**Department/Program Review Summary**

**2011-12**

**Department:** English (ENG)

**Date of Review:** May 17, 2012

**Review Team Members and Titles:**

Helen Grove, Sr. Vice President and Provost

Jared Cutler, Director, Curriculum and Assessment

Larraine Kapka, Associate Professor & Chair, Engineering Design Technology

Carol Loranger, Wright State University, Chair, English

Vicki Luster, Associate Professor, Radiologic Technology

Laura Mercer, Director, Research Analytics & Reporting

Sue Merrell-Daley, Dean, Business and Public Services

Dodie Munn, Senior Academic Advisor, Academic Advising

Mike Oaster, Assistant Professor, Emergency Medical Services

Allison Rhea, Project Director, Senior Vice President and Provost

Janet Schmitt, Manager, Enrollment Services

Billie Sanders, Chair, Exercise, Nutrition and Sports Science

**Department Members Present:**

Lori Zakel, Dean, Liberal Arts, Communication and Social Services

Jack Bennett, Chair, English

Faculty/Staff:

Kay Berg Lisa Mahle-Grisez

Susan Callender Rebecca Morean

Adrienne Cassel Aaron Moyer

Elizabeth Christensen Caroline Reynolds

Lisa Cook Vicki Stalbird

Nicki Cosby Lisa Tyler

Ed Davis Tim Waggoner

Jamey Dunham Adams Williams

Emily Evans Leigh Witherell

Fortunate Finley

Charles Freeland

Kathryn Geiselman

Sarah Kiewitz

Sally Lahmon

Dean Leonard

William Loudermilk

**Commendations**:

* The English Department offers a rich curriculum, and students benefit from the range of writing and literature courses offered. It was evident from the self-study and review meeting discussion that the department has a strong commitment to its students and to continually improving the teaching of writing.
* The faculty hold impressive credentials, and many are well recognized beyond Sinclair for their publications and presentations. Several of the faculty are involved in campus-wide leadership positions and are well respected for their contributions to issues such as student completion and sustainability.
* This department has embraced the use of technology in writing instruction and appears to be implementing creative applications of uses of technology that faculty in other disciplines might find valuable as they reinforce students’ writing skills.
* The department is commended for its work to ensure alignment between developmental English and college-level English. The Accelerated English pilot represents a significant contribution to expanding options for students to move beyond developmental education and into college credit study more quickly and effectively.
* The department appears to be collecting a great deal of data at various points. The work of the Assessment Team in spring 2012 deserves special mention in this regard.
* The Spectrum Awards and Creative Writing Contest represent important opportunities to recognize excellence in students’ writing achievements. The department faculty invest a great deal of time and effort in serving as readers and judges for this event, and the contest is well-recognized throughout the region.
* The department is commended for developing a self-study that reflected a candid assessment of its strengths and weaknesses. It appears the department has begun to generate strategies to address its weaknesses. The department had grappled with issues from the previous Program Review, and has made substantial progress on several of them.

**Recommendations for Action**:

* It does not appear that the English Department regularly solicits feedback from other academic departments regarding how well it is meeting their needs. The department is encouraged to establish an annual process for soliciting such feedback and using this feedback to inform curriculum and instruction.
* The department should review and revise the Program Outcomes, incorporating a greater focus on outcomes specific to English and the skills and outcomes associated with English courses.
* It appears there is room to create a stronger climate of expectation with adjuncts for active participation in department-sponsored professional development. Adjuncts should be made explicitly aware of expectations for attendance at workshops or in-service meetings.
* Dual enrollment courses for high school students are strongly encouraged by the state, and the department should ensure its readiness to support dual enrollment offerings. Some of the challenges regarding dual enrollment arrangements were discussed in the review meeting, and the department should proactively discuss strategies for dealing with these challenges.
* The Writing Center appears to be a valuable resource for students, but the benefit to students has not been evaluated and documented to the extent that it should be. The department is asked to strengthen the assessment of the Writing Center and demonstrate continuous improvement in the services of the Center based on this assessment. The department is encouraged to work with Research, Analytics, and Reporting (RAR) to develop a plan for the ongoing assessment of the Center’s effectiveness.
* Although the department began initiatives in 2007-08 to improve the rate of student success in ENG 111, there has been no change in students’ success in this crucial first course. The department is asked to set as its top priority in 2012-13 the development and implementation of a plan to improve student outcomes in this course, incorporating best practices from two sources: the growing body of student success work nationally and the knowledge of colleagues. There are some faculty in the department who have consistently higher success rates than the average, and it is recommended that strategies used by these instructors be identified and scaled up for use in other sections of English to increase student success. Integral to this effort will be professional development - not only for full-time but also adjunct faculty.
* While some data is being collected in the department and the Assessment Team has done some initial work in Spring 2012, there is room for the department to substantially increase and improve its assessment of student learning. Further development of the assessment approach piloted in Spring 2012 is encouraged, and the department should work to expand any successful efforts to as many sections as possible. The department is asked to develop an assessment plan that clearly lays out what it is going to measure, how it is going to do it, who is going to do it, and how the department as a whole will process, analyze, report, and use the data that is collected. Research, Analytics and Reporting can be helpful in this work, as well as the Director of Curriculum and Assessment and the division’s Learning Liaison.

**Overall Assessment of Department’s Progress and Goals**:

The English Department plays such a crucial role at the college – other courses depend heavily on the skills that are developed in the English Composition courses. In addition, these courses are essential to the general education efforts of the college. A substantial amount of progress has been made since the last Program Review, although there are still a number of opportunities for improvement in the department. Increasing dialogue with other departments, stepping up the collection and analysis of data for improvement of student learning, and development of innovative strategies for improving success rates – particularly in the English Composition courses – will be key to determining how much progress is made in the department in the coming years.

**Institutional or Resource Barriers to the Department’s Ability to accomplish its Goals, if any**:

This is a large department – getting the support of faculty for all of the recommendations described above will be crucial to their success. Faculty members will need to step forward to provide leadership in addressing these areas and promote these efforts among others in the department. Since a substantial number of sections in the department are adjuncts, strategies for including them in improvement efforts will also need to be developed.