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## Section 1: Overview

### Section 1A. English Program's Purpose

English courses and activities provide a foundation for student learning and are designed to impart skills that will be useful in college and the workplace. In addition, English courses develop critical reading and thinking skills, as well as explore Humanities-related topics in studying the human condition.

The entirety of English department offerings has three main components:

1) teaching composition (writing) courses, 2) teaching literature and creative writing courses, and 3) serving as a resource for extracurricular learning and cultural activities.

First, English composition courses make up the bulk of our teaching loads, and thus are the primary and most important focus of this review and our assessment process. Composition courses include the study of writing as a mode of learning and as a means of communication. Composition courses emphasize four areas: 1) the writing process, 2) critical reading, writing and thinking, 3) understanding the purpose and audience of various writing tasks, and 4) understanding and observing conventions of Standard English grammar and punctuation. Students take these courses to fulfill two English courses required for graduation, to improve their writing and research ability, and to meet requirements towards a major in English.

Second, the English program also offers literature and creative writing courses. Literature courses include the study of forms, genres, and various historical periods of texts that give insight into the human condition through story and language. Literature courses emphasize three areas: 1) reading and discussion of texts, 2) studying course-specific literary terms and themes, and 3) writing analytical, researched based essays with literary research. Aside from an English AA degree, WWCC also offers a 15 credit hour Western American Studies certificate to document students' efforts in studying regional literature. The English program also offers creative writing every semester, including poetry, fiction, memoir writing, and other modes, and offers a 14 credit hour Creative Writing certificate. Students in these courses 1) develop and improve as writers through exercises, poems, stories, and other writing often in the workshop methodology, 2) study professional writers, and 3) become well-rounded writers and readers of literature. Students take these literature and creative writing courses to fulfill the college's Humanities or Applied Arts requirements, for personal enrichment, and to meet requirements towards a major in English or for a certificate program.

Last, the English program serves as a cultural resource to both the college and the surrounding area, facilitating guest speakers and coordinating programs such as *Friday Night Live* and the *Wesswick Reading/Lecture* series, the *Speaking of the West* series, Western Readers, book discussion series, and special offerings--such as the Wallace Stegner Symposium, the Sci Fi/Fantasy convention or Poetry Slams--among others. Audience members and students

participate in these events for personal enrichment, to increase their own knowledge of a particular subject, and to enhance their own cultural experiences.

The program’s ability to meet these goals has been hampered the last several years as we’ve lost three English faculty members, totaling two full time positions, and only replaced them with one full time position. Thus, in a time of growing enrollment, we find the department at its limits in meeting student demand for both a variety of courses, and in having mostly full, and sometimes over-full composition courses. Also, meeting the college’s needs of offering courses in many different times, places, and delivery modes is a continuing challenge.

## Section 1B. Primary Learning Goals of the English Program

Program-Level Goals	Specific Objectives	WWCC College Wide Goals	Assessment for Student Goals
1. Students will produce effective written communication at the collegiate level.	STUDENTS WILL... A. write to a specific audience for a specific purpose. B. produce writing that has effective and logical organization and structure. C. support main ideas with specific evidence, logic, and/or personal experience. D. demonstrate accepted conventions of spelling, grammar, and punctuation. E. use and document a variety of legitimate sources.	Communicate Competently, Retrieve Information	1. Track percentage of students successful in next level course (0950→0955; 0955→1010) at 70% or better. 2. Assess and evaluate essays holistically and blindly and evaluated on the basis of a 1-5 point scale as a part of the English Dept’s ongoing assessment process in evaluating researched essays from all classes taught at WWCC in ENGL 1010 and other writing courses 3. Analyze A-Team research paper results 4. Use UW Transfer Survey & Graduate follow-up survey #19p (“WWCC improved your skills in written communication”) 5. Use MAPP Writing results
2. Students will demonstrate the ability to analyze and interpret various texts.	A. Students will effectively analyze and interpret poems, short stories, drama, novels, essays, and other works of	See Issues from Multiple Perspectives, Communicate Competently	1. English Dept ongoing summer assessment process in 1020 2. UW Transfer Survey & Graduate follow-up survey #19h (“WWCC improved

	literature.		your skills in reading comprehension”) 3. MAPP Reading results 4. Catalog the variety of components in the Western Studies Certificate
3. Students will produce creative writing in a number of modes.	A. Students will produce journals, poems, short stories, creative nonfiction, dramatic works, or other modes of creative writing.	Communicate Competently	1. Track the variations in creative writing course offerings each semester 2. Catalog the variety of components in Creative Writing Certificate 3. Check several course syllabi to see that students have publication or performance opportunities
4. Students, staff, and community members will have the opportunity to benefit from cultural resources.	A. Expose audiences to films, book discussions, poetry or fiction readings, or special programs.	See Issues from Multiple Perspectives, The Community is Our Partner	A. Track the development, offering, attendance, and audience reactions for literary and humanities based events each year

## Section II: Fact Finding

### Section II A: Enrollment & Audience (Please see appendices for specific enrollment information)

#### Present students:

The English program has

- Increased the number of concurrent courses which increased our FTEs.
- Increased the different options for length of courses, including block classes throughout the semester.
- Increased our internet courses.
- Maintained our summer course offerings.

#### Enrollment

- English courses matched the overall college trends in our general education enrollment.
- Enrollment in English level I courses appear to correlate with overall college enrollment.
- Enrollment in English elective courses has been consistent over the past three years, but the numbers do not match the overall college trend.
- For the online offerings, there was an increase in the general education enrollment.
- English elective courses decreased.

#### Enrollment in Outreach

The English program

- Maintained the number of Outreach courses with a slight decrease of FTEs in 2009.
- Recommends providing more online offerings to increase enrollment rather than increase Outreach course offerings since the enrollment has decreased.

#### New Audiences

- Currently, two-three English elective courses are offered online per academic year. A wider range and more English elective courses online is recommended, as is a rotation schedule so students have more elective choices in planning their academic schedules.
- A Creative Writing certificate has been created, which may help increase the number of English majors. It is recommendation is that a Creative Writing certificate brochure be produced and distributed to local schools and Outreach locations.
- During each spring semester, the English program brings visiting authors who work with creative writing students, provide workshops for public schools, and give community presentations.

## **Section II B: Facilities, Equipment, Staffing and Support**

On-campus full-time and part-time English faculty completed a survey so that we could report our perceptions of facilities, equipment, staffing and support. This pool included six full-time faculty members, one lecturer-status instructor, and two on-campus adjunct instructors in the department. (Please see Appendices for a copy of the survey and the results.)

Areas in which high levels of satisfaction were expressed include the following:

- Comfortable and professional office space
- Sufficient instructional spaces for English electives (literature and creative writing courses)
- Smarthinking support service
- Turnitin support service
- Hay Library support services
- The addition of A-200, a dedicated-writing classroom, since the last Program Review

Areas in which dissatisfaction was expressed include the following:

- Loss of full-time positions
- Equipment in A-200, the dedicated-writing classroom
- Peer Tutor Center tutoring

### **Facilities & Equipment**

Faculty were surveyed about office space, instructional spaces, and other on-campus facilities. In discussing facilities, it is difficult to separate out equipment because of recent trends towards incorporating technology in the classroom; therefore, both are discussed here.

#### **Office Space**

All were in agreement that the office spaces were comfortable and professional with a few expressing concerns about ventilation, leaky ceiling tiles, and printer malfunctions.

#### **Instructional Spaces**

The instructional spaces were divided into three categories: a) general education writing classrooms, b) elective classrooms, and c) computer writing labs.

The majority of faculty felt that the classroom facilities for general education classes were sufficient, and that they prefer A-200, the dedicated-writing classroom, to other rooms. (Another classroom, 1330, was mentioned because it has moveable tables and space for students to spread out.) However, the A-200 classroom is considered too small for 25 students, and half of the instructors expressed a desire for *an additional* dedicated-writing classroom with computers, similar to A-200. Thus, a majority of participants responded that they prefer general education classrooms with student-computers, 3-in-1

systems, Internet connectivity, data projectors, and flexibility to move desks. Based upon responses, it is clear that a good amount of space, technology, and the flexibility offered in having moveable tables is important to writing faculty and student learning.

While the majority liked the instructional facilities for general education writing courses, less than half responded positively that the equipment in assigned classrooms is sufficient, especially student computers. Five of six faculty who use A-200 shared concerns about the computers in this classroom. A common comment included “on any given day ONE or MORE computers won’t be working” and, as a result, there are too many students for the number of working computers. Other comments about instructional equipment include a need for more white boards, document cameras, and a new 2<sup>nd</sup> Floor Computer Lab Smartboard/3-in-1 system.

For English elective classrooms, all instructors felt the facilities were sufficient.

For the Writing Labs, 80% of the participants report problems with equipment in the A-200 lab; 25% of participants report equipment problems with the 2<sup>nd</sup> Floor Computer Lab; 14% of participants report equipment problems with the Engineering Lab; and none of the participants report such problems with the OIS Lab. Thus, the most problematic lab for equipment is A-200, with most participants preferring the type of equipment (computers) found in the OIS Lab.

In addition, comments indicate problems with scheduling A-200 during prime times because more classes have technological needs, and comments also indicate problems with the computers in labs often causing frustration, especially if the instructor has to troubleshoot computer problems by him/herself. Thus, the desire for another dedicated-writing lab would ideally include computers of the type in the OIS Lab, perhaps also with the presence of dedicated computer personnel, and/or more integration in scheduling with the OIS Lab.

### **Staffing**

Since the last Program Review in 2005, the English Department has had 3 teachers retire, resulting in the loss of about 2.3 full-time equivalent positions. These retirees were replaced with only 1 full-time teacher (equaling 1 full-time equivalent position). Moreover, this has occurred during a time of increasing enrollment. (Please see the Enrollment & Audience section. The Writing General Education Program, for example, has seen a 9.95% increase in FTEs from AY07-08 to AY08-09.) Only 33% of the faculty surveyed responded that the Writing General Education Program is adequately served by the current number of full-time and part-time faculty. A slightly higher number (44%) responded that the English elective program is adequately served. Comments on the survey expressed a need for at least one more full-time faculty member: “We need one or two more full-time faculty members to replace the people we had in the department, especially with increased enrollment,” and “Filling only one of three retirees’

positions has stretched the department very thin,” and thus “has strained our ability to serve students.”

In a related issue, the program is relying upon an increasing number of adjuncts. Comments on the survey included the following: “I am concerned that we seem to be having an increasing number of adjuncts, especially online,” and “While we can get adjuncts to do Internet courses and one or two to do face-to-face courses, we have to wonder about some of the quality of instruction and/or buy-in with departmental or WWCC goals.”

While such statements about adjuncts aren’t entirely substantiated, and our assessment program helps to ensure that all English program instructors are working toward the same goals, there is a perception among full time faculty that staffing is an important issue that administration should address.

Furthermore, it’s clear that WWCC English faculty workloads are exceeding the guidelines set by professional associations in English. As stated in the Enrollment and Audience section, the annualized average class size in the Writing General Education Program was 22.20 in AY05 and now in AY09 is 26.48. The National Council of Teachers of English (NCTE) in their “Statement of Principles and Standard for the Postsecondary Teaching of Writing” (see appendix 1) recommends the maximum number of students in a single writing class to be 20. The NCTE conservatively estimates that the “Average Time-on-Course of a Writing Teacher” that teaching a *single* writing course requires 231 hours, using as its model one “first year writing course of 25 students, with four substantial out-of-class essays, one required individual conference, and one end-of-semester portfolio of writings.” Thus, faculty teaching three-course loads, or 75 students, are “working overtime, 33 hours beyond the 600-hour total for 15 weeks of a standard 8-hour day.” In conclusion, anything over 75 students is an overload and will stress a teacher’s ability to instruct efficiently. Most of our English faculty have at least that number of students in writing classes with several above 100, and upwards to 125. As one faculty member noted, “It’s a recipe for burnout.”

In 2005, the English department felt it had “achieved a stable number of full-time positions”; however, now in 2010, the program is understaffed, and this could be affecting student learning.

### **Writing Support Services**

There was overwhelmingly positive responses regarding Smarthinking, Turnitin, and Hay Library; these are all resources that faculty find useful. Hopefully, the funding for these services will continue into the future. However, less than half of survey participants stated that the Peer Tutor Center is sufficiently useful for students. Respondents said that the Peer Tutor Center has become a “grammar-check factory” or just a “test center.” Comments also included: “There is no real tutoring going on when students take a paper in. I want my students to talk to the peer reviewer about the paper—I want them to think about their writing weaknesses and answer questions that might help them solve some of their writing problems.” Thus, problems remain with the Peer Tutor Center and diminishing numbers of English faculty are referring students there.

## **Section II C: English Web Sites and Printed Materials Review**

### **Web Site**

#### **Priority Areas That Need Updating:**

- Each English instructor needs a current picture and an updated bio. The webmaster suggested looking at faculty members Jan Torres and/or Charlie Love's bios as models. These need to be emailed to Anna as soon as possible.
- The English Department needs to submit information to the webmaster for a department spotlight under future students. This would include a photo, name of group or program, function, number of people in the department, what is unique about your program/department? What hands-on opportunities do you have for students?
- The webmaster would like all instructors to fill out three or four questions in detail (no yes and no answers) to be used for faculty spotlights in the Academic program area on the WWCC web page. The questions will be handed out at a division meeting and the webmaster would like instructors to email their detailed and interesting answers directly to her.

#### **Overall Points to Consider**

- Adding more active pictures since in most of our current pictures we are sitting down.
- Updating the Western Studies Events Page. The other pages have been updated.
- Adding a Creative Writing Events page?
- Adding more English Tabs? Other departments have added examples of student work, faculty work, more program information, and advising information.
- Adding links to the English web site like journalism and the newspaper.
- Each summer the webmaster checks the catalogue and our web site to make the entries up-to-date. Faculty members should let her know if you see any errors.
- Having bullet links for the Creative Writing Certificate, the Western Studies Certificate, and eventually the Journalism certificate on our English Department page.
- Revising our page to show programs and prerequisites in a format similar to OIS.
- Have those who use Mustang Cruiser consider adding new applications to their course pages. Some examples include audio files like the math and science departments have done with I-Tunes or chats and surveys. The webmaster and other support staff can assist faculty with these applications.
- The webmaster feels the English program is doing a good job with our pages and hopes we will continue to work with her to update our areas.

### **Review of Printed Material**

Suggestions:

- Update Western Studies Brochure
- Create Creative Writing Certificate Brochure

- Update English Brochure

## **Section II D: Learning Pathways**

Included as “Appendix a” because of formatting/space limitations for tables.

## **Section II E: Professional Development**

The English program’s level professional development is diverse and includes continuing education, presentations, publications, leadership positions, and awards. While just a sample of each instructor’s activities, it is a more than adequate representation of faculty’s professional interests and continuing development.

### **Cecily Brunelli**

Co-Presented “Epinions.com: A Hands-On, Student-Friendly, Writing Tool” at WyDEC (Wyoming Distance Education Consortia) Distance Education Conference “Learning Globally, Working Locally,” Cheyenne, May 19-21, 2008

Completed ENGL 7745: Teaching Professional Communication (3 graduate credits) from East Carolina University, June-July 2008

Completed ENGL 7765: Special Studies Seminar: E-Learning in Professional Communication (3 graduate credits) from East Carolina University, June-July 2009

Attended WyDEC (Wyoming Distance Education Consortia) Conference “Surfing the Global Wave of Distance Education,” Casper College, May 2009

Completed “Improving Your Online Course” Quality Matters Workshop at WyDEC Conference, Casper College, May 2009

### **Rick Kempa**

Selected as Artist-in-Residence for Grand Canyon National Park, South Rim, in August 2010. I will live on site, pursue research and writing projects, and give public programs.

Participated in National Endowment for the Humanities month-long summer institute, “A Fierce Green Fire: Also Leopold and the Roots of Environmental Ethics,” Prescott, AZ, 2009.

Participated in National College of Honors Colleges (NCHC) annual conventions in Washington D.C. (2009), San Antonio (2008), Denver (2007) and Philadelphia (2006). Presented paper at 2009 conference: “Going Global: Promoting Big Thinking in a Small Community College”

Participated in Western Regional Honors Council (WRHC) annual convention in Spokane, 2009. Published essays and poems in numerous journals and anthologies, regionally and nationally, and in a book *Keeping the Quiet* (Bellowing Ark Press, 2008).

### **Kevin Holdsworth**

“The Twilight of Self-Reliance: Wallace Stegner as Mentor.” Wallace Stegner Centennial

Summit. Rock Springs, WY 8/09.  
Wyoming Film Festival, Saratoga, WY, 8/08. Panel discussion with Mark Harvey (*Land out of Time*) on documentary films in public discourse.  
Readings in support of *Big Wonderful*: Cheyenne, WY 9/07. Jackson, WY 6/07. Torrey, UT 5/07. Price, UT 4/07. Salt Lake City, 3/07, 10/07. Denver, 2/07. Green River, WY 12/06, 1/07, 9/07. Rock Springs, WY 11/06, 12/06, 3/07, 4/07, 6/07. Laramie, WY 11/06, 2/07. Pinedale, WY 11/06, 12/06. Casper, WY 10/06, 9/08.  
“What Really Happened at Martin’s Cove?” Equality State Book Festival, Casper, Wyoming, 10/06.  
“Borrowing the Land: Cultures of Ownership in the Western Landscape,” University of Denver, Sturm College of Law, 2/06.

### **Chris Propst**

The Advanced Post-Baccalaureate Certificate in teaching English to Speakers of Other Languages, Seattle University. 2005.  
Consultant and Film Discussion Leader, *Borderlines Film Series*, Developed a statewide film discussion series by choosing films, researching content, and writing material for discussion leaders for Wyoming Council for the Humanities. 2006-2007  
Member, Presidential Search Committee. 2007-2008.  
Co-organizer, SAGECON Fantasy and Sci-Fi Conference at WWCC. 2008  
WWCC Poetry Slam Team Coach. School received local and national recognition for attending 2009 National Collegiate Poetry slam (placed 27 out of 32). 2008-2009

### **Jennifer Sorensen**

Wyoming English Articulation. Spring, 2005  
Quality Matters Training. 2006  
Stegner Centennial Conference, University of Utah. March 2009.  
“Reflections on Heritage and Place” Presentation, The Wallace Stegner Centennial Summit at WWCC. Sept, 2009  
The Wyoming Master of Distance Education Award, Sheridan, Wyoming. 2007.

### **Sharon Taylor**

Served in leadership positions from 2005-present in the international College Reading and Learning Association (CRLA) including a term as President in 2006.  
Organized and developed the 2006 CRLA international conference in Austin, TX  
Gave one to two professional conference presentations a year from 2006-2009, for national and regional CRLA, Mountain Plains Adult Education Association, Conference of Academic Programs, National Tutor Association, and WY Distance Education.  
Attended professional presentations for UW Creative Writing Reception (2006) and the Fall WEA Workshop (2007)  
Served in leadership roles in WWCC WEA: secretary and president  
Sweetwater County Spelling Bee Director (2005-2007)  
Received WWCC Extra Mile nomination (2008)  
Presidential Who’s Who for 2009-2010.

## Section II F: Recommendations from Previous Portfolio

### Review of Goals from previous (2005) Writing Program Review

#### I. Three Year Action Plan

2005 – 2006

Task or Action	Purpose & Measure of Success	Responsible Person
Develop a legitimate assessment process to be used to evaluate the outcomes of English 1010 courses. This will involve the following tasks: --hire outside expert, --create rubric, --develop group-evaluation process.	In the North Central report, the need for program-wide assessment was mandated. This process will involve hiring a consultant, creating a rubric and developing a group-evaluation process.	English Department, Humanities Chair  <b>--This has been accomplished. Next we are working on 1020.</b>
Continue to practice reflective thinking in terms of course content, approaches, outcomes and methods of delivery. Continue department-level discussions among faculty teaching the same courses in order to improve the quality of course offerings.	Minutes will be taken in each of these structured discussions and a final report will be prepared.	English Department, Humanities Chair  <b>--Reflective thinking and communication have been curtailed at department level.</b>
Fiscal: Establish a dedicated classroom with networked computers and sufficient space for group work.	Estimated cost: \$100,000.00	Barbara Smith  <b>--This has been accomplished.</b>
Fiscal: Hire an outside expert to assist department in developing rubric and assessment method.	Estimated cost: \$2,000.00	Barbara Smith  <b>--This was done.</b>

Fiscal: Hire another writing instructor.	Estimated cost: \$65,000.00	English Department, Humanities Chair <b>--This was not done. Three retiring English faculty, representing 2 FTE, were replaced with one.</b>
Fiscal: Develop further iterations of online courses.	Continue to respond to needs of distance education and off-site students. Estimated cost: Following online course teaching agreements.	English Department, Humanities Chair, Academic Dean <b>--This is being done.</b>

**2006 – 2007**

Task or Action	Purpose & Measure of Success	Responsible Person
Update the English Department website and individual instructors' web pages.	Reviewed by department in Smart classroom.	English Department, Humanities Chair <b>--Website has been changed but still needs attention. Individual instructors don't have web pages.</b>
Implement legitimate assessment process, including rubric and group evaluation process.	Records will be kept of results	English Department, Humanities Chair <b>--As above; 1020 is in process.</b>
Continue the process of reflective thinking in terms of course content, approaches, outcomes and methods of delivery. Continue department-level discussions among faculty teaching the same courses in order to improve the quality of course offerings.	Minutes will be taken in each of these structured discussions and a final report will be prepared.	English Department, Humanities Chair <b>--As above.</b>
Fiscal: Hire another writing instructor.	Estimated cost: \$65,000	English Department, Humanities Chair <b>--As above.</b>
Fiscal: Develop further iterations of online courses.	See above	See above <b>--As above.</b>

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**2007 – 2008**

Task or Action	Purpose & Measure of Success	Responsible Person
Implement legitimate assessment process, including rubric and group evaluation process.	Records will be kept of results	English Department, Humanities Chair <b>--As above.</b>
Continue the process of reflective thinking in terms of course content, approaches, outcomes and methods of delivery. Continue department-level discussions among faculty teaching the same courses in order to improve the quality of course offerings.	Minutes will be taken in each of these structured discussions and a final report will be prepared.	English Department, Humanities Chair <b>--As above.</b>
Fiscal: Hire another writing instructor.	Estimated cost: \$65,000.00	English Department, Humanities Chair <b>--As above.</b>

## Section III: Focus on the Future

### Section III A: Assessment Reporting of Program Goals

#### 1. Students will produce effective written communication at the collegiate level.

##### Methods of Assessment

- a. Track percentage of students successful in next level course (0950→0955; 0955→1010) at 70% or better.
- b. Analyze A-Team research paper results.
- c. Use UW Transfer Survey, Graduate chart, & Graduate follow-up survey #19p (“WWCC improved your skills in written communication”)
- d. Use MAPP Writing results

##### Evaluating the Results

Below, please find the results methods “b, d, and e” as listed above. The methods for “a” are currently in development for this goal; The results for “c” will be available after the Summer 2010 Assessment Team meeting.

*a. Track percentage of students successful in next level course (0950 →0955; 0955 →1010) at 70% or better.*

*b. Assess and evaluate essays holistically and blindly and evaluated on the basis of a 1-5 point scale as a part of the English Dept’s ongoing assessment process in evaluating researched essays from all classes taught at WWCC in ENGL 1010 and other writing courses.*

##### Assessment Overview and initial Analysis:

Quantitative Results for Scoring Rubric : See scoring rubric summary attached

##### HIGHLIGHTS:

Average scores do provide a quick overview of HOW students in general are performing. The department chose to use the average total score as well as the average scores for each subarea.

<b>Total Score:</b> High score of 15	<b>2008-2009: 12.64</b>
<b>Criteria for Success:</b> Average score of 10 or higher	2007-2008: 11.39
	2006-2007: 10.63
	2006: 10.07 (test drive year w/

	spring only)
Subscore area: <b>Organization</b> (high score of 3) CFS: 2 or higher	<b>2008-2009: 2.59</b> 2007-2008: 2.29 2006-2007: 2.17 2006: 1.99 (test drive year w/ spring only)
Subscore area: <b>Support</b> (high score of 3) CFS: 2 or higher	<b>2008-2009: 2.53</b> 2007-2008: 2.37 2006-2007: 2.15 2006: 2.21 (test drive year w/ spring only)
Subscore area: <b>Conventions</b> (high score of 3) CFS: 2 or higher	<b>2008-2009: 2.62</b> 2007-2008: 2.25 2006-2007: 2.17 2006: 2.12 (test drive year w/ spring only)
Subscore area: <b>Documentation</b> (high score of 3) CFS: 2 or higher	<b>2008-2009: 2.19</b> 2007-2008: 2.16 2006-2007: 1.72 2006: 1.60 (test drive year w/ spring only)
Subscore area: <b>Purpose</b> (high score of 3) CFS: 2 or higher	<b>2008-2009: 2.71</b> 2007-2008: 2.32 2006-2007: 2.41 2006: 2.15(test drive year w/ spring only)

\*Scoring concern to be discussed later.

### Criteria for Success

The English Department set the following benchmarks as criteria for success for overall scores.

Percentage of students scoring a <b>10 or better</b> Criteria for Success: <b>70%</b> of the students will score a 10 or better	<b>2008-2009: 90%</b> 2007-2008: 84% 2006-2007: 60% 2006: 54% (test drive year w/ spring only)
Percentage of students scoring <b>between 12-15</b> Criteria for Success: <b>30%</b> of the students will score between 12-15	<b>2008-2009: 72%</b> 2007-2008: 44% 2006-2007: 32% 2006: 22% (test drive year w/ spring only)
Percentage of students scoring a <b>8 or better</b>	<b>2008-2009: 100%</b> 2007-2008: 98%

Criteria for Success: <b>95%</b> of the students will score a 8 or better	2006-2007: 92% 2006: 83% (test drive year w/ spring only)
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### Analyze Findings

For “b,” It’s easy to see that the above scores and criteria for success have been mostly increasing over the years. It’s also significant to note that the scoring members have also changed in the last several years, but it’s difficult to say that we’ve had a corresponding percentage increase of performance in student writing in A-team results. In the future, we’ll correspond these numbers with the other assessments as we bring them into our overall reporting and will give us some perspective about our own scoring, et al. The current ongoing English assessment numbers help us to get an understanding of what is happening with students, and show a general trend. Overall, they’re helpful in understanding our area of key weakness: documentation.

### Use of Results

For “b” we’ve used these results over the years to focus on teaching purpose and support. With the reporting of these results during Spring 2010, the Assessment subcommittee has solicited all English instructors for research/documentation teaching materials and best practices, to be compiled, then disseminated among instructors to be used in the Fall of 2010 in all English courses in order to improve this area of student writing.

*d. Use UW Transfer Survey, Graduate chart, & Graduate follow-up survey #19p (“WWCC improved your skills in written communication”)*

### Assessment Overview and initial Analysis

For “d,” please find a chart for the number of English graduates during the years 2005-2009 and Graduate follow-up survey question #19p.

### Criteria for success

English Grads 06-09: A usual number of English majors, which seems to average around two a year.

Graduate follow-up survey #19p: The Assessment of Student Learning Team has made the benchmark of 85% of students rating the category Much Improved or Moderate Improvements.

### English Grads 06-09

- 1 Fall 05 graduate

- 5 Spring 06 graduates
- 1 Summer 06 graduate
- 1 Fall 06 graduate
- 1 Spring 06 graduate
- 1 Fall 07 graduate
- 2 Spring 08 graduates
- 1 Spring 09 graduate

### Graduate Exit Survey Results (19p)

<i>Graduate Exit Survey 7 a: Rate ability to communicate in writing</i>		(92% 2008)
<i>UW Transfer Survey: 19h WWCC improved your skills in reading comprehension</i>	95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat	(56% 2008)
<i>Graduate Follow-up Survey: 19h WWCC improved your skills in reading comprehension</i>	85% of all students will rate the top two categories: Much Improved or Moderate Improvements	(80% 2008)
<i>UW Transfer Survey: 19p WWCC improved your skills in written communication</i>	90% of all students will rate the top two categories: Much Improved or Moderate Improvements	(69% 2008)
<i>Graduate Follow-up Survey: 19p WWCC improved your skills in written communication</i>	85% of all students will rate the top two categories: Much Improved or Moderate Improvements	

### Analyze Findings

English Grads 06-09: With the exception of 2005, when we had 5 English graduates, we are averaging around 2 graduates per academic year.

Graduate follow-up survey #19p: In 2008, only 69% of students rated the category as Much Improved or Moderate Improvements, thus we didn't meet the benchmark set by the Assessment of Student Learning Team by 16 percentage points. The English program will track this data in the future for trends and will set its own benchmark for success.

### Use of Results

UW Transfer Data: English faculty should realize that their courses are meeting the needs to students in preparing them for higher level study.

English Grads 06-09: While we are graduating our usual average number of students, we may want to do more recruiting and/or provide more information for students wanting to be English majors.

Graduate follow-up survey #19p: English faculty should realize that while around 70% of students are showing that they improved their writing skills a significant amount, that a fair portion of student don't perceive that.

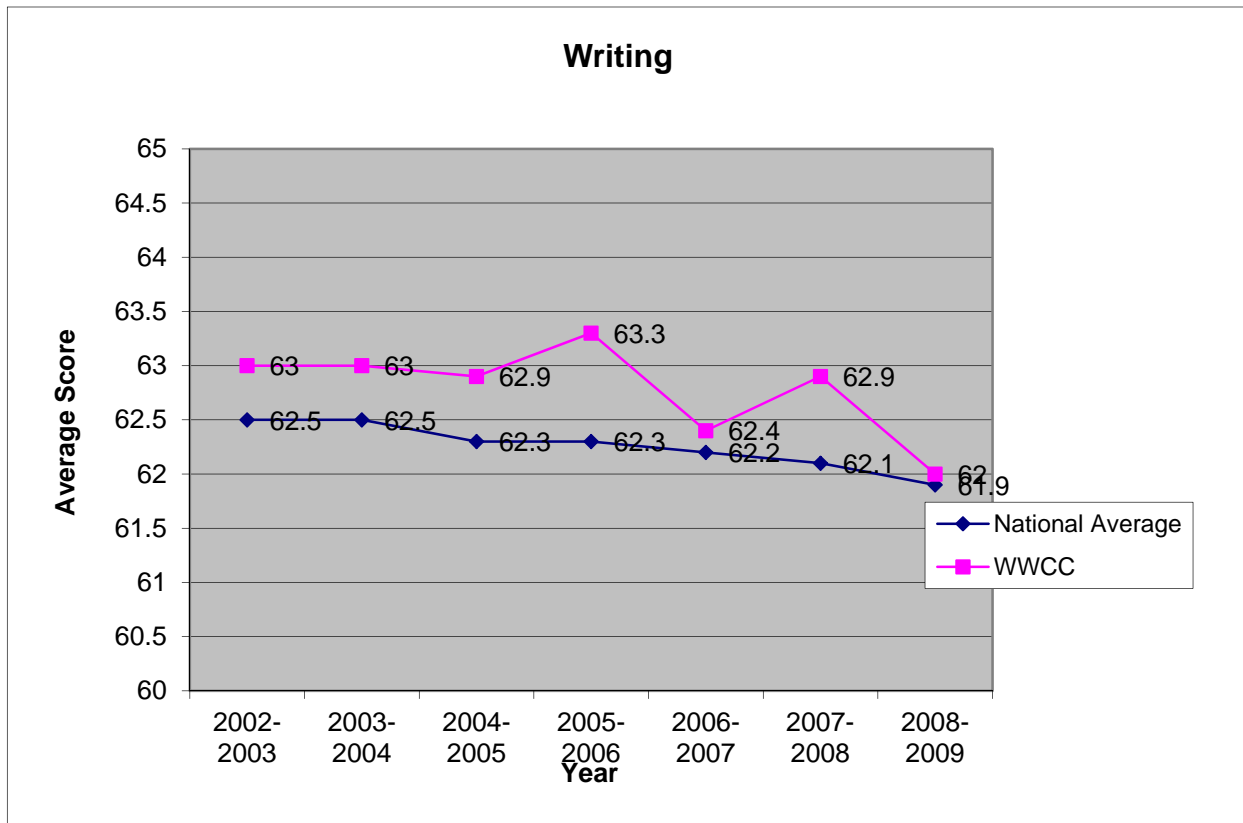
*e. MAPP Writing results*

**Assessment Overview and initial Analysis**

Use of national standardized tests to indicate whether WWCC students are performing well historically in writing skills, and versus the national norms. The tests below were initially CAAP tests, but recently switched to MAAP.

**Criteria for success**

a) Scores above the national average.



**Analyze Findings**

As stated in the findings (please see appendix for complete findings): “Although the trend for

WWCC appears to be downward, the national trend shows an identical trend. This would indicate that the downward trend for WWCC does not represent a “real” downward trend, but a consistent trend with WWCC students performing very well. Nonetheless, in 2008-2009, WWCC students did not score significantly differently from the National Average (MAPP test).”

Thus, while our scores have not met one success criteria (rising trend), for another, they have, so our findings are mixed.

### **Use of Results**

Generally, English faculty should realize that while we’re doing an above average job imparting writing skills, that we can/or should contemplate/discuss other methodologies and/or new curriculum initiatives in reversing the downward trend.

## **2. Students will demonstrate the ability to analyze and interpret various texts.**

### **Methods of Assessment**

- a. English Dept ongoing summer assessment process in 1020
- b. UW Transfer Survey & Graduate follow-up survey #19h (“WWCC improved your skills in reading comprehension”)
- c. MAPP Reading results

### **Evaluating the Results**

Currently method a is in development, b and c are wholly completed with recent results.

- a. English Dept ongoing summer assessment process in 1020.*

### **Assessment Overview and initial Analysis**

For the ongoing summer assessment, English 1020 will be added as part of our action plan. Towards this end, faculty have created a 1020 rubric during the academic year 09-10 and have planned to add this course to the summer scoring session during 2010-2011 for on-campus courses.

### **Criteria for Success**

- a. English Dept ongoing summer assessment process in 1020:  
Our criteria for success for Assessment process will be decided by English faculty, but will most likely be somewhat similar to the benchmark data for English 1010.

### **Analyze Findings**

In process

**Use of Results**

In process

*b. UW Transfer Survey & Graduate follow-up survey #19h (“WWCC improved your skills in reading comprehension”)*

**Assessment Overview and initial Analysis**

This assessment will use the same Transfer Survey for the 11 students transferring to UW above, and won’t repeat them except in the “Analyze Findings” section, along with and Graduate follow up survey results listed above, in this case for #19h, repeated here for ease of reading.

**Criteria for Success**

For Graduate Exit Survey: Benchmarks state that 90% of students will rate the categories as “much improved” or “moderate improvement.”

<p><b>Graduate Exit Survey 7 a:</b> Rate ability to communicate in writing</p>		(92% 2008)
<p><b>UW Transfer Survey:</b> 19h WWCC improved your skills in reading comprehension</p>	<p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p>	(56% 2008)
<p><b>Graduate Follow-up Survey:</b> 19h WWCC improved your skills in reading comprehension</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	(80% 2008)
<p><b>UW Transfer Survey:</b> 19p WWCC improved your skills in written communication</p>	<p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	
<p><b>Graduate Follow-up Survey:</b> 19p WWCC improved your skills in written communication</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	(69% 2008)

**Analyze Findings**

For UW Transfer Survey: The chart illustrates that students who elect to take additional English courses, with their reading components, are able to use their learning to determine a fitting career path in English or a related field at the University of Wyoming.

For Graduate Exit Survey: It’s clear that our English Department isn’t meeting this benchmark created by the Assessment of Student Learning Team, missing is by around 40%. The English

program will track this data in the future for trends and will set its own benchmark for success.

### Use of Results

While realizing that we are adequately preparing students with many English credits for success in the next level of education, the English department should develop further reading skills curriculum for our General Studies courses as a part of college-wide efforts for the majority of students' benefit.

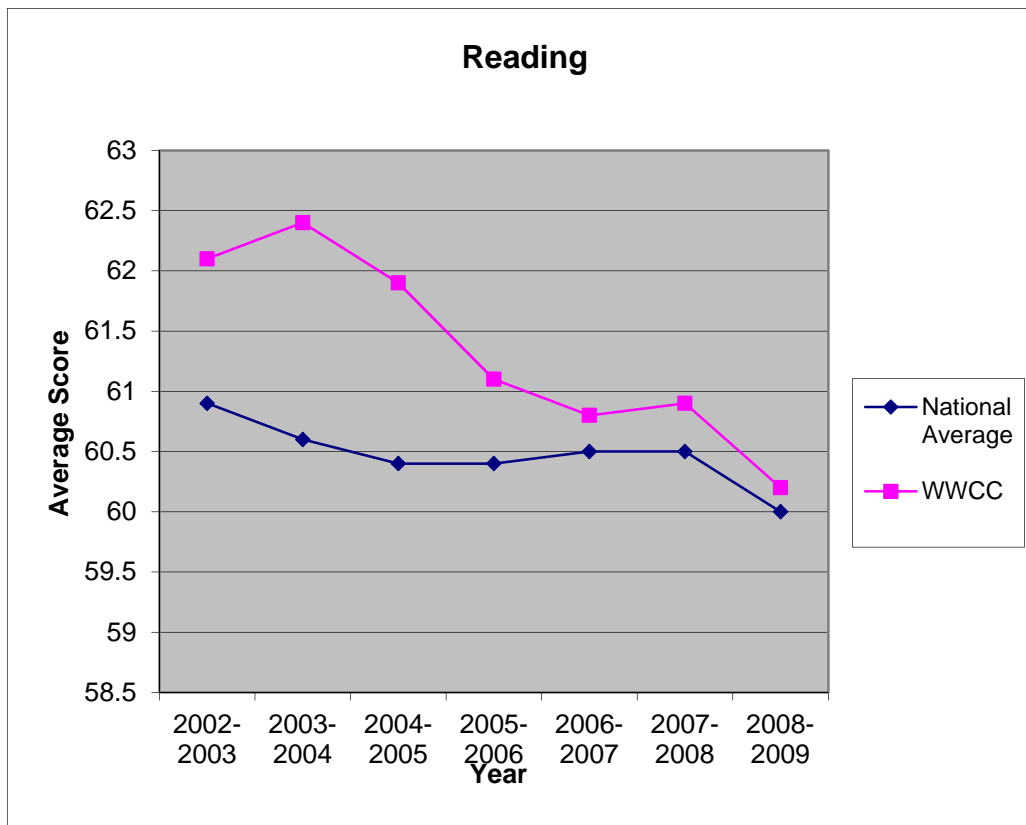
#### *c. MAPP Reading results*

### Assessment Overview and initial Analysis

Use of national standardized tests to indicate whether WWCC students are performing well historically in reading skills, and versus the national norms. The tests below were initially CAAP tests, but recently switched to MAAP.

### Criteria for Success

a) Scores above the national average.



## Analyze Findings

a. Findings from the CAAP/MAPP results state: “There existed a significant difference between WWCC and the National Average through 2006. In all four years, WWCC mean CAAP Reading scores were significantly greater than the National Average. . . In the case of Reading scores from 2002 through 2006, the data indicate that WWCC has had a similar trend as the National Average scores. There exists a clear downward trend for the WWCC Reading scores and the National Average scores.

The downward trend for WWCC appears to be much more extreme than the national average resulting in the WWCC scores no longer exhibiting a significant difference from the national scores. *In 2009, the actual raw MAPP score actually dropped below the national average.*”

While a college wide change to required more students to take Study Skills courses based upon their Reading Compass diagnostic test score, this course has only one chapter of the textbook devoted to “reading.” Deleting most of the former Reading based courses and diminishing the role of the English faculty reading specialist’s “Reading” course load was a part of this recent change. Making these study skills courses be required was a needed change in potentially giving greater numbers of students some reading skill instruction, but perhaps those classes need some change in textbook, instructors, and/or curriculum.

## Use of Results

a. These results created a campus-wide Student Learning initiative beginning in 2008. English faculty are a part of creating Reading pedagogical materials, and are including Reading Skills as part of their curriculum.

b. Tentatively, dialog among English faculty and with appropriate administrators about the possibility of using English faculty, and especially reading specialist(s), to teach a greater portion of the study skills courses as part of their load, and/or boost the study skill credits to 3, adding a major reading component to curriculum.

## 3. Students will produce creative writing in a number of modes.

### Methods of Assessment

- a. Track the variations in creative writing course offerings each semester
- b. Catalog the variety of components in Creative Writing Certificate
- c. Track the number of students who share their work through such means as performance or submitting it for publication.

### Evaluating the Results

a. The English department has been offering one to two Creative Writing courses a semester since 2005. As this is the first year that we’ve returned to assessing a full English program, included are this year’s Fall and Spring course offerings:

Fall 2009: ENGL 2080 Poetry 1 and 2090 Poetry II, taught concurrently by Kempa

Spring 2010: ENGL 2040 Intro to Creative Writing, Propst  
ENGL 2091, Publish Your Own Work, Kempa  
ENGL 2495, Visiting Writers, Kempa

b. The creative writing certificate was developed and entered into the WWCC 2009-2010 catalog with the following components:

**Required (2 credits)**

Course	Credits
ENGL 2091 Creative Writing: Publishing Your Work	1
ENGL 2495 Workshops in English	1

**Choose any four (12 credits)**

ENGL 2040 Creative Writing: (Topics vary by Term. May be taken up to three times)	3
ENGL 2050 Creative Writing: Prose I	3
ENGL 2060 Creative Writing: Prose II	3
ENGL 2064 Creative Writing: Journaling	3
ENGL 2065 Creative Writing: Memoir Writing	3
ENGL 2080 Creative Writing: Poetry I	3
ENGL 2090 Creative Writing: Poetry II	3

**Criteria for Success**

- a. For courses, in showing that students produce creative writing in a number of modes, our goal has been to offer a variety of classes for the year, to offer the “capstone” publishing course once a year, and also to rotate teachers.
- b. The certificate offers students credentials for their study, verifying their accomplishment.

**Analyze Findings**

- a. Our courses are successful because we offered different genres, Poetry, Multi-genre study, and Workshops, during the 2009-2010 academic year, and for all years since 2005, and have currently met our goals of offering the Publishing course and the continued rotation of teachers.
- b. The certificate is successful because we’ve covered almost all of the variations of creative writing courses, and if there’s a new topic we can easily add it with the 2040 designation.

**Use of Results**

Overall, our findings indicate that we’re continuing to meet the needs of students in the creative writing field, and also with the recent addition of courses and certificate. Continued monitoring of courses is needed to adjust the certificate offerings in adding or deleting a specific class in meeting the needs of students and creative writing trends. Beginning to track completions of certificates and/or offering of an assessment/questionnaire to ongoing students may give us additional information.

**4. Students, staff, and community members will have the opportunity to benefit from cultural resources.**

## **Methods of Assessment**

- a. Track the offering and attendance of literary and humanities based events each year.

## **Evaluating the Results**

- a. Since 2005, we've offered over 120 events in meeting this important goal, especially in the Wesswick Lecture series, coordinated by Jennifer Sorensen until Spring of 2009 (now coordinated by a committee that includes two English Department members), and in the Speaking of the West events, Wyoming Council for the Humanities book discussion groups, and others. Below, please find a sample of recent events.

### *Spring 2008 WWCC Wesswick Lecture Series and Speaking of the West Events*

- Julianne Couch, author of *Jukeboxes and Jackalopes*,
- Jan Minich, poet.
- Nancy Takacs, poet.
- Darren Defrain, fiction writer.
- Teresa Jordan, western writer.
- Robert Roripaugh, poet, fiction writer, and former Wyoming poet laureate.
- Students from the spring creative writing workshop class will read from their original works.

### *Fall 2009*

Wallace Stegner Centennial Summit, a two day event with multiple speakers, presentations

### WWCC Poetry Slam

### *Spring 2010*

#### Visiting Writers

- Poet, Essayist Barbara Smith
- Short Story writer, novelist, Western writer, John Nesbitt
- Editor, Journalist, Children's Writer, Peter Anderson
- Fiction writer, essayist, journalist, Vicki Lindner

## **Western Readers Book Discussion Group**

Western Readers was organized and facilitated for the last eleven years (up until fall 2009) by Jennifer Sorensen. The group read and discussed 3-4 novels each semester. In Spring of 2010, it still meets and is facilitated by a library employee.

## **Sweetwater County Spelling Bee**

Coordinated by Sharon Taylor from 2005-2007, and from 2009 to present, has been co-coordinated by Cecily Brunelli and another Humanities member.

## **Criteria for Success**

a. Having cultural events where participants can interact is a key in audience members finding personal enrichment.

### **Analyze Findings**

a. This extracurricular goal for the department has been an outstanding success in the recent past; the sheer number and variety of events since 2005 is impressive and is a testament to various English faculty's dedication to this mission, especially since this goal is mostly an extracurricular one. While number of attendees to such events will always be relative, we are meeting our community outreach mission in continuing to have humanities related events developed by English faculty.

### **Use of Results**

a. Cataloging these events will help us to determine future programming, both in offering what was deemed as popular or worthwhile events and/or for variety. While we may never offer as many events as in the recent past, we should continue to focus on providing humanities enrichment programs to the college and public.

## **Section III B: Strengths, Limitations, and Opportunities of the English Department**

### **A. STRENGTHS (Major improvements in the past three years)**

1. As 6 out of 8 English faculty mention, the English Department Computer Writing Lab is a strength because it was developed, together with the VP of Student Learning, to create a dedicated classroom that includes both teaching space and computers to meet the needs of students. To utilize the lab fully, English faculty plan during scheduling to make sure the lab has as many classes as possible, each school day from 8 am until 5 pm.

2. We serve as a cultural resource to both the college and surrounding area.

3. English Department members continue to engage in a high level of professional development and are dedicated and involved, with some members being well published.

4. While maintaining a strong core of course offering in local campuses, the English Department meets the needs of Distance Education students, increasing FTE in online courses from 28.63 AY05 to 52 in AY 09, an increase of 82%.

5. We've increased concurrent courses and different options for length of courses, including

block courses.

6. The 14 Credit Creative Writing Certificate was created for marketing and publication relations, to develop a new or underserved audience, and to prepare students for a four year creative writing program or in enhancing their educational experience.

7. We've developed an ongoing assessment process for writing courses that will be expanded to include English 1020 and perhaps other courses.

#### B. LIMITATIONS (Major factors that limit the program's achievement of its goals)

1. Relative to overall college trends, there's been a decrease in the enrollment in English elective courses, and slight decrease in Outreach FTE's (in 2009).

2. A lack of web presence.

3. With an increase of FTE's from AY 05 (822.50) to AY 09 (845.50) of an increase of 3 percent, and with three retiring English faculty member retiring and only replacing them with one full time position (total loss of 1 full time position), the ability to meet pedagogical, college wide, and departmental goals, such as teaching diverse offerings of literature, creative writing, and cultural resource events, is diminished and impacts student learning.

#### C. OPPORTUNITIES TO IMPROVE

1. To address limitation #1 above, we should offer a wider range and more English elective courses online, along with creating a regular rotation of such courses so that students have more elective choices in planning their academic schedules.

2. To address limitation #2 above, individual faculty members need to update photos and profiles for webpages, and the department needs to add more links, information, and more developed sections in advertising all that we do, for example, a Western Studies or Creative Writing Events page, more English tabs with student work, program and advising information, and links for various certificates.

3. To address limitation #4 above, hire another full time English professor.

## Section III C: Action Plan of the English Program

First Year: 2010-2011			
<b>Task or Action</b>	<b>Purpose</b>	<b>Measure of Success</b>	<b>Who is Responsible</b>
1. <b>Add:</b> 1020 courses to assessment process for on-campus courses.	Students will demonstrate the ability to analyze and interpret various texts.	Yearly compilation of results.	English Department, Assessment Subcommittee
2. <b>Compile:</b> Documentation packet in all English courses.	To improve students' documentation scores on English Department yearly 1010 holistic scoring.	Improvement of scores; improvement of scores relative to other categories.	English Department, Program Review Chair
3. <b>Monitor:</b> creative writing/literature components such as literature and humanities based events, courses and certificates.	To fully assess all activities of the English department.	To be determined by English faculty.	English Department, Program Review chair.
4. <b>Develop:</b> plan for a wider range of elective course offerings for online courses.	To offer more electives to online students.	1-2 planning meetings during academic year.	English Department member.
5. <b>Update:</b> English Department materials, especially web presence.	To make better use of online marketing and presence, and to better inform students and faculty of English requirements and activities.	Written documents.	English Department, Humanities Chair
<b>Tasks Dependent on Funding</b>	<b>Data to Justify Need and Consequence of Not Funding</b>		<b>Who is Responsible</b>
<b>Hire:</b> another full time English instructor, perhaps with a reading specialty.	Increase of FTE's from AY 05 (822.50) to AY 09 (845.50) of an increase of 3 percent, increase of 20% over previous Spring's FTE's for Spring 2010, and with three retiring English faculty member retiring and only replacing them with one full time position (total loss of 1 full time position). Not funding this position will negatively effect departments ability to teach the number of composition courses needed in any given semester, as well as in meeting needs of students in taking elective courses. Also, being understaffed affects morale for English instructors.		Vice President of Student Learning
<b>Purchase:</b> better	Significant numbers of problem		Vice President of Student

computers or networking system for A200 classroom (English Writing Lab) and/or create a new computer writing lab..	computers not being able to be used. In almost any given week, 1-5 computers are offline and unable to be used by students, negatively affecting class activities. Computer/network system is also quite alien to most students' computer usage experience. Consequences are continued negative morale for students, and continued difficulties in many classes.		Learning
<b>Purchase:</b> document cameras for A200 and 2-3 other classrooms that are mainly used by English faculty.	Document cameras allow teachers to write directly upon student work, in real time, without making overhear transparencies. This would greatly save teacher preparation time, and allow more flexibility in teacher response to student papers. Consequences of not purchasing equipment would mean that the college doesn't have the technology that many elementary schools have in the local district—thus, students wouldn't have their educational expectations met. Moreover, faculty will continue to spend needless amounts of time in making transparencies.		Vice President of Student Learning, Chair Humanities Division

Second Year: 2011-2012			
Task or Action	Purpose	Measure of Success	Who is Responsible
1. <b>Assess:</b> 1010/1020 results, scoring procedures, and actions from previous year, and if appropriate, add 1020 courses to assessment process for <u>all</u> English courses, including adjunct and concurrent courses. Measure success of Documentation packet and/or consider other alternatives to increasing students ability to document material.	To ascertain whether students will produce effective written communication at the collegiate level. Specifically, students will demonstrate the ability to analyze and interpret various texts, and they will improve students' documentation scores on English Department yearly 1010 holistic scoring.	Yearly compilation of material.	English Department.
2. <b>Monitor:</b> creative writing/literature components such as literature and humanities based events, courses and certificates.	To fully assess all activities of the English department.	To be determined by English faculty.	English Department member.

3. <b>Update:</b> English Department materials.	To make better use of online marketing and presence, and to better inform students and faculty of English requirements and activities.	1-2 meetings with relevant college personnel, additional material posted.	English Department, Humanities Chair
4. <b>Check:</b> Course syllabi are on file in the Academic Affairs office, and that they contain the college's Goals for Student Success	To make course materials available for review; to align ourselves with college goals.	Review of "Learning Pathways"	English Department
<b>Tasks Dependent on Funding</b>	<b>Data to Justify Need and Consequence of Not Funding</b>		<b>Who is Responsible</b>
<b>Hire:</b> another full time English instructor, perhaps with a reading specialty.	Increase of FTE's from AY 05 (822.50) to AY 09 (845.50) of an increase of 3 percent, increase of 20% over previous Spring's FTE's for Spring 2010, and with three retiring English faculty member retiring and only replacing them with one full time position (total loss of 1 full time position). Not funding this position will negatively effect departments ability to teach the number of composition courses needed in any given semester, as well as in meeting needs of students in taking elective courses. Also, negative morale for English instructors.		Vice President of Student Learning

Third Year: 2012-2013			
<b>Task or Action</b>	<b>Purpose</b>	<b>Measure of Success</b>	<b>Who is Responsible</b>
1. <b>Assess:</b> 1010/1020 results, scoring procedures, and actions from previous year, and if appropriate, add 1020 courses to assessment process for <u>all</u> English courses, including adjunct and concurrent courses.	To assess our writing program.	Yearly compilation of material.	English Department.

<p>2. <b>Continued monitoring:</b> of creative writing and literature components. Consider adding another component to assessment practice, such as tracking number of certificates offered per year.</p>	<p>To fully assess all activities of the English department.</p>	<p>Written document at end of academic year.</p>	<p>Program Review chair.</p>
<p>3. <b>Review:</b> English Department materials.</p>	<p>To assess our effectiveness in using online tools.</p>	<p>Meeting of a subcommittee and discussion of their findings.</p>	<p>English Department.</p>