

Eastern Wyoming College

Instructional Program Review 2014 - 2015

**Program:
English**

**Prepared by:
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EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: English

Part I: Statistical Data from the past three years:

	2011-2012	2012-2013	2013-2014	5-Year Average
Annualized FTE Enrollment	107.4	106.4	115.3	105.1
Annualized FTE Faculty	7.1	7.1	7.3	7.2
# Students	1	0	1	1
# Graduated	0	0	0	0

FTE = Full-time equivalent Notes:

Modes of Delivery:

online compressed video face-to-face

Revisions in Curriculum since Last Review:

Changes to the curriculum, planned during the 2014-2015 academic year, will be detailed in the next program review. Although many changes are anticipated, they will not be implemented until Fall 2015. All anticipated changes have been articulated with UW and are in the process of being approved through EWC's CLC.

Part II Narrative Analysis

Description of Community Need:

The English department continues to provide required general education and transfer courses for EWC students, and is second only to Math in annualized FTE. This component of the department continues to be a strength of the institution. Even though many students come to EWC with concurrent courses in English, the FTE remains high. Program-specific courses (generally at the sophomore level) are offered regularly, and have been populated primarily by outreach students and Secondary English Education majors.

For immediate employment, there are few jobs which require English specifically, but national surveys show that one of the areas in which employees are lacking is writing skills. Thus, the composition courses continue to be important for transfer and occupational audiences. Students in vocational areas now generally take a business communication course taught outside the English department and get no instruction from the English department. Nevertheless, many of the English courses continue to be important to the community and the college.

Activities in Support of Student Recruitment and Retention (if applicable)

When informed of prospective students, instructors are always willing to correspond with those prospects. Faculty regularly employ students in the work study program, and these students are often English or Secondary English Education majors, which promotes retention and recruitment. Additionally, developmental studies courses in English language skills are offered to assist students with remediation and help with retention. Materials have been provided for the

website to promote the department on the EWC webpage.

Assessment of Student Learning:

All English courses involve continuing assessment in various forms, and writing courses all have multiple essays which are instructor assessed. Incoming students take the Compass instrument for placement assessment, and graduating students take the CAAP which can be compared to incoming scores for assessment of student learning. In addition, CATs are reported for classes, course objectives are often reported to the Assessment Committee, instructors share grading objectives, and attendance at articulation conferences allows for exchange of assessment techniques and concerns.

Strengths of the Program and Faculty:

Faculty members bring a wealth of experience and education. John Nesbitt not only has years of teaching experience, but writes and publishes traditional Westerns. His expertise in that area is nationally recognized. Kelly Strampe has maintained a working relationship with UW in order to articulate recent changes to the English program and courses under the new general education requirements.

Part III Recommendations

Faculty Recommendations:

Continuous Improvement Plan – Recommendations would include continued efforts to recruit academic transfer students to populate sophomore-level English courses. Communication with secondary education advisors should be maintained in order to assess need for these classes. Faculty will continue to update curriculum based on teaching experience and articulation needs.

Division Chair Recommendations:

I have read the Instructional Program Review 2014-2015 for English authored by instructors John Nesbitt and Kelly Strampe, and I agree with their view of the current status of the program and their assessment of the future. They have created a set recommendations to maintain a successful program and these include proactive recruiting efforts, collaboration with secondary education advisors, including UW, to facilitate student transfer and continued employment of students in the work study program. Couple these recommendations with the instructors' teaching philosophy, which places rigor and assessment as priorities in student learning, and it would be a fair appraisal of the current state of the EWC English Program to say it offers a path to success which should be supported.

Vice President's Recommendations:

We are fortunate to have such strong faculty leadership in our English department. Kelly and John are both involved in various College committees and have participated in the revisions of the general education requirements which has been more than a year-long project. Kelly is our College's faculty representative to the Complete College Wyoming statewide committee. Although we have few English majors, the department's courses are well enrolled and the FTE

contribution is significant, representing 8.7 percent of total enrollment over the last five years. I agree with the faculty and division chair recommendations and would emphasize the following:

- Monitor the changes to the general education requirements as it pertains to Communication 1 courses and help advisors understand the changes to the courses.
- Continue to work closely with concurrent and other adjunct instructors to mentor and communicate expectations and changes in curriculum.
- Work with others to encourage enrollment in the upper level English courses—in particular, the new Literature survey courses.