

Eastern Wyoming College

Instructional Program Review 2017 - 2018

**Program:
English**

**Prepared by:
John Nesbitt
Kelly Strampe**

**Date of Report:
May 2018**

EASTERN WYOMING COLLEGE
Instructional Program Review

Program Name: English

Part I: Statistical Data from the past three years:

	2014-2015	2015-2016	2016-2017	5-Year Average
Annualized FTE Enrollment	99.3	92.8	93.9	101.5
Annualized FTE Faculty	7.2	7.4	6.3	7.1
# Students	1	0	0	0.4
# 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:

Since the last program review the English department has made significant changes to its curriculum. We have condensed the developmental offerings from three pre-college composition courses to one pre-college composition course and one co-requisite to college composition. Students at the lowest level of English language competency have the opportunity to progress through the English sequence in two semesters instead of four.

The most notable and potentially successful change in relation to this sequence is the ENGL 1009 Co-Requisite to ENGL 1010. Students who are within a few points of testing into ENGL 1010, either on the ACCUPLACER or the ACT, can now take 1009 during the same semester that they take ENGL 1010. This sequence was piloted in the Fall 2017 semester and continued in the Spring 2018 semester.

During the time frame of the current program review, EWC English faculty have worked to articulate a 2 + 2 agreement with the University of Wyoming. In an effort to reduce the English degree at EWC to 60 credits, we eliminated an elective and required just two English Survey courses to graduate instead of three.

In addition, EWC’s General Education Requirements were revised, leading to a reduced number of students needing to take ENGL 2020 to graduate; for the Communication 2 requirement, students are required to take either ENGL 2020: Introduction to Literature or CO/M 2010: Public Speaking, instead of both.

Part II Narrative Analysis

Description of Community Need:

The English department continues to provide required general education and transfer courses for

EWC students. Even though many students come to EWC with concurrent courses in English, the FTE remains high. As a result of heightened enforcement of HLC instructor qualifications, many high schools in EWC's outreach area are without credentialed ENGL 1010 instructors. These students are opting to participate in online ENGL 1010 and ENGL 2020 courses rather than wait until they reach college.

Within Goshen County, Torrington High School and Southeast High School have also been without ENGL 1010 credentialed teachers. For the 2017-2018 academic year, EWC instructors have traveled to these high school sites to teach dual ENGL 1010 and 2020 sections in face-to-face classes.

Program-specific courses (generally at the sophomore level) are offered regularly, and have been populated primarily by outreach students and Secondary English Education majors, though recent and future offerings have attracted students from all disciplines as they fulfill their general education requirements.

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, composition courses continue to be important for transfer and occupational audiences. At present, students in vocational areas most often take TECH 1005, Applied Technical Writing, and it has been taught by a member of the English department.

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

When informed of prospective students, instructors are always willing to correspond with those prospects. When faculty employ students in the work study program, these students are often English or Secondary English Education majors, which promotes retention and recruitment. Sophomore-level courses have also been used to attract liberal arts students, and survey courses have been offered for the first time since 2011. A new course will be taught in the fall, which promises to attract non-majors fulfilling their Arts and Humanities general education requirement. 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 ACCUPLACER or ACT for placement assessment. 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. He has also written course manuals and textbooks for several of his courses, and he has recently had accepted for publication a book on writing fiction. 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. Her efforts keep the department current with trends and developments in curriculum and pedagogy. Our faculty has good stability and continuity, thanks to a combination of longevity and innovation and facilitated by good communication.

Part III Recommendations

Faculty Recommendations:

As a result of the growing dual population and the recent need for adjunct instructors in combination with faculty overload, we recommend that the program continues with two instructors and that the adjunct pool is expanded and consistently advertised.

We also recommend that classrooms be fitted for the needs of individual instructors and classes. We recommend that there be a streamlined and reliable method for making requests for classroom setup and technology, and that these changes, while sometimes challenging and requested on short notice, be supported and implemented in a timely manner.

Continuous Improvement Plan – Recommendations would include continued efforts to recruit academic transfer students to populate sophomore-level English courses. More broadly, we feel that it is important to recruit more students majoring in such areas as English, theatre, and pre-law as well as students who would like to develop their abilities in writing even if they do not want to take a major in English. 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 reviewed the Instructional Program Review 2017-2018 for English authored by instructors Kelly Strampe and Dr. John Nesbitt, and I agree with their view of the current status of the program and their assessment of the future. The faculty have created a set of recommendations to maintain a successful program and these include proactive recruiting efforts, collaboration with secondary education advisors, and facilitate student transfer. 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: