaha	
Wendi Terpstra	MS Instructional Design/Tech, 2010 BS Education, 1988	Emporia State University Chadron State College	
Kevin Thompson	MA English, 1993	Fort Hays State University	
Michelle Wilk	BS Education, 2014 MA English, 2016	Emporia State University Colorado State University	

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)						
Asian						
Black, non-Hispanic	1				1	
Hispanic						
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)						
White, non-Hispanic	5	2	9	1	14	3
Totals	6	2	9	1	15	3
c.) Number of faculty with doctorate						

or other terminal degree						
d.) Number of faculty whose highest degree is a master's, but not a terminal master's						
e.) Number of faculty whose highest degree is a bachelor's						

B.3 Faculty Scholarship: Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Full-Time Faculty	Scholarship
Sheena Hernandez	Rookie of the Year nominee, 2013-4; Student Support Services Outstanding Faculty Nominee, 2014, 2016; Attended KCOG 2017; developed concurrent ENGL 091 and 101 courses
Robert Howell	Student Support Services Outstanding Faculty, Sp18
Patricia Keller	Rookie of the Year nominee, 2012; past editor for chemistry faculty scholarship; editor for nursing faculty scholarship; developed ENGL 100 (Applied Communications for career-technical education students); developed ENGL 098 (support course for developmental students co-enrolled in ENGL 101)
Seth Kristalyn	Published in <i>Burningword Literary Journal</i>
Courtney Morris	Presented "Silent Voices: PTSD in the <i>Hunger Games</i> Series" at Cavalier Conference for Writing & Literature; developed ENGL 099 Integrated Reading and Writing
Samantha Sanger	NISOD Excellence Award, 2018-19; Student Support Services Outstanding Faculty, F 13, Sp 16, 16-17, F17, Sp19 Outstanding Rookie of the Year, 13-14; Outstanding Faculty Nominee, 2017-18; National Association for Developmental Education member, 2015
Christopher Turpin	Rookie of the Year (2016-17); Great Plains Makerspace Board Chair; attended KCOG 2018
Helen Weeks	Assisted in the development of ENGL 099 Integrated Reading and Writing
Marsha Wright	Nominee for Outstanding Faculty Member of the Year Award (2015); member National Council of the Teachers of English, Society of Children's Book Writers and Illustrators

B.4 Department Scholarship Analysis: State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

No scholarship goals were previously made. Traditional scholarship (publishing) has not been a priority of the English department. We have focused on availability to and support of our students and service to the college. We participate in professional development to better serve our students.

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

As a department, we provide a range of literary expertise and depth of composition teaching experience appropriate to our institution and students.

Areas of Specialty

Veronica Goosey: British Literature

Sheena Hernandez: Generalist

Patricia Keller: Composition

Seth Kristalyn: Creative Writing

Samantha Sanger: Gender & Ethnic Studies

Christopher Turpin: American Literature

Helen Weeks: Creative Writing

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2018-19)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	2014	2015	2016	2017	2018	14-15	15-16	16-17	17-18	18-19
Larry Walker	567	684	0	0	0					
Patricia Keller	0	0	633	0	444					
Christopher Turpin	0	546	585	570	486					
Marsha Wright	588	699	501	0	0					
Eugenia Eberhart	345	0	0	0	0					
Helen Weeks	0	0	0	0	450					
Samantha Sanger	636	711	681	582	312					
Sheena Hernandez	651	675	732	816	588					

Jane Stevenor	0	0	561	0	0					
Robert Howell	0	0	0	666	0					
Seth Kristalyn	0	0	0	759	627					
Courtney Morris	0	0	0	0	630					

Administrative and Other Assignments

Sheena Hernandez: Mentor & Liaison; Interview/Hiring Committees; Program Review (2016, 2019); staffed Writing Center (2016-17); Canvas pilot group; two Campus-Wide Writing Assessment Trainings (2016-17); Faculty Senate President (2017-18); Assurance Argument Writing Team (2017-18); Program Review Development Committee (2018-19); Strategic Plan Committee (2018-19); Faculty Workshop on Plagiarism (2018-19); Centennial Committee (2019); Division Leader/Chair (2018-present); KCOG 2017

Robert Howell: Liaison; Assurance Argument Writing Team (2017-18)

Patricia Keller: Mentor & Liaison; Interview/Hiring Committees; staffed Writing Center (2016-17); two Campus-Wide Writing Assessment Trainings (2016-17); Assessment Committee (2016-17); Course Evaluation Committee (2016-17); developed and implemented Applied Communication ENGL 100 (2018); Conducted Faculty Workshop on Plagiarism (2018-19); English Department Lead (2018-20); writer for Computers Art & Fine Arts Lobby grants (2018); Program Review (2019); Developmental Education Committee Member & Secretary (2019-present)

Seth Kristalyn: Liaison; Assurance Argument Writing Team (2017-18); Faculty Workshop on Plagiarism (2018-19); Faculty Senate (2018-20); Program Review (2019); Gen Ed Committee (2019-20); attended KCOG (2019)

Courtney Morris: Liaison; Faculty Workshop on Plagiarism (2018-19); applied for Mary Jo Williams grant for Computers on Wheels (English Department) and JOYC lobby and 1204 remodel (2018-19); developed Integrated Reading and Writing Course ENGL-099 (2019; piloted F19)

Samantha Sanger: Mentor & Liaison; Interview/Hiring Committees; Developmental Education Committee (2014); Social Committee (2014-15); Accreditation Committee (2015-16); Faculty Senate (2015-2017); Gen Ed Committee (2016-17); staffed Writing Center (2016-17); two Campus-Wide Writing Assessment Trainings (2016-17); Division Leader (2017-18); Assurance Argument Writing Team (2017-18); Assessment Coordinator (2018-20); SLAT (2018-20); Program Review (2016, 2019); Advising Pilot (2020)

Jane Stevenor: Liaison; staffed Writing Center (201-17); two Campus-Wide Writing Assessment Trainings (2016-17); Program Review Committee (2016-17);

Chris Turpin: Mentor & Liaison; Interview/Hiring Committees; Program Review (2016, 2019); Faculty Senate (2016-18); staffed Writing Center (2016-17); two Campus-Wide Writing Assessment Trainings (2016-17); Assurance Argument Writing Team (2017-18); Gen Ed Committee (2017-18); Critical Thinking Committee (2017-18); Attended KCOG 2018; Faculty Workshop on Plagiarism (2018-19); SLAT (2018-20); Gen Ed Committee (2019-20); Writing Center Coordinator (17-20)

Helen Weeks: Liaison; Developmental Education Committee Chair (2018-19); Centennial Committee (2019), Family Exploration Day Subcommittee Chair; SGA Co-Sponsor (2019); Program Review (2019)

Marsha Wright: Mentor & Liaison; Interview/Hiring Committees; Program Review (2016); staffed Writing Center (2016-17); two Campus-Wide Writing Assessment Trainings (2016-17); Faculty Evaluation Committee (2016-17)

Professional Development

Veronica Goosey: MLA Annual Convention (2015); Digital Humanities Summer Institute (2015); NISOD Teaching with your Mouth Shut Workshop (2019); Low SES Students (2020)

Sheena Hernandez: ALICE training (F15); Great Plains Conference on Acceleration (2017); Assessment 101 (2018); NISOD Critical Thinking Workshop (2018); Developmental Education Workshop (2018); GCCC Workshop on Hybrid Learning (2019); NISOD Teaching with your Mouth Shut Workshop (2019); Low SES Students (2020)

Patricia Keller: Great Plains Conference on Acceleration (2017); NISOD Critical Thinking Workshop (2018); University of California-Berkeley Extension Intensive Grammar Course (2019) & Copyediting Course (2020); NISOD Teaching with your Mouth Shut Workshop (2019); Low SES Students (2020)

Seth Kristalyn: NISOD Critical Thinking Workshop (2018); Great Plains Conference on Acceleration (2018); Assessment 101 (2018); Low SES Students (2020)

Courtney Morris: NISOD Critical Thinking Workshop (2018); Cavalier Conference for Writing and Literature (2018-19); GCCC Workshop on Hybrid Learning (2019); Low SES Students (2020)

Samantha Sanger: NADE (2014); Re-Think Learning (2015); ALICE training (F15); NISOD Critical Thinking Workshop (2018); Assessment 101 (2018); Developmental Education Workshop (2018); Barton County Community College Kansas Council for Workforce Education Assessment Workshop (2019); NISOD Teaching with your Mouth Shut Workshop (2019); Get Them Involved! NISOD Conference Presentation (2019) Using Implementation Fidelity Data to Evaluate and Improve Program Effectiveness (2018); Assessment 101: A Refresher on the Basics (2018)

Chris Turpin: ALICE training (F15); NADE (2017); NISOD Critical Thinking Workshop (2018); Assessment 101 (2018); NISOD Teaching with your Mouth Shut Workshop (2019); Low SES Students (2020)

Helen Weeks: NADE (2018); Great Plains Conference on Acceleration (2018); Assessment 101 (2018); NISOD Critical Thinking Workshop (2018); Great Plains Conference on Acceleration (2018); NADE (2019); GCCC Workshop on Hybrid Learning (2019); Low SES Students (2020)

Marsha Wright: ALICE training (F15)

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Faculty have difficulty with availability of time for recruitment and development of a robust English program. Given the low enrollment in literature courses, they are often cancelled. This means majors can't take the courses they need for the program. It's difficult to recruit majors into a program without consistent course offerings. Further, the department spends most of its time and energy in the four-course composition sequence and working with those students. While this is excellent pedagogy for the composition students at large, it often leaves our majors neglected. They don't have a sense of community within the department. We lack any kind of club or organization (Creative Writing club, Sigma Kappa Delta, etc.).

B.7 Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2014	2015	2016	2017	2018
Full-Time	38.40%	45.74%	49.26%	50.38%	68.47%
Part-time	61.60%	54.26%	50.74%	49.62%	31.53%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Program Majors Student: Faculty Ratio					
Academic Year	2014	2015	2016	2017	2018
# of Full-Time Faculty	5	5	6	6	7
# of Part-time	24	25	20	20	9
FTE Faculty	13.00	13.33	12.67	12.67	10.00
# of Full-Time Students in Program	3	4	3	3	2
# of Part-Time Students in Program	3	1	2	2	3
FTE Student in Program	4.00	4.33	3.67	3.67	3.00

FTE Student in Program: FTE Faculty Ratio*	4 :13	4.33: 13.33	3.67 : 12.67	3.67 : 12.67	3: 10
FTE Student in Program : 1 FTE Faculty	0.31 :1	0.33 :1	0.29 : 1	0.29 : 1	0.30 : 1

Non-Majors Student: Faculty Ratio					
# of Full-Time Students NOT in Program	385	418	472	452	391
# of Part-Time Students NOT in Program	690	686	689	688	627
FTE Student NOT in Program	615.00	646.67	701.67	681.33	600.00
FTE Student NOT in Program: FTE Faculty Ratio*	615 :13	646.67 :13.33	701.67 : 12.67	681.33 : 12.67	600 :10
FTE Student NOT in Program : 1 FTE Faculty	47.31 : 1	48.50 : 1	55.39 : 1	53.79 : 1	60.00 : 1

*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

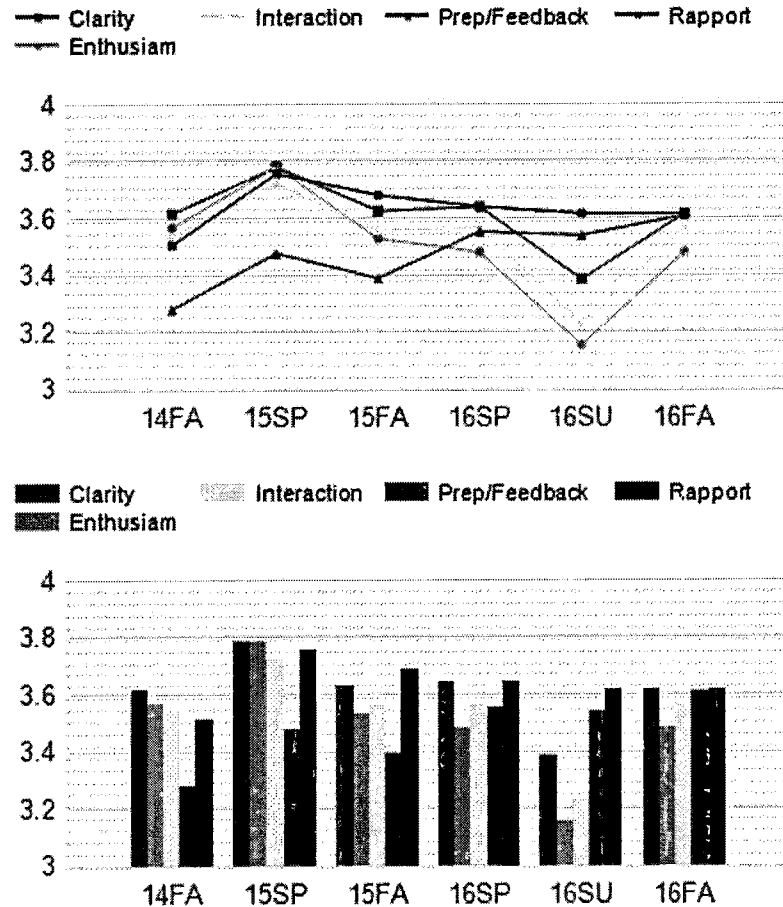
The ratio of 60.00:1 is a reasonable ratio, representing an average of 12 students per course. However, this number is misleading as a faculty member teaching a five-course load of ENGL 101 or ENGL 102 (or a combination of them) could have double that ratio (120:1) if all courses were filled to capacity (and, at times, the courses are actually over-full). Conversely a faculty member teaching 5 sections of developmental courses at capacity would have 80 students (5 sections of ENGL 090) to 90 students (5 sections of ENGL 091). Skewing the ratio are low enrollment courses, specifically night, afternoon, some outreach classes, and literature courses.

The Association of Departments of English has issued the following statement on class size: "College English teachers should not teach more than three sections of composition per term. The number of students in each section should be fifteen or fewer, with no more than twenty students in any case. Class size should be no more than fifteen in developmental (remedial) courses. No English faculty member should teach more than sixty writing students a term; if students are developmental, the maximum should be forty-five."

National Council of Teachers of English echoed this declaration in their own statement from CCCC: "Institutions can provide reasonable and equitable working conditions by establishing teaching loads and class sizes that are consistent with disciplinary norms. No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Remedial or developmental sections should be limited to a maximum of 15 students. No English faculty members should teach more than 60 writing students a term."

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Due to the several changes in the way student course evaluations were administered and the data collected, we have somewhat incomparable information summarizing the teaching effectiveness of the department. It is unclear if the data presented includes outreach and adjunct instructor evaluations.

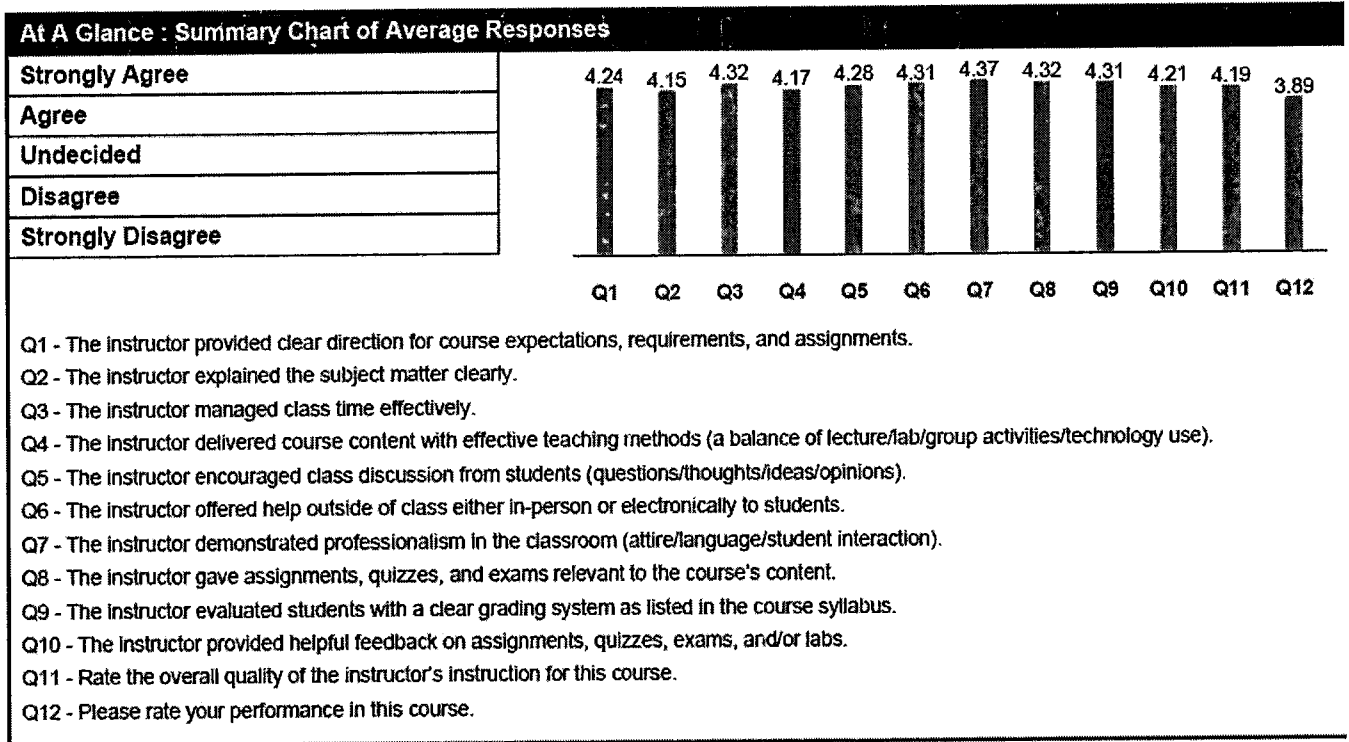


Evaluation data for Spring 2017, Fall 2017 and Spring 2018 is presented below. Due to the evaluation system (requiring instructors to attempt to ensure that students logged in and completed the evaluation in Busterweb), many courses had few responses from students. Particularly outreach and adjunct instructor data was so limited, those results are not reported below.

	instructor's ability to explain	instructor's knowledge	instructor's interest in subject	encourages participation	maintains office hours	provides feedback	returns assign. timely	uses class time effectively	answers questions
SP 17	3.58	3.68	3.6	3.59	3.6	3.6	3.46	3.6	3.5
FA 17	3.56	3.75	3.57	3.54	3.57	3.51	3.29	3.6	3.4
SP 18	3.6	3.74	3.62	3.56	3.57	3.61	3.42	3.65	3.5

Evaluations for Fall 2018 are on paper and no collated data exists for the semester.

Evaluations for Spring 2019 were completed on EvaluationKit and that data is reported below (327/490 66.73%).



B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

Success Rates by Term

Success is defined as completing a composition course with a "C" or higher or a "D" or higher in literature. (EduKan courses have been excluded.)

	ENGL 090	ENGL 091	ENGL 100	ENGL 101	ENGL 102	Total	LITR
14 FA	60.61	67.27		58.89	71.21	63.5	81.4
14 FA Outreach				93.7			100
15 SP	56.57	73.16		74.41	70.57	71.18	77.3
15 SP Outreach					97.04		
15 SU		91.7		83.3	87	82.8	95.
15 FA	68.05	57.75		71.98	76.61	70.42	83.3
15 FA Outreach				98.29			100
16 SP	64.85	77.31		72.14	69.62	72.3	76.9
16 SP Outreach					97.44		
16 SU	100	60		26.8	90.9	48.3	
16 FA	71.59	76.99		73.72	68.3	73.33	84.1
16 FA Outreach				100			100
17 SP	78.06	70.92		76.5	72.82	72.88	94.1
17 SP Outreach					100		
17 SU		85.71		87.27	88.77	87.67	
17 FA	72.09	71.2		79.95	79.96	75.68	100
17 FA Outreach				99.12			100
18 SP	45.24	70.36		67.78	80.96	73.11	85.7
18 SP Outreach					99.06		
18 SU		56.3		83.5	85.25	79.4	
18 FA	57.48	76.72	81.67	76.81	74.67	73.38	73.9
18 FA Outreach				100			100
19 SP	53.33	63.64		68.81	75.49	69.06	86.2
19 SP Outreach				100			
19 SU	57.1	89.3		71.6	87.7	77.9	100

Completion Rates by Term

(EduKan courses have been excluded.)

	ENGL 090	ENGL 091	ENGL 100	ENGL 101	ENGL 102	Total	LITR
14 FA	85.38	78.53		79.34	79.32	80.1	83.7
14 FA Outreach				96.69			100
15 SP	84.13	83.74		85.0	80.22	83.01	85.3
15 SP Outreach					99.26		
15 SU		91.7		91	91.3	89.1	100
15 FA	84.22	79.82		82.92	87.65	84.08	88.9
15 FA Outreach				98.86			100
16 SP	73.95	91.52		88.16	79.94	84.2	80.8
16 SP Outreach					100		
16 SU	100	70		37.85	90.9	56.9	
16 FA	90.44	94.75		88.23	84.04	89.13	88.6
16 FA Outreach				100			100
17 SP	91.39	88.39		88.72	85.81	86.78	96.1
17 SP Outreach					100		
17 SU		100		93.3	100	97.26	
17 FA	92.11	91.17		90.49	91.77	90.99	100
17 FA Outreach				99.12			100
18 SP	89.68	86.52		88.7	92.51	90.19	91.4
18 SP Outreach					99.06		
18 SU		100		100	97.75	99.0	
18 FA	84.42	89.93	96.67	87.31	89.12	87.65	73.83
18 FA Outreach				100			100
19 SP	66.67	88.46		83.42	84.67	83.92	93.1
19 SP Outreach				100			
19 SU	85.7	96.45		91.46	96.43	91.8	100

English Subsequent Success Rate

15FA - 18FA

	ENGL-091		ENGL-101 (out of those that passed ENGL-091)	
	ENROLLED	PASSED	ENROLLED	PASSED
	824	657	526	459
Female	360	299	247	224
Male	464	358	279	235
American/Alaska Native	9	5	6	5
Asian/Pacific Islander	40	33	24	23
Black	167	133	116	93
Hispanic	367	285	231	201
White	180	147	108	99
Not Reported	61	54	41	38

Additional data concerning ENGL 090 to ENGL 091 subsequent success rates as well as ENGL 090 through ENGL 091 AND ENGL 101 would be beneficial. Also, having the data broken out by semester rather than lumped together would be helpful.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

Even as GCCC changed the language and measurements on student course evaluations, English faculty consistently earned high ratings from students across all categories. High ratings specifically include multiple scores of 3.5 out of a possible 4 or “strongly agree” on scale that begins with “strongly disagree.” The highest ratings appeared in these categories: relevance of assignments to course content, professionalism, classroom management, instructor’s knowledge, and instructor’s ability to explain. The lowest ratings were from F17 and S18 on the “returns assignments in timely manner” metric. While even those scores exceeded 3 out of a possible 4, we acknowledge that faculty course load (if overloaded) can affect in slower grading time. We lack course evaluation data for outreach and adjunct instructors.

Course success rates: Only one semester were success rates for all on-campus English courses below 80%. The developmental course ENGL 090’s lowest outcome was a 45% success rate while its highest success rate was 100%. In the main, 090 success rates hover in the mid-50 to low-60% range, which is representative of the challenges faced by the lowest -skilled students. The college-level ENGL 101 & 102 saw success rates above 80%. These numbers align with the qualifications and valuable efforts of faculty that students speak to in their course evaluations. Outreach ENGL course success rates are all above 90%. Those students would be high school juniors and seniors who tested directly into ENGL 101 and did not need the developmental sequence.

Completion rates stand high at about 80% on campus and above 90% in outreach courses. Summer 2016 completion rates were noticeably lower than other summers and fall and spring semesters. Generally summer completion rates start in the 80% range and go into the 90% range, but S16 completion rates were 56.9%.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

The evidence above affirms the quality of on-campus faculty. While outreach courses see high success and completion rates, we lack student evaluations and thus a student perspective on instructor quality. However, because of our own uncertainties about outreach instructors several years back (and subsequent departures of those faculty), several outreach courses are now taught by online adjunct instructors, who are reviewed by students, which allows us better oversight. However, on-campus faculty, while well qualified, face some challenges related to quantity of faculty and workload.

The English department has a long history of faculty teaching overload courses. Because we serve the entire student population in composition courses (as opposed to just English majors), we are fully scheduled for daytime offerings. Literature and Creative Writing courses often have to become overload courses for instructors. Night classes, which college administration seeks to offer, must be covered by adjuncts. Unfortunately, qualified and willing adjuncts are difficult to locate. Our one evening adjunct may not be returning after this semester, so our ability to offer evening classes is at risk. Thus far, our solution for meeting administration's request for evening classes -- in the absence of available adjuncts -- has been for our daytime instructors to take an overload. This problem will remain unsolved as long as course offerings exceed the number of faculty. The lower ratings in grading time, cited by students in course evaluations, are one result of spreading faculty too thin. See section B. 8. 1. for national recommendations on faculty course load.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: 1a. Provide a brief overview of the course offerings and degree requirements of your program. 1b. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? 1c. Describe the process used by faculty to ensure the program is current and competitive.

- 1a. The GCCC English Program offers an AA Degree that includes 18 hours of composition and literature courses.
- 1b. Transfer courses are in alignment with KBOR. Course descriptions and student learning outcomes are comparable to Kansas community colleges and universities. In our courses, students sharpen their critical reading, thinking, and writing skills, which prepares them for further study at four-year institutions.
- 1c. Faculty participate in KCOG to set learner outcomes and also participate in various professional development activities, including on-campus, and regional and national conferences. To ensure quality control, faculty provide inservice to new and current adjuncts and outreach instructors. Full-time faculty also mentor new adjuncts. In our program's role as provider of writing instruction, we modify our course offerings when needed. As national trends moved toward embedded instruction in career-tech ed programs, we added the Applied Communications course (part of the Perkins Grant) to better serve career-tech ed students. As developmental education evolves, we re-evaluate our offerings. We now offer ENGL 099 Integrated Reading and Writing (ENGL 091 and READ 093 combined). We have streamlined the composition sequence by eliminating the traditional stand-alone Intermediate English (ENGL 091) course in favor of a seminar course attached to the traditional ENGL 101.

Minimum Credit Hours Required to Graduate = 60

Semester 1 Course No.	Course Title	16 hours Credit
* ENGL-101	English I	3
* MATH-108	College Algebra	3
*	Student Success Requirement	1
** LITR-210	Intro to Literature	3
*	Personal Wellness Requirement	3
*	Humanities Requirement	3

Semester 2 Course No.	Course Title	14 hours Credit
* ENGL-102	English II	3
*	Lab Science Requirement	5
**	Recommended Literature Course	3
* SOCI-102	Intro to Sociology	3

***** RECOMMENDED PROGRAM COURSES**

Course No.	Course Title	Credit
** LITR-212	English Literature I	3
** LITR-213	English Literature II	3
** LITR-215	American Literature I	3
** LITR-216	American Literature II	3
** LITR-225	Ethnic Minority Literature	3
** LITR-230	Understanding Old Testament	3
** LITR-231	Understanding New Testament	3
** LITR-242	Advanced Creative Writing	3
** LITR-250	Identity: Woman	3
** LITR-251	Kansas Literature	3
** LITR-253	World Literature	3
** LITR-254	Mythology and Folklore	3
** LITR-255	Young Adult Literature	3

Semester 3 Course No.	Course Title	15 hours Credit
*	Humanities Requirement	3
**	Recommended Literature Course	3
** LITR-240	Creative Writing	3
* PSYC-101	General Psychology	3
*	General Elective	3

Semester 4 Course No.	Course Title	15 hours Credit
**	Recommended Literature Course	3
* SPCH-111	Public Speaking	3
*	Social Science Requirement	3
**	Recommended Literature Course	3
*	Humanities Requirement	3

***** RECOMMENDED ELECTIVE COURSES**

Course No.	Course Title	Credit
** DRAM-150	Intro to Theater	3
** DRAM-252	Intro to Shakespeare	3
** SOCI-102	Intro to Sociology	3
** SOCI-105	Intro to Cultural Anthropology	3
** PHIL-101	Intro to Philosophy	3
** DRAM-111	Acting I	3
** DRAM-120	Intro to Drama History & Literature	3
** JRNL-109	Media in Free Society	3
** JRNL-115	Reporting I	3
** SPCH-208	Communication in the Information Society	3
** SPCH-210	Intro to Public Relations	3

* General Education Requirement (Communications, Math/ Science, Social Sciences, Humanities, Physical Wellness, Student Success)

** Required Program Course

*** Recommended Elective Course

C.2 Assessment of Student Learning: 2a. Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). 2b. Briefly describe the direct and indirect measures your program uses to assess

student learning. 2c. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

2a. Attached

2b. The English Program establishes direct measures that include discussion board posts, essays, story critiques, and reader responses. Self-evaluations/informal inquiries that allow students to describe their abilities serve as indirect measures, but not all instructors use these.

2c. Of the three 2018-19 assessed program learning outcomes (employ reading skills to analyze/evaluate a text, demonstrate critical thinking skills orally and in writing, properly conduct and incorporate research into arguments), all majors achieved each assessed outcome with one exception: one major did not meet "employ reading skills" target. The instructor plans to revise assignment instructions to help students better succeed on that assignment.

C.3 Curriculum Map of Program Student Learning Outcomes:

Paste your program's curriculum map below or attach it as an appendix.

Program: English		Curriculum Map						
Program Outcomes: Upon completion of the program, graduates will be able to...	Essential Skills	Identify key elements of major literary genres.	employ reading skills to analyze / evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
Courses								
LITR 210 - Intro to Lit	12345	IRMA	IRMA	IRMA	IRMA	IRMA	IR	IR
LITR 212 - English Lit I	1234	IR	IRMA	IRMA	I	IR	IRMA	IRMA
LITR 213 - English Lit II	1234	IR	IRMA	IRMA	I	IR	IRMA	IRMA
LITR 215 - American Lit I	1234	IRA	IRA	IRMA	IRA	IRMA	IRMA	IRMA
LITR 216 - American Lit II	1234	IR	IRMA	IRMA	IRMA	IRA	IRMA	IRMA
LITR 230 - Understanding the Old Testament	12345	IRA	IR	IRMA		IR	IRMA	IRMA
LITR 231 - Understanding the New Testament	12345	IRA	IR	IRMA		IR	IRMA	IRMA
LITR 240 - Creative Writing	1234	IRMA	IRMA	IRMA			I	I
LITR 242 - Advanced Creative Writing	1234	IRMA	IRMA	IRMA			R	R
LITR 253 - World Literature	12345	IR	IRMA	IRA	I	IR	IRMA	IRMA
LITR 254 - Mythology & Folklore	12345	IRMA	IRMA	IRMA	I	IRMA	IRMA	IRMA
LITR 255- Young Adult Lit	12345	IRMA	IRMA	IRMA	I	IRMA	IR	IR

Sp19

Mapping

I Introduced

R Reinforced

M Mastered

A Assessed/Artifact

Essential Skills

1 written communication

2 oral communication

3 critical thinking

4 cultural diversity

5 social responsibility

Sp19

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Essential Skills	
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

Course: LITR 240 Creative Writing	Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	prepare student and incorporate research into arguments.	Identify historical and cultural forces at work in literary production of various eras.	Identify the historical and cultural forces that shape the production of literary work in a global, regional, and/or nationalistic context.
Course SLO: Students will be able to							
1. identify and work with the forms and conventions of poetry, fiction, and other genres.							
a. understand creative writing conventions and techniques including point of view, audience, imagery, tension, narrative, character, and others.	IRMA						
b. understand the characteristics of various literary forms in varying genres.	IRMA	IRMA					
2. demonstrate the ability to read and think critically about texts.							
a. demonstrate the ability to discuss a work of creative writing based on form and genre.		IRMA	IRMA			I	I
b. demonstrate the ability to critically analyze a work based on creative writing conventions		IRMA	IRMA				
3. write several focused, well-developed pieces of poetry, fiction, and other genres.							
a. illustrate through the writing of poetry an understanding of the conventions of poetry.	IRMA		IRMA				
b. illustrate through the writing of fiction an understanding of the elements of fiction.	IRMA		IRMA				
4. critique and appreciate their own work and that of others in oral and written forms.							
a. demonstrate the ability to effectively participate in critique groups and actively share ideas		IRMA	IRMA				
b. respond appropriately to critique group discussions.			IRMA				
5. master the process of writing including prewriting, drafting, peer feedback, revising, editing, and proofreading.							
a. apply standard rules of grammar, punctuation, and spelling with a creative writing framework			IRMA				
b. demonstrate drafting, editing, revising, and proofreading skills			IRMA				

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 210 Intro to Lit		Curriculum Map						
Program Outcomes	identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	identify historical and cultural forces at work in literary productions of various contexts.	identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.	
	Course SLO: Students will be able to							
	demonstrate an awareness of the complexity and diversity of human experience as expressed through literature.		IRMA	IRMA	IR	IRMA	IR	IR
	analyze the interactions of reader and writer to discern meaning.	IRMA	IRMA	IRMA	IR	IRMA	IR	IR
	articulate the distinctive features of various genres.	IRMA	IRMA	IRMA	IR			
	apply modes of critical inquiry specific to the discipline.				IR		IR	IR
	compose thoughtful literary analysis using appropriate terminology and conventions.	IRMA	IRMA	IRMA	IRMA	IRMA		

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 212 English Lit I		Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.	
	Course SLO: Students will be able to							
	demonstrate an understanding and appreciation for the works considered	IR	IRMA		I	IR	IRMA	IR
	Interpret various works of literature from the Anglo-Saxon culture to the Neo-Classical period	IR	IRMA	I			IRMA	
	analyze the literature through the application of various critical approaches. This will focus on literary criticisms including but not limited to the literary elements, mythological, sociological, historical, biographical, psychological, and many other classic and contemporary theories in the English discipline.	I	IR	IRMA	IR	IR	IRMA	IR
	demonstrate an enhanced ability for critical reading, thinking, and writing	IRMA	IRMA	IRMA	IR	IR	IRMA	IR
	employ writing skills to analyze literature	IRMA		IRMA				

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 216 American Lit II		Curriculum Map					
Program Outcomes	identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
Course SLO: Students will be able to							
evaluate and critically examine narratives of American literary history with attention to the role of diversity in its broadest forms.		IRA	IRMA	IRMA	IRA	IRMA	IRMA
practice foundational research strategies appropriate to the discipline and write focused, convincing analytical essays in clear, grammatical prose.			IRA	IRA			IRA
demonstrate a complex understanding of the genres, themes, central figures, and key works of the expanding body of American literature.	IR	IRMA	IRMA	I	I	IRA	IRA
explain the influence of cultural and historical trends upon American literature		IRA	IRMA	I	IR	IRMA	IRMA
articulate the distinctive periods and movements of American literature	IR	I	IRMA	I	I	IRMA	IRMA

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LJTR 242 Advanced Creative Writing		Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	Employ reading skills to analyze/evaluate a text.	Demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	Properly analyze and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, media, race/ethnicity context.	
Course SLO: Students will be able to								
1. develop the forms of poetry, fiction, and other genres with increased attention to convention.								
a. employ creative writing conventions and techniques including point of view, audience, imagery, tension, narrative, character, and others.	RS1A							
b. examine the characteristics of various literary forms in varying genres.	RS1A	RS1A						
2. defend a stance on a text through critical reader and thinking.								
a. Interpret a work of creative writing based on form and genre.		RS1A	RS1A			R	R	
b. assess a work based on creative writing conventions.		RS1A	RS1A					
3. write several focused, well-developed pieces of poetry, fiction, and other genres.								
a. utilize the conventions of poetry to compose original works.	RS1A		RS1A					
b. utilize the conventions of fiction to compose original works.	RS1A		RS1A					
4. critique and appraise their own work and that of others in oral and written forms.								
a. effectively participate in critique groups and actively share ideas.		RS1A	RS1A					
b. respond thoughtfully and appropriately to critique group discussions.			RS1A					
5. master the process of writing including prewriting, drafting, peer feedback, revising, editing, and proofreading.								
a. use standard rules of grammar, punctuation, and spelling with a creative writing framework.			RS1A					
c. demonstrate drafting, editing, revising, and proofreading skills.			RS1A					

Mapping	
I	Introduced
R	Reinforced
M	Maintained
A	Assessed/Artifact

Course: LITR 253 World Lit		Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.	
	IRMA	IRMA	I	I	IR	IRMA	IRMA	
	IR	IRMA	IR	I	IR	IRMA	IR	
	IR	IRMA	IR	I	IR	IRMA	IR	
demonstrate an enhanced ability for critical reading, thinking, and writing.	IRMA	IRMA	IRMA	I	I	IRMA	IRMA	

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 254 Mythology & Folklore		Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.	
	IR	IRMA	IRMA	IR		IR	IR	
		IRMA	IRMA			IR	IR	
	IR	IR	IRMA			IR	IR	
demonstrate an enhanced ability for critical reading, thinking, and writing.		IRMA	IRMA					

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 255 Young Adult Lit		Curriculum Map						
Program Outcomes	identify key elements of major literary genres	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	identify historical and cultural forces at work in literary productions of various contexts.	identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.	
Course SLO: Students will be able to								
become familiar with significant authors and major works of adolescent literature			IRMA					
examine works of YAL from a variety of critical perspectives	IRMA	IRMA	IRMA	I	RMA	IR	IR	
demonstrate the identification and understanding of literary devices as applied to YAL		IRMA	IRMA					
engage in lively, in-depth discussion of required works			IRM	I		IR	IR	
develop an appreciation for the intellectual, psychological and emotional complexity intrinsic in YAL			IRMA	I		IR	IR	
demonstrate an enhanced ability for critical reading, thinking, and writing	IRMA	IRMA	RMA	I		IR	IR	
write clear, coherent, meaningful analyses of issues discovered in YAL	IRMA	IRMA		I	RMA			

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 230 Old Testament		Curriculum Map					
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
Course SLO: Students will be able to							
Identify and discuss the general history and origin of the Pentateuch, the Talmud, and other Old Testament books.	IR	IRMA	IR		I	IRMA	IR
Identify the major characters in the OT and their position in the history of both Judaism and Christianity.		IRMA			IRMA	IRMA	IR
navigate the format and structure of the OT.	IRMA	IRMA	I		IR	IRMA	IRMA
discuss the variety of literary genres found in the OT.	IRMA	IRMA	IR		I	IRMA	I
summarize biblical interpretation and content through a study of the origin and formulation of the OT.	IR	IRMA	I		I	IRMA	IR
develop an appreciation of the central place of the OT in Judaism and Christianity as well as gain a respect for the OT.	IRMA	IRMA	IR		IRMA	IRMA	IR

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 231 New Testament							
Program Outcomes	identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	identify historical and cultural forces at work in literary productions of various contexts.	identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
Course SLO: Students will be able to							
discuss the general history of the origin and development of first century Christianity.	I	I	IRMA		I	IRMA	IRMA
Identify the major characters in the New Testament and their position in the history of Christianity.	IR	IRMA	IRMA		I	IRMA	IRMA
navigate the format and structure of the New Testament.	IR	IRMA	IR		IR	IRMA	IRMA
Identify the variety of literary genres found in the New Testament.	IRMA	IRMA	IR		IR	IRMA	IRMA
analyze how the New Testament affects the student in the world today.	I	IRMA	IRMA		IRMA	IRMA	IRMA
summarize biblical interpretation and content through a study of the origin and formulation of the New Testament.	IRMA	IRMA	IR		IR	IRMA	IRMA
develop an appreciation of the central place of the New Testament in Judeo-Christian traditions as well as gain a respect for the New Testament.	IRMA	IRMA	IRMA		IR	IRMA	IRMA

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Course: LITR 215 Am Lit I	Curriculum Map						
Program Outcomes	Identify key elements of major literary genres.	employ reading skills to analyze/evaluate a text.	demonstrate critical thinking skills orally and in writing.	Identify and apply critical literary theory to texts.	properly conduct and incorporate research into arguments.	Identify historical and cultural forces at work in literary productions of various contexts.	Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
Course SLO: Students will be able to							
demonstrate a complex understanding of American literary traditions from their precolonial beginnings to the Civil War era, including prominent authors, literary movements, and styles.	IRA		IRMA	IRA		IRMA	IRMA
analyze and interpret literary works, drawing on relevant historical and cultural knowledge	IRA	IRA	IRMA	IRA	IR	IRMA	IRMA
apply modes of critical inquiry, terminology, textual evidence, concepts, and conventions specific to the discipline.		IRA	IRMA	IRA		IRA	IRA
evaluate and critically examine narratives of American literary history with attention to the role of diversity in its broadest forms.	IRA		IRMA	IRA		IRMA	IRMA
practice foundational research strategies appropriate to the discipline and write focused, convincing analytical essays in clear, grammatical prose.				IRA	IRMA		

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

The English program has identified decreasing enrollment in literature courses. The 3-per semester literature (online and on-campus) courses don't always fill, which reduces our course offerings and can impact the number of courses English majors can take. We need to explore how advising contributes to this situation. On the composition side, we are examining the 4-course writing sequence in an effort to improve success rates in developmental writing courses. Specifically, Basic Eng. pass rates were at 38.8% for F19. Intermediate Eng. pass rates were at 54.3%. We have chosen to focus on Intermediate English. English faculty have re-designed the Intermediate English/English Composition co-requisite. This effort reflects current dev ed research-based recommendations that students face fewer exit points in dev ed sequences. In addition, the redesign (101 + a 1-hour seminar that replaces the Intermediate Eng. co-req course) will better enable students to graduate in 2 years.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

Through literature and readings in composition courses, we engage students in a diverse mix of historical eras, cultures, and points of view. In particular, World Literature includes texts from different global cultures and eras. Because our students are diverse in backgrounds and abilities, we implement a diversity of instructional methods.

C.6 Use of Continuous Assessment for Educational Effectiveness: 6a. Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. 6b. Document how your program has used its assessment findings to impact area decisions. 6c. In what ways is this process effective toward making effective educational decisions? 6d. In what ways should the process change?

6a. To annually evaluate curriculum quality and assess student learning, we use both course assessments - individual and combined - and student course evaluations. We currently have limited to no contact with English program graduates, so program assessment fails to include the long view. Likewise, with few English majors, no sense of community or ongoing relationship with those students exists, limiting opportunities for informal feedback from English majors.

6b. Based on assessment findings, we have decided to modify assignment design, instructional methods, and even change the physical classroom space (lighting, boards, furniture). We have moved away from hybrid courses. Likewise, we closely monitor student success rates on 13-week and 8-week classes.

6c. The assessment process is effective in giving us a common starting point for change. However, few outreach faculty submit their individual course assessments. English department faculty/liaisons already meet with outreach faculty at in-service on assessment procedures, so outreach faculty have an assessment plan in place. However, liaisons have no clout to force outreach faculty to submit reports. GCCC might hire an outreach faculty manager to serve as a higher authority who can require submission of reports.

6d. Ways the assessment process should change: As a department, we need to follow-up on the data we gather. We will begin strategy meetings to discuss actions needed based on course assessments findings. The assessment forms have changed several times, but we anticipate that the forms will stay the same from on on, allowing us to gather consistent data.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2014		2015		2016		2017		2018		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)											
Asian											
Black, non-Hispanic	0	0	0	0	0	0	0	1	0	0	1
Hispanic	1	2	0	1	2	0	1	0	3	2	12

American Indian or Alaska Native											
Native Hawaiian / Other Pacific Islander											
Two or more races											
Race/ethnicity Unknown											
White, non-Hispanic	3	1	4	0	3	0	3	0	0	0	14
<i>Totals</i>	4	3	4	1	5	0	4	1	3	2	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

We clearly have more females than males in our program. According to the U.S. Department of Education this is common across the country. We do not feel any particular need to address this slight disparity.

With regard to race/ethnicity, the numbers above seem to reflect the demographics of southwest Kansas; they do not suggest to us that any changes to recruitment strategies are needed.

When looking at the total number of English majors, we find that the numbers are lower than we would like them to be. One contributing factor is the community college environment. At a 4-year institution, English departments can attract new students by offering courses that have a broad appeal, like a Fiction to Film class or a Harry Potter class. Those types of classes do not universally transfer, though, so students are less likely to take them, enjoy them, and then switch their major. However, our department could/should have a conversation about how to broaden the appeal of our intro-level Literature courses.

As for recruiting new students, we use GCCC's annual Exploration Day event to promote the English major to visiting high school students. Beyond that, we could think about how to do a better job of advertising the potential jobs that an English major will prepare students for. Students often think of English as a major only for people who want to teach English. Working to overcome this misconception in southwest Kansas could help us to attract more majors. We could also consider giving English majors priority consideration for Writing Center scholarships.

More broadly, the demographics of students served by the English department (rather than program) are reflective of the demographics of the student body as a whole as all students seeking AA, AS, and AGS degrees (as well as students enrolled in several programs within the AAS degree) pass through at least one composition course.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

The students enrolled in the program are highly engaged. The only thing we would change is that we would have more of them at any given time. Students who perform best in English programs are strong readers and critical thinkers. As a program, we work to develop those skills within our majors.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

The Writing Center, overseen by the English Department, is detailed in D.5, below.

In the Fall 2019 semester, a campus-wide Writing Contest, open to students and to faculty/staff, was planned and executed by Seth Kristalyn. A three-person judging panel (Seth Kristalyn, English Instructor; Gary Kuenstler, Criminal Justice Instructor; Marc Malone, Vice President of Instruction) convened and judged 14 entries submitted by faculty/staff and 29 submitted by students. Due to the success of this project, plans are in motion to make the Writing Contest an annual campus event. This would coincide well with a past project that we hope to reinstate—Carpe Verbum.

In addition, there is a two-year English honor society, Sigma Kappa Delta (the community college version of Sigma Tau Delta) that would be a good way to engage English majors. Student members are allowed to attend the Sigma conference, and some receive scholarships to attend. The challenge is that students must have completed two English classes to participate (they are not required to be an English major).

Lastly, the recreation of a Creative Writing Club could be a good organization to not only draw students to the program, but also help in retention of existing English majors by providing an outlet outside of the standard course sequence.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

The GC3 Writing Center is coordinated by one of our English instructors. The Writing Center provides tutoring services for all GCCC students, but tends to primarily serve students enrolled in one of our four writing courses (ENGL-090, ENGL-091, ENGL-101, ENGL-102). There are currently five student tutors employed in the Writing Center. Three tutors are provided with full scholarships and two receive a combination of smaller scholarships and Work Study hours. The scholarship requirements are attached.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

To date, the English Department has not made any concerted effort to maintain contact with our alumni.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend					
	2014	2015	2016	2017	2018

	Average GPA in major/ program	CCCC Avg	Average GPA in major/ program	CCCC Avg	Average GPA in major/ program	CCCC Avg	Average GPA in major/ program	CCCC Avg	Average GPA in major/ program	CCCC Avg
Non- resident (Internatio nal)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black, non- Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	2.2	2.398	n/a	n/a
Hispanic	2.635	2.736	3.038	2.814	1.68	2.782	3.613	2.838	3.032	2.784
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Race/ethn icity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White, non- Hispanic	3.136	3.074	2.878	3.176	2.94	3.192	3.083	3.146	n/a	n/a
Female	3.198	2.97	2.878	3.066	2.436	3.064	3.216	3.036	3.345	3.017
Male	2.553	2.797	3.038	2.858	n/a	n/a	2.2	2.79	2.563	2.679

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions					
	2014	2015	2016	2017	2018

	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian										
Black, non-Hispanic										
Hispanic	1	0	0	0	0	0	0	0	0	0
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic	1	1	1	0	0	0	3	0	0	0

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify time frames used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
7	57.14%	5	60.00%	5	40.00%	5	80.00%	5	40.00%	27	55.56%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2014		2015		2016		2017		2018		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	
29.63%	27	8	42.86%	7	20%	5	0%	5	60%	5	20%	5	

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2014			2015			2016			2017			2018		
# Grad	Avg Inst SCH	Avg Trsf SCH	# Grad	Avg Inst SCH	Avg Trsf SCH	# Grad	Avg Inst SCH	Avg Trsf SCH	# Grad	Avg Inst SCH	Avg Trsf SCH	# Grad	Avg Inst SCH	Avg Trsf SCH
3	70.67	0	1	65	0	0	n/a	n/a	3	68	2	0	n/a	n/a

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2014		2015		2016		2017		2018	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
1	3	0	1	0	0	1	3	0	0

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?

The data in D.9a-b suggests that our program has room for significant improvement when it comes to retention and graduation of English majors. A graduation rate of 60% in 2017 is satisfactory, but all other years reviewed in the data above show significantly lower rates.

- b. List specific events/activities that the program uses to increase student retention and degree completion.

See D.4, above. (The English department does not currently collect any data on the effects of those initiatives.)

- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.

At this time, the English department does not track students who exit the program without completing. This is partly due to the on-going issue identifying majors. Often we are unaware of who are majors are; sometimes not identifying them until they are in their last semester.

- d. Identify any areas in need of improvement for producing successful students.

As noted in other portions of this review, the English program operates under the burden of numerous Composition courses, which are required for nearly every student at GCCC. This means we are only able to offer a limited number of major-specific literature courses each semester, and often the specific course(s) an English major needs in order to graduate on time simply are not available for the student to take. For many students, graduating on time with *any* degree is preferable to graduating late with an English degree, so they change majors.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2013-14		Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17		Academic Year 2017-18	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)	325	975	343	1029	337	1011	244	732	232	696
Concurrent Enrollment (Outreach-HS)	325	975	343	1029	330	990	226	678	210	630
Dual Credit Enrollment (Outreach-HS)	n/a	n/a	n/a	n/a	7	21	18	54	22	66
On-line courses-GCCC	100	300	126	378	149	447	163	489	195	585
On-line courses-EDUKAN	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
On-line courses-Contract	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Face to Face courses	881	2643	864	2592	910	2730	798	2394	780	2340
Internships/practica	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Independent study, tutorials, or private instruction	1	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Developmental courses	342	1026	395	1185	435	1305	572	1716	432	1296

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-

seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	1-9	10-19	20-29	30-39	40-49	50-99	100+	Totals
2014 Class Sections	6	33	31	0	0	0	0	70
2014 Class Sub-Sections	0	0	0	0	0	0	0	0
2014 High School Class Sections	10	9	4	1	0	0	0	24
2015 Class Sections	6	33	35	0	0	0	0	74
2015 Class Sub-Sections	0	0	0	0	0	0	0	0
2015 High School Class Sections	10	12	4	1	0	0	0	27
2016 Class Sections	7	41	34	0	0	0	0	82
2016 Class Sub-Sections	0	0	0	0	0	0	0	0
2016 High School Class Sections	14	10	5	0	0	0	0	29
2017 Class Sections	10	58	24	0	0	0	0	92
2017 Class Sub-Sections	0	0	0	0	0	0	0	0
2017 High School Class Sections	9	10	2	0	0	0	0	21
2018 Class Sections	18	47	27	0	0	0	0	92
2018 Class Sub-Sections	0	0	0	0	0	0	0	0

2018	10	5	3	1	0	0	0	19
High School Class Sections								
Totals Across 5 Years	100	258	169	3	0	0	0	530

E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

There is a clear dropoff in students enrolled in outreach and face-to-face classes from 2015-2016 and 2016-2017. This coincides with declining enrollment across the state. Because these numbers are represented primarily with required composition courses, they will reflect the lower enrollment at GCCC as a whole. However, student enrollment in developmental courses has been on an almost steady increase. Because overall enrollment has decreased, this means we have a higher percentage of students who are being placed into developmental courses than previously. In addition, online enrollment has steadily increased which coincides with the college's focus on offering more online class options. Part of the online enrollment increase is due to high school outreach students taking composition courses online -- due to no qualified instructor at those high schools.

The majority of our classes have 10-19 students followed by 20-29 students. From 2015 to 2018, the number of courses with class sizes of 10-19 increased from 33 in 2015 to 47 in 2018, peaking at 58 in 2017. This can be partially attributed to higher numbers of enrollment in developmental courses which are capped at 16 for ENGL 090 and 18 for ENGL 091. In addition, the number of courses being offered increased, 74 in 2015 to 92 in 2018, while overall enrollment decreased. Thus we have fewer students being spread across more courses. However, this is not a concern because lower class sizes result in better learning for the students. In addition, by offering more courses at different times, even with lower class sizes, we are able to provide more access points for our students to find courses that will fit their schedules.

As a program, we do not offer non-credit courses, special study options, or individualized instruction. This is mainly due to the fact that we teach composition courses required for degree seeking students or taken by those wishing to transfer. As a program, we have few majors and have not needed to offer these options.

Component F - Student and Constituent Feedback

- F.1 Student Feedback:** Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

Historically, the English department has not tracked majors at or after graduation. Our total majors in any given year is usually less than 5, and those majors may not be enrolled in program courses at the time. In the 2018-19 year, we completed program assessments (as we are now doing every year) but were only able to evaluate one major in program courses by informal inquiry as to their confidence in achieving SLOs; goals were met at 100%. Unfortunately, this does not make for good data collection. Most of our student feedback and data comes from the general education side of our department (writing courses) in semester course evaluations. In general, student feedback is favorable. Positive comments include the depth and explanation of concepts, clarity of instruction, and variety in assignments. When there are complaints, they mostly deal with the state of our building, which has never been remodeled. Our department is confident in the instruction we give our students, and we continuously make improvements individually and overall. It is good to note that most of our students concur.

- F.2 Alumni Feedback:** Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

As a department, we have not conducted alumni surveys and do not do well in tracking our alumni. We have informally surveyed students individually to make adjustments to courses. We have no advisory committees; most decisions are made within the department based on semester course evaluations and program and essential skill assessments. Changes to the department curriculum are discussed and agreed on between faculty. We also attend KBOR/KCOG to participate in outcome selection for courses. We collaborate with and research other institutions to stay current in the field. As we have so few majors at a time, it is difficult to make meaningful program adjustments based on current student/alumni feedback.

- F.3 Employer/Supervisor Feedback:** Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

The English department does not participate in clinicals or supervisor appraisals and evaluations.

- F.4 Constituent Feedback Analysis:** Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

The English department bases individual instructor and course changes on a combination of student, course, and instructor evaluation as well as department discussion. The department could do a better job of soliciting program feedback from alumni, but we do not have means yet to track them after they leave GCCC. The results of these evaluations are not well communicated outside of specific instructor or department, unfortunately. Future students benefit from the changes made based on current trends, but individual or collaborative course results are not shared with current students. In the future, the department can do better with reaching out to alumni and advertising our successes with current and future students. However, with our low number of majors in any given year, we need to be careful to portray any results accurately.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

Adequate library and information resources are available to students and faculty in the English department, onsite and remotely. Students have access to an adequate range of databases and other research resources, including interlibrary loan, for courses in both composition and literature. Students receive appropriate instruction in evaluating and using research resources in class and from the Writing Center, but it would be beneficial to have additional support from the library staff (ex. offering research training for students/classes). Students have access to trained tutors in the Writing Center to guide them in the use of these resources. English majors demonstrate suitable competency in information technology when utilizing resources to write analytical and/or argumentative essays. These resources are suitable for the program’s needs.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program’s effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The English Department utilizes intercampus funding strategies to gain educational resources. English faculty have been able to acquire funds to improve productivity and student learning through various avenues. Mary Jo Williams grants and Innovation Grants have allowed English faculty to acquire kinesthetic learning bags, word blocks, and a laptop cart. Mary Jo Williams grants have also helped to fund the creation of the Writing Center and a flexible seating classroom. At this time, the English Department does not require development of non-budgeted resource acquisition streams.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. Obtain this information from your Dean.

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
2014-15	448144	n/a	398690	n/a	49454	n/a
2015-16	507412	13.23%	375758	-5.75%	131654	166.22%
2016-17	568348	12.01%	428835	14.13%	139513	5.97%
2017-18	643182	13.17%	397117	-7.40%	246065	76.37%
2018-19	631674	-1.79%	439733	10.73%	191941	-22.00%

Expenses: salary, benefits, overload/adjunct pay, work study/scholarship (Writing Center)

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of Impact should include the measurable effect of acquisitions such as new faculty, staff, equipment,

designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

The English department and program have consistently covered expenses. The decrease in revenue is related to decreases in overall enrollment rather than increases in program costs.

The funds acquired to help create the Writing Center have improved program quality. Having a writing center has created a space for students to be able to work on computers to write papers. When teachers need computers to allow drafting assignments, they may reserve the Writing Center to offer a quiet working space. The Writing Center is staffed with four to six students tutors (and some faculty members) that help students from all disciplines organize papers and proofread for errors.

The acquisition of 30 Chromebook laptops and cart has directly resulted in improved program quality. The laptops are utilized weekly in a variety of English courses to promote independent student learning. The laptops enable student application of skills, including brainstorming, drafting, peer review, and revision. One Chromebook has been broken, and thus does not contribute any program benefit.

The classroom redesign funds for JOYC1204 were used to purchase additional and differing types of furniture to allow students to feel comfortable in their learning environment. JOYC1204 received negative feedback on seating arrangements before the redesign. The tables were arguably too small to complete assignments on, and the students were cramped. The new furniture has only been in place for a short time, but student complaints about classroom functionality have decreased.

The funds for the Joyce lobby redesign provided increased comfort in the space to promote a better learning and study environment for students. When classes are held in the Writing Center, Writing Center tutors work in the lobby, and some classes use the space to facilitate group collaboration exercises; large tables and conversational seating arrangements facilitate collaboration and tutoring.

The acquisition of an additional faculty position, increasing departmental faculty from 6 to 7, through the hire of Patricia Keller, has benefited the program by allowing the department to meet the demand for composition and literature courses.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

In the last year, the program's funding decreased while its expenses increased, but over the last five years, program funding has not changed substantially. Program enrollment holds steady at 5 majors per year between full- and part-time students. However, the majority of the department's workload is providing core curriculum courses through the composition sequence. The department's expenses are balanced with the revenue generated from those core courses. The program goal was to teach 3 face-to-face program courses per semester. Over the last 5 years, enrollment in literature courses on the GCCC main campus taught by full time faculty has been as follows:

Head Count	ENGL 090	ENGL 091	ENGL 101	ENGL 102
FA15	124	101	285	112
SP16	45	87	166	221
SU16	3	29	34	11
Total	172	217	485	344

Head Count	ENGL 090	ENGL 091	ENGL 101	ENGL 102
FA16	124	125	300	131
SP17	40	127	192	231
SU17	0	7	32	15
Total	164	259	524	377

Head Count	ENGL 090	ENGL 091	ENGL 101	ENGL 102
FA17	101	217	238	143
SP18	42	188	222	221
SU18	0	16	39	42
Total	143	421	499	406

Head Count	ENGL 090	ENGL 091	ENGL 100	ENGL 101	ENGL 102
FA18	72	175	25	282	126
SP19	30	102	0	209	231
SU19	7	21	0	51	43
Total	109	298	25	542	400

Budget changes impact the program and department's educational effectiveness in that there are serious safety concerns in the Joyce Fine Arts building that impact student safety in class. Some windows cannot be opened or locked; classroom and exterior doors can only be locked from the outside, which constitutes a serious danger to students in lockdown situations.

Resources and capacities needed to meet demand in ranked order:

1. Consistent, scheduled data and reports to monitor student success. This will necessitate hiring another employee to collect and organize data. (cost: approximately \$60,000/year)
2. The Writing Center needs a projector (the department has been told that a projector has already been purchased but has not been installed).
3. Replacing doors and/or locks for doors that lock from the inside.
4. Replacing and/or repairing windows that do not lock or open.
5. Replacement of ceiling tiles in Joyce building.
6. Additional class space needed to provide sufficient course offerings each term to meet the demand for composition courses.

Plans to obtain funding for these resources and capacities:

The department will continue to enter concerns through the college's annual budgetary planning process.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

The English Department is confident in the quality of our faculty and instruction. We consistently receive evaluation scores of “agree” or “strongly agree” in regards to teaching. Furthermore, our department is one of the most involved on campus. Nearly all instructors are involved with at least one campus service opportunity, often more, and we collaborate with other departments on campus regularly. We have offered workshops to other faculty on student writing. Also, we readily participate in assessments and other reporting processes required by administration/governing bodies. We use this data to make changes at the course and program levels to better serve our students. Through this participation, we have identified needs for our students and courses. In addition, we have identified needed resources and have secured grants to help fund projects like the classroom redesign.

The English Department could do more to promote our program to attract more majors. One conflict we have is that our dedication to teaching means that we spend most of our time in the classroom, and if we are off-campus it is usually at a conference to improve our teaching (or for assessment in some cases). Beyond on-campus activities such as the Writing Contest, Exploration Day and readings, we have not been able to recruit as we would like. Another challenge is an absence of advisor buy-in. We must continue to educate advisors and students on the benefits of our program and the courses that transfer to other institutions (ex. Introduction to Literature, American Literature, Creative Writing). We have difficulty combatting mindsets that these courses are “hard” or “take too much time.” This lack of support for our program forces us to cancel classes (we have yet to be able to offer even 3 sections a semester and reduces recruitment opportunities so we do not have enough majors to make tracking viable.

Another reality the English Department faces is our composition course load. For the last several years, English instructors have taken overloads out of necessity. Without these overloads, we would not be able to accommodate the composition course load. Often, base loads are made of composition courses, and literature courses have to be offered as overloads (if they are able to be offered at all). Base load usually includes a night class for some faculty due to a lack of qualified adjuncts willing to work for GCCC's modest adjunct pay. We have been able to add 2 instructor positions (going from 5 at Marsha Wright's retirement to 7 as of FA19); however, this does not seem to have mitigated the issue of not having adjuncts. We have decreased composition overloads, but those are set to increase in Fall 2020 with changes to our offerings. We do not advise our instructors to teach 21-24 hours a semester at 24 students a course as that decreases effectiveness, so this may affect what we can offer.

Overall, the English Department is strong and efficient. As we move forward, we will discuss an exit/follow-up survey for our graduates and how best to track our program majors as well as ways to educate students about the benefits of an English major or minor.

Program Program Goals with Recommended Action Steps

Program Name: AA English Date: _____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.

(Attach *this* year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's *next* program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
Mission and Context							
Faculty Characteristics and Qualifications							
Quality of Curriculum and Student Learning							
Student Enrollment and Success	Track progress of majors through program; track majors after graduation; add Carpe Verbum (with sponsor and stipend back to department offerings)	Department discussion; Meet with IER to create report	Aug 1, 2020-June 1, 2021	Process to track created and approved by department	Software?; stipend for creative writing coordinator (Carpe Verbum/co ntent)	Low (IER has capacity to create survey already)	Allows us to gather more data in order to change our program courses; recruitment
Academic Opportunities and Class Size	Establish ENGL 098 and deactivate ENGL 091; advocate for lower class size as nationally recommended	Research national trends, submit course for approval, offer FA20	Jan 2020-Aug 2020	Acceptance and implementation of ENGL 098 course	none	low	Allows students to get through composition sequence faster; follows national trends; recruitment for college
Student and Constituent Feedback	Create an exit/follow up survey for graduating/alumni students	Meet with IER to create survey	Aug 2020-July 2021	Survey created in conjunction with IER	Software?	Low (IER has capability already)	Allows proper tracking of alumni; recruitment
Resources and Institutional Capacities							
Summary Conclusions							

- Continue to emphasize accelerated courses. While our department is just beginning to experiment with accelerated course tracks (e.g. 1st 8-weeks Intermediate ENGL-091 followed by 2nd 8-weeks English 101 ENGL-101), other colleges have already found measurable success with these programs. The Community College of Denver, for example, has found 70-90% success rates with their "FastStart" program for developmental English. Granted, their situation is not *directly* comparable to ours, but their results do give us reason to be optimistic about the future of our accelerated programs.
- Incorporate varied teaching/learning strategies (kinesthetic, use of video and audio technology, online and face-to-face learning).
- Implement periodic individual and small group study sessions and conferences throughout the semester. English faculty would host these sessions to teach, review and workshop specific grammatical skills and writing skills needed by the student body.
- Partner with the Comprehensive Learning Center (including attending tutor trainings) & Accommodations Services.
- Take developmental classes (ENGL-090 and ENGL-091) to the library to learn to use our campus technology (network access, email, Busterweb, eCollege/Canvas).
- Hold English Department meetings to discuss aligning curriculum across our 4-course program and evaluate course competencies to avoid excess overlap.

Program Review Rotation

Program	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Agriculture	X	X				X
Business and Computers	X	X				X
Criminal Justice	X		X			
Fine Arts and Humanities (Music, Arts, Media, Philosophy, English, Drama, Speech Reading)	X	X				X
HPER	X		X			
Math	X		X			
Nursing	X			X		
Science (Biology, Chemistry, Physical Science)	X			X		

Social Science (Education, Government, Psychology, Sociology, Political Science, Geography, History)	X			X		
Ammonia	X	X				X
Welding	X		X			
EMT	X			X		
John Deere	X				X	
Fire Science	X				X	
Cosmetology	X				X	
Culinary	X				X	
PCDE	X					X

** In 2015-16, all instructional programs will be reviewed and submitted to the Board of Trustees.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above. N/A

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

2016-17 Department Goals	Planned activity/strate gies	Responsi ble individual or group	Collaborat ive partners (individual s or groups) internal or external	Propos ed start date	Propose d end date	Progress indicator(s) and timeframe for measure ment	Resource requireme nts (in- kind & direct)	Contributi on to GCCC essential skills (if applicabl e)	HLC Criteri a that goal aligns to
Writing Center Coordinator	-identify coordinator for F17 -outline responsibilitie s & duties	Sanger Dept.	Janice Urie Phil Terpstra Ryan Ruda	Spring 2017	May 2017		Stipend	Written Comm.	
Expand Writing Center coverage to include nights/weeken ds	Add 4 student tutors on scholarship (to current 3 student tutors	Dept.	Admin	Spring 2017	NEVER!	End of fall & spring semesters	Scholarshi p funds	Written Comm.	

Add 8' white boards to JOYC 1204, 1402, 1404, & 1406	Submit request to Phil	Sanger	Maint. Admin	Spring 2017	Aug. 1, 2017	Aug. 1	Funds, Maint. Labor	Written Comm.	
New elmo in 1404	Submit request to Phil	Keller	IT	Spring 2017	Aug. 1, 2017	Aug. 1	Funds, IT labor	Written Comm.	
Replace tables in 1204 & 1406 & 1402	Meet with maint./supplier to identify appropriate tables	Wright Sanger	Maint. Dee Wigner	Spring 2017	Aug. 1, 2017	Aug. 1	Funds, Maint. Labor	Written Comm. & Oral Comm.	

2018-19 Department Goals	Planned activity/strategies	Responsible individual or group	Collaborative partners (individuals or groups) internal or external	Proposed start date	Proposed start date	Progress Indicator(s)	Resource requirements (in-kind & direct)	Contribution to GCCC System strategic outcomes (if applicable)	HLC Criteria that goal aligns to
Hire Additional English/Speech Instructor	present collected data concerning enrollment and need for additional full- time faculty	Sanger	Ryan Ruda, Phil Terpstra, Emily Clouse	1/25/2018	5/1/2018	meetings with admin, advertising of position, interviewing candidates	salary & benefits	Strategy 1, 5	3.C.1
Writing Center move to JOYC	collaborate with administration, maintenance, IT, etc. to plan move of WC	Sanger, Turpin	Ruda, Terpstra, Ramos, Gough	3/1/2018	8/1/2018	meetings with admin, renovations occurring	remodeling funds, labor	Strategy 1, 5	3.D.4, 3.D.1
Selective lighting in JOYC 1404, 1402 & 1204	consult with Derek about lighting needs	Hernandez	Ramos	2/1/2018	5/1/2019	meeting with maintenance	Funding, Labor	Strategies 1, 5	3.D.4, 5.A.1.
Increased communication with adjunct faculty	creating Canvas shell, establishing continued communication with faculty, grade norming, observations, department- specific adjunct training	all Eng. Dept.	outreach coordinator, adjunct instructors	1/2/2018	5/1/2019	increased communication with instructors; use of Canvas shell; eWalk & evaluation documentation	cooperation of adjunct instructors, support of administration	Strategies 1, 2, 5	3.A.3 3.C.3 3.C.2
Professional development	Meeting about PD, define PD opportunities, create tentative list, hybrid training, online training, assessment training, developmental ed, learning styles	all Eng. Dept.	Ryan Ruda, Phil Terpstra, Chuck Pfifer	Spring 2018	5/1/2019	increased offerings/opp ortunities for PD	PD funding	Strategies 1, 5	3.C.4,

2019-20 Department Goals	Planned activity/strategies	Responsible individual or group	Collaborative partners (individuals or groups) internal or external	Proposed start date	Proposed end date	Progress Indicator(s)	Resource requirements (in-kind & direct)	Strategic plan goal/pillar this applies to	HLC Criteria (IE will fill this in)
In conjunction with art and theater, remodel JOYC lobby and classroom 1204 using MJW grant	Order furniture & supplies; meet with art department; utilize helpdesks for installation of new equipment	Courtney (lead); Mikey (art); Derek (facilities); Andrew (IT)	art, facilities, IT	1/1/2019	5/30/2020		MJW Grant + promised services from other departments	1.2.3. 4.3.	3.D.4
Revise and update course content on master syllabi (ENGL 090, ENGL 091, ENGL 101, ENGL 102)	English department meetings to discuss expectations and course competencies. Updating shared documents and master syllabi.	Trish (heading meetings)	none needed	9/15/2019	7/1/2020	syllabi are updated	none	3.1.3 3.2.4	4.A.4
Create a "how to" document that outlines our departmental Grade Norming process	English department meetings to determine standard course expectations and procedures. Follow-up with part-time faculty to help establish consistency in grading expectations.	Trish (heading meetings)	outreach/adjunct instructors	2/15/2019	5/30/2020	document exists	none	3.1.3 3.2.4	4.A.4
Selective lighting in JOYC 1404, 1402 & 1204	Consult with Derek about lighting needs	Hernandez	Ramos	2/1/2019	5/1/2020	meeting with maintenance	Funding, Labor	Strategies 1, 5	3.D.4, 5.A.1.
Increased communication with, and training of, outreach and adjunct faculty	Canvas shell, continued communication with faculty, grade norming, observations, department-specific adjunct training	all Eng. Dept.	outreach coordinator, adjunct instructors	1/2/2019	5/1/2020	increased communication with instructors; use of Canvas shell; eWalk & evaluation documentation	cooperation of adjunct instructors, support of administration	Strategies 1, 2, 5	3.A.3 3.C.3 3.C.2