

English PUR 2018-19 Latest Version

English PUR 2018-19 (Transfer Programs)

I. PROGRAM/UNIT OVERVIEW

Program or Unit Description : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Describe the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic areas and degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The English Department is an academic unit in the Liberal Arts Division at Truckee Meadows Community College. We currently offer an AA emphasis in English, but we are also a support unit for nearly all of TMCC's Degrees. English is one of two departments offering Gateway courses as prescribed by the Nevada System of Higher Education. We also provide a good number of general education courses, developmental courses, and English as a second language courses. We serve an average of 720 FTE in an average of 155 sections per semester. The Department includes twenty-three Full-Time faculty. Two are Full-time temporary appointments, while two of our FT faculty are on reduced loads. We employ 25-30 part-time faculty members.

The department offers a variety of courses in English composition, language, and/or literature, both in traditional English and ESL. We also offer creative writing courses, reading courses, and journalism courses, and produce the award-winning literary magazine, *The Meadow*. Our composition courses in English and ESL provide the traditional academic sequence in freshman composition and sophomore-level courses; they are also designed to provide experiences for students who might not be pursuing a traditional academic path or degree.

The array of courses meets the needs of diverse populations, from traditional transfer students to occupational students to community members taking the courses for personal interest and growth. English pedagogy can take several potent forms. Most of our classes emphasize reading and writing as primary teaching modes. As a faculty, we also employ strategies such as group work, deep discussions, peer editing, test taking, multimodal composition, and most of all, critical thinking and problem solving.

Program or Unit Mission : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

State the department's or unit's mission, and describe how it aligns to the College's Mission and Core Themes (<http://www.tmcc.edu/about/>). If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

English Department Mission: The mission of the English department is to promote literacy--specifically the ability to read, write, and think critically. This mission includes the fostering of such technological literacy as information retrieval, research, and communication.

Literate individuals can gather, analyze, and communicate information effectively as well as think creatively and draw independent conclusions--skills that are the cornerstone of a healthy democracy and key to the future of our community in an increasingly information-based economy. This purpose is accomplished through academic classes and programs in which the learners are encouraged to express themselves effectively verbally and in writing and to grow intellectually into humane, responsible, and productive members of our community. The department fosters these goals through scholarship and instruction in the areas of academic writing, literature, creative writing, journalism, reading, and ESL. These goals thread through the department's wide range of programs and interests: from our contributions to general education, where students are introduced to the skills of critical thinking, reading, and writing; to the AA degree program where we are training the next generation of writers, teachers and scholars.

TMCC's Mission: Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

Courses offered by the English department definitely support the overall college mission by providing students "opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society" (NCTE Standards for the English Language Arts). More specifically, we "promote student success" by providing students with foundational verbal and written skills to succeed in all their courses in college. We promote "academic excellence" by maintaining rigor in our classrooms and by helping students develop critical thinking skills that will serve them in being strong students. We also promote "access to lifelong learning" by serving not just traditional students who are attaining their first degrees and/or transferring to a university to complete their Bachelor's degrees, but also community members who want to write better, read better, learn how to think deeply about language and literature, learn creative writing, learn technical communications, or better their second language skills. Clearly, the TMCC English department supports "high-quality education and services within our diverse community."

Degrees and/or Certificates Offered : Version by **Cardoza, Cheryl** on **01/05/2019 05:56**

Degree and/or Certificates Offered
Associate of Arts, English
In addition to the Degree, we offer a number of courses that support the overall mission of the college:
Gateway Composition Courses
General Education Courses
English as a Second Language Courses
Creative Writing
Reading Courses

Program Learning Outcomes : Version by **Cardoza, Cheryl** on **01/05/2019 05:56**

Program (Degree or Certificate Learning Outcomes)

Program (Degree or Certificate Learning Outcomes)
English
PSLO
Associate of Arts, English Emphasis
Identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.
Evaluate/analyze/synthesize historical and cultural attitudes and ideas, including the ability to identify common and dissimilar traits, that emerge from literary masterpieces.
Analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time
Cross-apply knowledge gained from previous courses in the analysis/synthesis and/or production of creative works

General Education Learning Outcomes : Version by **Cardoza, Cheryl** on **01/05/2019 05:56**

General Education Learning Outcomes Assessed by the Department/Unit
Truckee Meadows
ISLO
Communication
1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.
3. Students will develop and express a thesis through an appropriate use of evidence/ logic/data.
5. Students will utilize audience analysis in the development of the communication message
Critical Thinking
1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).
3. Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.
4. Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.
5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies
6. Students will draw valid conclusions
7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.
Information Literacy
5. Students will properly cite sources of information
People and Cultural Awareness
2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.
3. Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes
5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.
6. Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.

Five-Year Plan Summary : Version by **Cardoza, Cheryl** on **05/21/2019 18:23**

What are the major objectives that the department/unit hopes to accomplish, including an estimated time to completion?

Scheduling and Promotion Goals

- 200-Level Rotation Policy: implement a policy for more fair distribution of 200 level courses to qualified faculty that focuses on student-centered, transparent, and equitable scheduling practices. The policy is in the draft stage and expected for implementation in Fall 2019 or Spring 2020.
- Continue Scheduling Experiments to meet student needs. Continue experiments with dynamic scheduling (the boxcar method preferred by the VPAA) and reacting to enrollment issues with scheduling solutions. This is an ongoing strategy.
- Continue participation in the Student Success and Transfer Day Fairs. This is an ongoing strategy.
- Develop and distribute brochures, fliers, and other promotional materials to define the following:
 - Degree requirements and benefits. To be revised before the end of Fall 2019.
 - General Education and Diversity Offerings. To be produced in the semester prior to the one it covers.
 - Gateway Course restrictions: To be produced in Spring 2019.
 - Creative Writing Courses should be promoted through local literary venues and events, including venues like OLLI and the TMCC Writing Conference. To be produced in Spring 2019.

Department Effectiveness Goals

- Hire two Full-time Faculty to replace retiring faculty. Fall 2020 or sooner if need arises.
- Convert the two FT temporary faculty positions into 3-year lectureships or tenure-track positions. Fall 2019 or sooner.

- Establish a Writing Program Coordinator so that the Chair and Department Coordinator are not overwhelmed with managing the writing program aspects of the department. Develop the coordinator description in Spring 2019 and start the position in Fall 2019.
- Work on the Faculty Advising protocols for English Majors. Faculty asked that they be assigned majors to work with and that they be provided training on how to advise effectively. These things should be put in place in Spring 2019.
- Maintain Mentoring efforts with new PT and FT faculty. This is an ongoing strategy.
- Research the need and viability for courses in reading across the disciplines as well as explore pragmatic ways that reading faculty can share effective reading strategies faculty can use to support students in their courses.

Assessment Goals:

- Communicate to faculty the necessity of assessing all outcomes within a five-year time frame.
- Monitor the effectiveness of the new developmental Integrated Reading, Writing and Inquiry courses. We have gathered data from our first semester already and will be meeting to discuss strategies and share assignments in the Spring. This is an ongoing strategy as we decide if this is the best change we could make for developmental.
- Adjust curriculum to better retain students so they can complete their Developmental, Gateway, General Education, and degree requirements. Ongoing.
- Collect Assessment materials every time each course is taught to provide faculty with more examples to measure.
- Provide a stipend for PT faculty who participate in assessment. While we currently provide a stipend for attending General Education Closing the Loop meetings, we don't provide one for participating in assessment activities.
- Close the loop with existing assessments. Ongoing.
 - Review course CSLOs that are not being measured or are redundant.
 - Work to include CSLOs that better reflect what the courses do and what the PSLOs expect. This item will have to happen after a revision of the PSLOs which also demonstrated a need for revision in the analyses in this report.

Curricular Goals

- Explore and develop Freshman Composition offerings as a program with distinct program learning outcomes and course learning outcomes that can be effectively mapped to those First Year Composition program learning outcomes, and, when possible: WICHE passport learning outcomes, UNR Silver Core learning outcomes, and general education learning outcomes by Spring 2021.
- Align our AA in English with UNR again. The TMCC English Department Chair will meet with UNR's English Department Chair in Spring 2019. Degree changes should be complete by October of 2019 so that the changes go into the catalog as quickly as possible.
- Develop and Implement a Creative Writing Track for the English AA degree.
 - Develop degree track ideas and discuss with the Department faculty during Spring 2019
 - Discuss degree transferability with UNR English Department Chair during Spring 2019
 - Create the degree track and any courses and put them through the Curriculum Review Committee. Complete by Fall 2019 or Spring 2020.
- Explore the possibility of developing a Secondary Education track for the English AA Degree by Spring 2021.
- Explore the possibility of developing a Linguistics track for the English AA Degree by Spring 2021.
- With the Humanities and Visual and Performing Arts Departments in the Liberal Arts Division, explore the possibility of developing and implementing a Liberal Arts degree that will meet Silver Core requirements at UNR by Spring 2020.
- Develop and offer 300-level courses when they are used by UNR as Sophomore level offerings by Spring 2020.
- Communicate more with our English majors and students at large about English Department offerings for the degree and for General Education. This is an ongoing strategy.
- Submit curriculum paperwork to include survey courses as General Education course during Spring and Fall 2019.
- Update CSLOs and PSLOs for better completion of degrees. This will take place over the Spring 2019 semester and most likely be completed by the end of Fall 2019.
 - Course Student Learning Outcomes should be revised to include an outcome on literary research when applicable.
 - A PSLO is needed to address close reading and language analysis as part of the analysis process.
 - Revise PSLO #2 to allow for published literary works, student work, and language within a historical/cultural context.
 - Review General Education offerings to include survey courses so that we can offer more of them to meet the degree requirements.
 - Add Information Literacy as a GE competency to appropriate courses
 - Revise PSLO #3 to more explicitly analyze genre expectations and their relevance to literary works.
 - Revise PSLO #4 to be more measureable. We suggest that cross-application of ideas from the course in student analyses of literature or language would be a better fit for what our courses actually do.
- Verify that Diversity classes also qualify as General Education. Put paperwork through the CRC by the end of Fall 2019.
- Put appropriate Courses through the approval process for Silver Core status. This will be an ongoing process as faculty identify courses that should be included in the Silver Core and as they go through the process to gain that. ENG 220 is the next course the faculty would like to see go through the system. This should be accomplished by the end of Fall 2019
- Offer creative writing courses as both community classes and transfer classes for degree options. This will expand our reach for these courses with community members who do not want/need degree options. Fall 2019.
- Develop new curriculum for majors and general education offerings. Two faculty have brought course ideas to me that we would like to explore. One wanted to do a course on Mythology. The other wants a course on Fairy Tales. We will explore how these should look over the Spring 2019 semester. If approved by the department, these will most likely go through CRC in Fall of 2019.
- Meet Gateway Mandates from the System Office. This is an ongoing process that is required. The department is also gathering data on the effectiveness of the drop-holds to present to the assessment and advising offices by the end of Spring 2019.
- Increase Jumpstart Offerings. This is also ongoing and contingent on the Dual Enrollment office and faculty initiatives. We are exploring three initiatives right now: 101 at Reno High School, Hybrids for any high school student, and a course to fulfill the Senior English credit combined with theater at Damonte High School. All of these should have results by the end of Fall 2019, but other opportunities will come up as they will. We do expect that this is an area which will continue to grow.

How does the department/unit plan to improve student learning?

The goals in the previous section address how the English Department plans to improve student learning. We believe that meaningful assessment leads to thoughtful introspection about what we do as teachers and guides us to provide students with the best learning experience we can. Good teachers are excellent learners. They learn from each other's successes and failures, and they apply those lessons to their work. We have a number of specific ways we will improve specific courses, but this is the philosophy at its core. We also believe that degrees that are thoughtful, well-built, and that respond to assessments to maintain transferability and rigor contribute to student learning and help them reach their goals.

How does the department/unit plan to improve degree and/or certificate completions or course completions?

The Program Student Learning Outcomes evaluated here through Course Student Learning Outcomes both for our degree courses and for our offerings in Developmental, Gateway, ESL, Reading, and General Education will lead to some productive discussions about the degree and courses in our program. The improvements proposed here will make the AA in English a better degree: more transferable, more thoughtful, and more meaningful. This kind of evaluation and the changes we are proposing should make completing the AA in English a more purposeful act. With better transferability and better outcomes, the degree will appeal to and sustain interest from more students. Our course offerings will also benefit from this kind of review and revision. Courses that are meaningful lend themselves to completion. Working together on these ends will also help us make sure our course offerings in the department are

consistent. Increased faculty work with students, especially with the new enrollment caps in our Gateway classes will also inspire completion.

How does this departmental/unit level plan align to the College's mission (<http://www.tmcc.edu/about/>) and Strategic Master Plan (<http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2014/ACCRStrategicPlan2014.pdf#search='strategic master plan'>)? Specifically, to which core theme(s), objective(s), and indicator(s) does (do) the departmental/unit level plan align?

The English Department aligns to the following Core Themes and Objectives in the College's Strategic Master Plan:

- **Core Theme I: Student Success**
 - **Objective 1:** improve successful completion of students' educational goals, including graduation, transfer and CIT completion.
 - English courses aim for successful completion and retention
 - Gateway classes are part of most of the students degrees at TMCC. ENG 101, 102, 113, and 114 are often required for the English requirement.
 - The English Department provides general education and diversity classes to help students succeed in their degree objectives.
 - **Objective 2:** Provide high-quality student support through library resources, advising and informational services.
 - English faculty utilize library and tutoring resources and steer students to the library for assignments. English 101 includes a library orientation. English Faculty recommend tutors for the Writing Center and help to develop library holdings to meet student needs. We are also committed to faculty advising for our English majors and for Gateway and general education students who come to us with questions.
- **Core Theme II: Academic Excellence**
 - **Objective 1:** Maintain and improve the quality of course, general education, and program offerings through systemic assessment and review.
 - The English department believes in meaningful assessment that questions and improves courses and the degree. We were one of the first departments at TMCC that incorporated Closing the Loop activities as part of our assessment plan.
 - English department members serve actively on both the Curriculum Review Committee and the Academic Standards and Assessment Committee.
 - A number of English Department members are attending AAC&U's General Education and Assessment conference in February of 2019.
 - **Objective 2:** Offer high-quality programs that meet the workforce educational needs of our community.
 - Workforce programs use our ENG 107 class and recently asked for an ENG 101 for Electrician Apprentices. ENG 181 also serves a large number of workforce students. The English Department is always happy to support workforce programs at TMCC.
 - **Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - The English Department serves the diverse student population that makes up TMCC. We believe in providing an open and genuine learning environment for all students.
 - ENG 181 serves a large ESL population. Our ESL courses provide faculty experts for English Language Learners and International students who are seeking degrees here at TMCC
 - **Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - English Faculty are advocates for a culture of intellect and professional growth. We hold professional development activities every semester. We work to applaud the work of our colleagues and to promote the work of our peers.
- **Core Theme III: Access to Lifelong Learning**
 - **Objective 1:** Function as an Open Access Institution
 - Developmental, ESL and Reading classes help us meet this objective, but we also serve a great number of lifelong learners in our literature and creative writing classes, which see many community members as part of our student cohorts. We plan to expand this reach especially for our creative writing offerings.
 - **Objective 2:** Cultivate a welcoming, safe, and inclusive environment.
 - English faculty work hard to teach students how to use discourse to make cogent points while respecting other views and one another. Our course materials usually include ways that we challenge social norms, which are always discussed in a safe and inclusive classroom environment.
- **Core Theme IV: Stewardship of Resources**
 - **Objective 1:** Optimize State-Funded Revenue
 - The English department uses its resources to schedule classes that meet student needs. We also use resources well in the work we do for the Jumpstart program at TMCC.

What resources does the department/unit anticipate needing in order to complete the 5-year plan?

Resource Requests:

- Two FT tenure-track Faculty to replace upcoming retirements
- Two FT 3-year contracts for temporary faculty instead of the 1 year contracts we have been offering
- Stipends for PT Faculty participation in actual assessment activities
- Storage Space for the English Department

II. CURRENT STATUS OF THE PROGRAM/UNIT

Summary of Previous PUR Findings and Annual Progress Reports (APRs) : Version by **Cardoza, Cheryl** on **05/21/2019 17:42**

Program/Unit	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English	PUR	APR				APR

Because of a change in Department leadership when the previous Chair resigned in the Spring of 2016 to take a Dean position at another college, APRs were neglected. Co-chairs were appointed to serve for the 2016-17 school year. They concentrated on keeping the department running while a permanent chair was found. The new chair began her elected term in 2017-18. No APRs were submitted for the two years prior to that election. The APR was submitted for the 2013-14 school year, but the Assessment office had no record of it. This APR was re-submitted for the record and another was submitted for the school year 2017-18 to the Dean. The findings below are based on the PUR of 2012-13 and the two APRs mentioned previously.

Describe the major findings and recommendations for the program/unit from the last PUR and any APRs.

Major Findings from the 2012-13 English Program Unit Review

The PUR found that the English Department "functions as an invaluable component of the academic structure at Truckee Meadows Community College." It pointed out the success in our new AA degree which had been in place for only five years at the writing of the report. It mentioned that the English Department serves the main demographics of TMCC as a whole because of its offerings in general education, ESL, reading and specialty courses.

The PUR reviewed assessment efforts in the department and concluded that the 3 year assessment cycle for composition courses and the 5 year assessment cycle for 200-level courses was effective in encouraging thoughtful and meaningful assessment activities in the department. It mentioned that the Department regularly engaged in closing the loop activities and applauded those efforts. The only issue with assessment according to the 2012-13 PUR was compensation for faculty involvement in assessment. The report advocated for more release time for coordinator work in assessment. In addition, a lack of compensation for Part-time faculty who engaged in assessment was impacting PT Faculty involvement in this key activity. We had been able to pay a small stipend to our PT faculty for their service in those sessions, but the funding for that had recently been cut. The department felt strongly that PT faculty participation in assessment helped maintain consistent curriculum.

The report also noted future changes to developmental offerings. The Nevada System of Higher Education had implemented a new rule for students to encourage completion. They required that all students complete any of their Developmental Education within the first 30 credits. The report concluded that this could have an impact on enrollments for our Developmental and ESL courses, but also for our college-level composition courses. The self-study committee predicted that after a short decline, those numbers should increase again.

Recommendations from the 2012-2013 Program Unit Review

The recommendations for the 2012-2013 PUR are peppered throughout the report. Here is a summary of the recommendations of note.

- Developmental retention and completion should be monitored to measure the impact of our developmental offerings and the new policy that students must complete their developmental courses within the first 30 credits.
- Two full-time faculty positions should be considered (one to fill Robert Lively's recently vacated position) and an additional generalist to help cover the courses needed to help students meet the new mandates by the system.
- English and/or Reading requirements were proposed as prerequisites for all General Education Courses.
- Enrollment caps in composition courses should meet national standards. The report suggested parity with UNR: 24 students for ENG 101 and 102, but it also recommended that faculty teach no more than three composition classes per semester. The ideal caps for these classes should be 15 for Developmental and 20 for composition, but the report opted for parity with UNR instead of recommending ideal standards.
- Degree retention and completion should be monitored especially with the new requirement of four semesters of foreign language courses for AA degrees.
- Classroom Allocation was noted as an area needing improvement. The department recommended that our classes be scheduled in the appropriate Tier 3 classrooms.
- Funding for the Meadow Literary Magazine should be a budget line item instead of a special request each year.
- The release for the Department Coordinator should be increased to 9 credits over the year: 3 in Fall and 6 in the Spring.
- An additional FT Administrative Assistant was requested.

Annual Progress Report Unit Strategies

In addition to the recommendations in the Program Unit Review of 2012-13, the APRs list unit strategies that the department is responsible for. Below is a recounting of these strategies and the progress made on them from the two APRs we have on file.

- Review and revise Student Learning Outcomes for courses as needed and assess all courses as needed.
 - 2013-14: Review of the outcomes and measures for core classes: ENG 101, 102, 113, and 114 was already completed. Review of genre classes, ENG 220, 221, 281, 282, 297 and 298 were in progress. Learning outcomes/measures were revised for our Diversity offerings: ENG 231, 232, and 267.
 - 2017-18: The English Department Longitudinal Assessment plan was revised to put all courses through assessment in a 3-year cycle. Revised assessment dates were communicated to the Assessment office. Assessment of composition classes for both native and non-native speakers were aligned. The department reported assessment participation for both our courses and for the new General Education Assessment procedures.
 - Recommendation: The 2017-18 APR requested a stipend for PT faculty who participated in department assessment activities. Though General Education Closing the loop meetings offer stipends to PT faculty, the actual assessment activities do not. Because there is more value in participating in actual assessment as opposed to a conversation about assessment, we think this is an important request.
- Continue to work to increase and track successful English AA graduates and/or transfer to UNR. Implement reverse transfer to increase number of graduates.
 - 2013-14: The English Department works continually with UNR to help students transfer seamlessly. We provide direct connections to advisors at UNR for our students. We do not yet have the ability to track all graduates of our program. IR provides a list of majors and graduates every year. We advise those students internally. This APR reported 96 English majors in Spring of 2014. No plan to implement reverse transfer was in place.
 - 2017-18: The department has maintained a degree that meets transfer requirements to UNR. Changes to the Silver Core have required us to bring some of our courses to the UNR Core Board so that it remains transferable. Efforts were made to include 220 and 221 as meeting Silver Core requirements. While ENG 220 met with resistance, ENG 221 was successful at gaining the rating. We plan to use this success to bring more courses to the Core Board. Our degree was revised to match UNR's requirements, but it meant a loss of key classes in our AA degree. The Department plans further conversations with UNR to make for meaningful transfer degrees. A very recent change in the degree structure at UNR makes these talks more pressing than ever. Advising for majors is still conducted by faculty in the department and is a practice that the current administration supports. However, some information students receive from the TMCC Advising department does not match what we advise our majors. This disjunct has created a need for better cooperation between the English department and Advising.
 - Recommendation: Advising and the English Department need to better cooperate with regards to English majors. We recommend that declared English majors be sent to the English Department for advising.
- Develop and test multiple placement criteria for new students in addition to ACCUPLACER scores.
 - 2013-14: The department worked on new alternative pathways for students to ensure success in English courses. These changes were slated to go into effect in Fall of 2015. ENG 95/READ 95 were eliminated, leaving only ENG 98 and READ 95 as developmental offerings. READ 95 was changed from a 3 credit class to a 1.5 credit class. The WritePlacer portion of the ACCUPLACER exam was removed for the native speaker track of the test. An alternative placement path was developed for students with a cumulative GPA of 3.0 from Washoe County High Schools.
 - 2017-18: The changes implemented in Fall 2015 had a direct impact on developmental placement in the TMCC English Department. We went from offering 40-50 sections of ENG 98, to offering 10-15 sections due to the WCSD alternative path. Even so, the students from WCSD demonstrate a high rate of success in ENG 101 and 113 courses. Faculty report having to bring some of these students up to speed, but the cohort seems to adapt well after an orientation period. We will continue to monitor the impact of the Alternative pathway for WCSD students in ENG 101 and 102, and 113 and 114.
- Establish goals for student success in completion of ENG 101 for each level of initial student placement and track results.
 - 2013-14: The changes implemented in 2014/15 were expected to impact this area directly.
 - 2017-18: ACCUPLACER scores have been redefined to place students accurately. Scores of 76-85 require a co-requisite of READ 135 because research shows that reading is the biggest barrier to student success. Students who score 86 or higher are not required to support ENG 101 with READ 135, but we do not discourage any students from enhancing their learning in this way. The completion rate for English classes is 70-75% suggesting the success of this practice. The Next Generation ACCUPLACER scores are now in effect. We are re-evaluating placement to monitor the impact of the new exam.
- Study and implement course redesigns that enable a faster path for students placed in remedial education such as stretch courses, supplemental instruction, and mini-courses.
 - 2013-14: This APR's conclusion was that the addition of the Alternative Pathway for WCSD graduates would impact this area directly. The main shift was to put all Developmental students in ENG 98 with a required READ 95. The department planned to move away from the ENG 95/READ 95 cohort model in favor of this more accessible course pairing.
 - 2017-18: We recently made another change to our Developmental course offerings. Students in ENG 98 and 112D were finding ways to circumvent the required reading courses: READ 95 and ENG 112C. Because of this, we developed two integrated Reading, Writing, and Inquiry developmental courses to make sure that reading requirement was helping students succeed in college-level composition classes. ENG 96 replaced ENG 98 and READ 95 for native speakers, and ENG 111 replaced ENG

112D and 112C for non-native speakers. Both classes were piloted in Fall 2018 and are 4 credit classes. This means a reduction in credits for both developmental options: from 4.5-4 credits in native speaker courses and 6-4 credits in non-native speaker courses.

- Track ESL program for its student success not only in retention, but in graduation from TMCC.
 - 2013-14: Retention in ESL courses was 91% compared to native composition courses at 75% and TMCC courses overall at 77%. ENG 113 and 114 retained students at 86% and 88% compared to ENG 101 and 102 which retained at 76% and 74%. The 112 Bridge courses retained students at 92-100% while ENG 98's retention rate was 73%. Graduation rates are slightly for students who enrolled in the ESL track courses (24%) than for those in the native English track (21%). Even ESL students who test out of English graduate at 21%.
 - 2017-18: We are not having retention issues for our ESL students. In Fall of 203 and 2015, those rates ranged between 92-93%. For Fall 2014, 2016, and 2017, 87-89% of our ESL cohort were retained. Graduation rates are extremely high for non-resident aliens according to IPEDS: 88%. This compares favorably to the average at like institutions of 20% and TMCC's new graduation rate of 30%.

Which findings and recommendations has the program/unit addressed?

Findings and Recommendations that have been Addressed

- Developmental retention and completion has been monitored consistently. This is an ongoing endeavor that will never be fully addressed.
- We hired one FT faculty member to replace a vacant position.
- The previous PUR's arguments that we should adjust enrollment caps in our composition courses has just recently received approval for a pilot from the VPAA. Caps for ENG 101 and 102 have been lowered to 24 as of Spring 2019. Faculty will be engaging in research to assess the impact of this change on student retention, completion and the impact on teaching in those courses. If successful, the English Department will lobby for lower caps on other courses.
- Funding for the Meadow was made a line item in the budget.
- The PUR's arguments for an additional Administrative Assistant in the English Department were finally realized in the summer of 2018 when we hired an AA II to support our AA III.

Which have yet to be accomplished? Which are no longer relevant, and why?

Findings and Recommendations that still need to be Accomplished

- Even though we hired one faculty position, we had asked for two. Unsurprisingly, staffing continues to be a problem. In the intervening years since the 2012-2013 English PUR, we have lost two faculty members to retirement, one to permanent medical leave, and two to job relocation. An additional 3 faculty are retiring or phasing into retirement. One of our FT faculty members will be shifting from 100% to 50% in Fall of 2019 after our one permanent half time position comes open due to retirement. The department hired four new faculty to meet the needs explained in the last PUR and to meet additional Gateway needs created by mandates from the System Office. An additional faculty member was hired for this school year to meet department needs. However, the department has maintained two full-time temporary positions (sometimes more) for far too long. Given the retirements and the obvious need for FT temps that serve on a more permanent basis, this report will again advocate for more faculty.
- The release for the Department Coordinator remains at 6 credits per year despite the fact that this coordinator oversees assessment in the department. We were able to reinstate the Developmental coordinator for a short while, but the department was pressured to decrease release time. The ECHO has been removed from the department when our one dedicated Journalism faculty member retired. That position included a coordinator release which was eliminated. The ESL Coordinator became the ESL and Reading Coordinator taking on our reading course coordination. The Department Coordinator took on our one developmental course as part of her duties as Composition coordinator. Both positions still earn only one release per semester. The Department Coordinator is especially overworked and deserves more release time. The Department Chair, despite reductions in release time is still getting only 3 course releases per semester. Workload needs to be addressed.
- All of the Unit Strategies from the APRs are ongoing endeavors that need constant monitoring. The only items that could be removed from our future reports is the multiple placement criteria which is now in place and proving successful, and the course redesign for developmental. Though both of these strategies are ongoing as well, these two seem to have reached some closure in comparison to the others.

Findings and Recommendations which are no longer Relevant

- English and/or Reading requirements for General Education courses were implemented for a short time, but many of those have since been removed. Faculty in other departments were finding that the ENG 101 pre-requisites were hampering their enrollments so they eliminated them. This is no longer a recommendation that needs to be addressed.
- Classroom allocation has gotten better with designated Gateway classrooms including an innovative classroom funded by a Foundation Grant. Tier 3 classrooms are generally assigned to English. There are occasional anomalies that are easily handled.

Describe any major changes that the program/unit has undergone since the last PUR.

Major Changes since the Last PUR

Five years is a long time in Academia especially as we all strive to serve an ever changing student demographic. Many things have changed. Below are some highlights of system, institutional, and department changes that have had or are having an impact on the English Department.

- **UNR English Degree and Silver Core Changes.** UNR shifted to the Silver Core for its General Education requirements just after our last PUR. The university has implemented a Core Board and TMCC courses are allowed to apply for Silver Core status. So far, our department has proffered just two of its creative writing classes. One was denied and the other made it through. Now that we are clear on what is expected to achieve Silver Core Status, we will pursue it for other relevant courses. That should help us align our degree better with UNR. In addition, UNR recently changed their BA, MA, and PhD degrees in English to include specializations. For the BA, these include Language and Linguistics, Literature, Writing, and Secondary Teaching Specialization. All of these degrees still require ENG 298 and 281, but only the Language and Linguistics specialization also includes ENG 282. That means that ENG 282 will now need to be re-evaluated in our own degree. In addition, all the literature classes at UNR are now at the 300-400 level. Our 200-level classes will be impacted by this change. Finally, the writing degree requires fundamental creative writing courses and professional writing courses that are now only offered at the 300-level or higher. This will impact our plans to offer a creative writing track for our AA in English degree or to include creative writing courses as electives for our current AA degree. Since students at the Sophomore level are being asked to complete 300-400 level courses, we may have to look into teaching those at TMCC with our qualified faculty.
- **HSI Status.** TMCC has been granted status as a Hispanic Serving Institution. This allows us to apply for grants. We have noticed an increase in Hispanic students in our English courses. The impact of this increase is not yet apparent. Many of these students need faculty with expertise in teaching English as a second language. However, most of them do not want the stigma of being labeled an ESL student despite the fact that a multi-lingual home environment is impacting their ability to write effectively in English. We are exploring ways to meet this challenge with our existing resources.
- **Developmental Redesign.** This year saw the first pilot of a redesign of our developmental courses that now include an integrated reading, writing and inquiry curriculum. Faculty will be meeting in January to discuss observations of the first semester teaching this new class and to share assignments or ideas.
- **Gateway Mandates.** The Nevada System of Higher Education has been working with all institutions to make sure that gateway English and Math classes are being completed within the first year of a student's career. Research shows that retention and graduation rates are higher when students complete these requirements early in their college careers. TMCC has mandated gateway drop holds on courses that meet these criteria including ENG 101. Math has four classes with holds. The English Department is evaluating the effectiveness of these drop holds on student retention and completion. We plan to prepare a report at the end of this school year with our findings.
- **General Education Assessment.** Our accrediting body, Northwest Commission on Colleges and Universities, found that TMCC needed to implement General Education Assessment. In the Spring of 2016, faculty worked to conduct the first comprehensive, rubric-driven, campus-wide assessment of General Education Courses. The English Department participated in a number of ways in this endeavor and continues to help out when needed. These changes require that every time a course assessment is due for a General Education course that the general education assessment report is completed along with the course assessment report. The institution has also implemented Closing the

Loop meetings to discuss department findings. Though faculty are not yet used to these new procedures, they seem to be acclimating quickly. In addition to these new practices, TMCC has recently adopted eLumen for course and program assessment purposes. Because the English Department conducts holistic assessments with blind reads of student work, this presents a problem for us. We are working with the Assessment office to find ways to use the software that meet the standards of assessment usually found in English departments.

- **Program Assessment.** The PUR has been changed substantially since last year. Some of the data that we have been asked to assess in the past is now streamlined which is meant to make the process more meaningful. In place of those assessments, there are now requirements to evaluate Program Student Learning Outcomes in relation to both Course Student Learning Outcomes and General Education Institutional Student Learning Outcomes. While the English Department welcomes this review and has learned a lot about its own PSLOs in the process, the change to the report is daunting and has increased the time needed to complete it. In addition, PURs are now required to justify any requests that might need funding by identifying the timeline for the request, measureable outcomes, its priority, and how it aligns to the College's Strategic Master Plan. The Department fully supports these changes as they are meant to help make sure that PUR resource requests are fulfilled appropriately. We would like to suggest a better timeline for completing such reports. For departments that focus most of their attention on serving college needs for Gateway and general education, there needs to be better ways of reporting these activities.
- **Faculty Attrition.** As is the way of the world, faculty attrition continues to be a problem. Though we have hired five new faculty in the time since the last PUR, we lost six, and are now looking at losing three more to retirements. The department continues to hire two Full-Time temporary faculty members every year. We have demonstrated numerous times the need to replace these temporary faculty with FT tenure-track faculty to meet the needs of both the department and the institution. We have been granted another FT tenure-track hire for next year, but we are also engaging in another search for two FT one year appointments. The Part-time pool is adequate at this time, but increases in salary at UNR (PT faculty earn \$1000 per credit to our \$850) and new positions (3-year appointments increased exponentially last year, and UNR is also hiring ongoing lecturer positions) make it less appealing for PT faculty to work at TMCC. In the Spring, UNR cuts back on how many they hire, and our department often picks up a few, but Fall, which is our busiest semester often sees a paucity of qualified and available PT faculty.
- **Enrollment Issues.** Enrollments have been declining over the last few years for many reasons. These declining enrollments impact what courses we can offer and how many students come to TMCC. We have also noted some difficult trends with enrollments in English in particular. Often, students wait until days before or the first few days of the semester to enroll. If we cancel classes too early, we are often left with putting up last minute sections that don't always go. We are experimenting with alternative course formats: 12 week, hybrid, 7 week, and Wintermester classes to compensate for these trends, but we are not always successful at meeting needs. This semester we are monitoring when and where seats are lost and trying to schedule to open more at the times when they are needed. Space often becomes an issue when this is needed. TMCC is also seeing an increase in Jumpstart enrollments and is trying to meet the demands of high school students who want to complete some college credits before graduating from high school. While this is a good thing for both the students and TMCC, there is a possibility that all of these incoming students who have already fulfilled English requirements will create an enrollment crisis when they attend TMCC. We will have to monitor these situations carefully to avoid any pitfalls.
- **Additional Administrative Assistant.** A welcome change to the Department is the addition of an Administrative Assistant II. The workload for the AAs has now become more manageable because of her inclusion in the department. It is imperative, given arguments in the last PUR, that we maintain this position even when our current AA III retires.
- **Office Refurbishing to meet ADA Requirements.** After several attempts to put through a RAP request for refurbishing of the department, we successfully managed to put one forward and implement changes to the department. The rationale behind the request was that the department office furniture was over 20 years old and that the front counter where students were served primarily was rickety and did not comply with ADA requirements. The new furniture has given the department office a much needed facelift that has increased the professionalism and safety of our office environment. There are a few issues that still need resolution with this furniture upgrade, but we are confident that these will be resolved before the end of the school year.

External Review : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

If applicable, describe the major recommendations made by external reviewers, such as advisory boards, articulation committees, program accreditors, etc. What progress had the department/unit made towards those recommendations?

External Review

The English Department is not subject to external review from Advisory Boards. We have been working with UNR's core board to articulate our courses and will be working closely with UNR's English Department Chair to better articulate our degree especially given the changes UNR has made to their degrees. We have also complied with system mandates about developmental courses, financial aid rules, and Gateway initiatives. While we don't have program accreditation in English, we have been working with the institution to meet Accreditation mandates from NWCCU with regard to General Education assessment. The department has always worked successfully with others to assure transferability and accountability.

III. CURRICULUM

Transfer Programs (AA/AS Degrees) : Version by **Cardoza, Cheryl** on **05/21/2019 17:56**

Which Bachelor's degrees(s) does the program's AA or AS degree(s) align with, especially within the Nevada System of Higher Education (NSHE)?

Our AA degree aligns well with most institutions' BA degrees as it is a general AA with mostly general education requirements. The small number of required English courses are cornerstone English courses that prepare students for upper-division English coursework at most institutions. In particular, we have transfer agreements for the following programs at NSHE institutions:

- ENGLISH (LITERATURE SPECIALIZATION), B.A. at UNR
- ENGLISH (WRITING SPECIALIZATION), B.A. at UNR
- ENGLISH (LANGUAGE AND LINGUISTICS SPECIALIZATION), B.A. at UNR
- Bachelor of Arts in English at Nevada State College
- B.S.B.A IN ENTREPRENEURSHIP at Sierra Nevada College. SNC is a private college outside of NSHE, but they have collaborated with TMCC to develop a transfer agreement for our AA students.

Does the program's suggested course sequence allow for efficient completion of the AA or AS? Explain.

Our faculty worked with academic advisors to ensure that our emphasis would allow students to complete the AA as efficiently as possible with careful consideration of transferability, especially to UNR, where a majority of our students plan on attending. We only have three required English courses for the emphasis; the rest are general education courses, several of which our English courses also cover, and electives. UNR has recently revamped its English Degrees. The Department Chair plans to meet with UNR's English Department Chair to discuss

any changes we need to make to our degrees to keep them in line with UNR's new degree requirements. A cursory evaluation suggests that our AA degree still transfers seamlessly to UNR.

Are there any hidden prerequisites (courses which have 1 or more pre-requisites that are not listed as part of the program)?

ENG 101 is the only prerequisite for all of the upper division required English courses with the exception of creative writing sequenced courses: ENG 224 (Introduction to Screenwriting) is the prerequisite for ENG 225 (Advanced Screenwriting), and ENG 221 (Writing Fiction) is the prerequisite for ENG 222 (Advanced Fiction: Novel Writing). This seems to make sense given the sequential nature of these courses. All other 200 level courses that are part of the degree, because they are taken in any order, have only 101 as the prerequisite.

Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Explain.

Only ENG 231 or 232; 281 or 282; and 298 are required for the AA in English degree. These courses transfer seamlessly to UNR and UNLV where a majority of our students go. If a student started at TMCC with credit for ENG 101 and all of their foreign language requirements completed, he or she would have ten courses that would count as electives, but this would be an exception to the norm. Most students will need ENG 101, general education requirements, and foreign language courses to complete their degree objectives at TMCC.

The English department has numerous transfer agreements with other institutions including UNR, UNLV, NSC, and SNC. These transfer agreements clarify which courses will transfer seamlessly, such as ENG 231/232 to NSHE institutions. TMCC has a liberal arts division liaison in academic advising who has attended department meetings and works with the department to support transferring students. Additionally, the English department has nine faculty members committed to being advisors for students in the English emphasis. Information on meeting with these advisors has been shared with all declared English emphases students each semester for the past two years. The English department keeps binders with advising records for students to support their progress towards graduation. We also share handouts on upcoming 200-level courses the semester before, in an effort to encourage students to register for the courses they need.

Is program and course information up-to-date in the catalog? Explain.

The program information as well as information for the courses required for the program are up-to-date in the college catalog. There are some issues in the Leepfrog Curriculum Inventory Management System. The Department Chair and Department Coordinator are reviewing CIM for anomalies. Most of the issues found so far include mistakes in General Education and in Learning outcomes. We will be engaging in a thorough review of our Course Learning Outcomes after this Program Unit Review.

Accessibility of Instructional Materials : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

What is the department/unit currently doing or plan to do to help ensure that instructional materials are accessible to students with disabilities? For example, have you attended or participated in any accessibility training? Have you used the accessibility pre-purchase checker when purchasing new curricular materials?

Required syllabus information about the Disability Resource Center is available on the department's Canvas course site as well as in a department handbook, and the required syllabus statement about ADA requirements and resources available at the DRC is also distributed to faculty each semester prior to the beginning of instruction. Faculty comply with the DRC by asking for note-takers, test accommodations, seating accommodations, and other support services. Faculty also submit material to the DRC to make it accessible. For example, handouts and books have been submitted so that they could be put in an accessible medium for a blind student. Full and part-time faculty are reminded to take required training, including any accessibility training. Faculty have also completed optional training such as the Creating Accessible Content four-week online course.

IV. PROGRAM/UNIT ASSESSMENT

Evidence of Program Assessment : Version by **Cardoza, Cheryl** on **05/21/2019 17:56**

What is the evidence of student learning in the program as a result of course-level assessment? Please review past course assessment reports (CARs) and follow the outline below:

1. Program Student Learning Outcome (PSLO)

1. List a course and CSLO that aligns to this PSLO

1. Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.

2. List a second course and CSLO that aligns to this PSLO

1. Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.

3. Repeat until all courses and CSLOs that map to this PSLO are included . . .

1. Repeat until all assessment result and improvement plan summaries are complete. . .

Program Student Outcome Assessment at the Course Level

Below are the courses offered as electives for the English AA degree. Each learning outcome has been mapped to the Program Student Learning Outcomes to assess whether we are meeting our goals with the degree. After the evaluation of each outcome, we will analyze the results. This is the first time that Course Student Learning Outcomes have been matched to Program Student Learning Outcomes and assessed. The sections below are organized as follows:

Program Student Learning Outcome one at a time

- Course Student Learning Outcomes that match to the PSLO listed.
- Relevant Assessment results for each CSLO
- Analysis of the PSLO and the CSLOs that matched to it

After each PSLO is analyzed, we summarize the issues with the mapping from the separate analyses of each PSLO. We will also offer recommendations for how to improve this area in the future.

PSLO #1: Identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.

- ENG 200: Students will analyze a story's translation from novel to film, identifying a significant similarity or difference, describing publication and production history, reviewing public and critical reception of the works, and evaluating its success or failure.
- ENG 202: Students will be able to apply techniques of critical film analysis to analyze film in the context of culture, society, and individual identity.
 - ENG 202 is a new course. It will be assessed for the first time in Fall 2019.
- ENG 223: The student will do research, writing and/or successfully complete substantive quizzes/exams specific to the curriculum topic being offered.
 - ENG 223 was not offered in Spring 2018 when it was scheduled for assessment. The previous assessment was scheduled for Spring 2015. Since no assessment was returned in the packet for the PUR, I must assume that it was not assessed at that time. We offered two sections of this class in that semester. One section was cancelled

and the other was not. Because ENG 223 is a theme course that is offered only when possible, it often does not fill and is subject to cancellation. The English Department is currently collecting samples from every course when it is taught so that we can assess even if the course is cancelled during the semester that it is scheduled for assessment.

- ENG 223: The student will do research, writing and/or successfully complete substantive quizzes/exams specific to the curriculum topic being offered.
 - ENG 223 was not offered in Spring 2018 when it was scheduled for assessment. The previous assessment was scheduled for Spring 2015. Since no assessment was returned in the packet for the PUR, I must assume that it was not assessed at that time. We offered two sections of this class in that semester. One section was cancelled and the other was not. Because ENG 223 is a theme course that is offered only when possible, it often does not fill and is subject to cancellation. The English Department is currently collecting samples from every course when it is taught so that we can assess even if the course is cancelled during the semester that it is scheduled for assessment.
- ENG 294: Students will demonstrate an understanding of historical methodology, including primary and secondary sources and literature in evaluating the context of the period.
 - ENG 294 has not been offered through the English Department in some time. It was scheduled for assessment in Spring 2018, but as it was not offered, it was not assessed. It is scheduled for assessment in Spring 2021. We are investigating whether we should continue to offer this course, but since it is an option for the diversity requirement, we are leaning toward keeping it.
- ENG 297: Students will identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.
 - ENG 297 has not been offered in a while. It was once a required course for our degree, but UNR removed it from their degree in favor of ENG 298. While UNR will accept 297 for the degree, ENG 298 provides a more transferable path for our students. We are looking into this course and its viability. We want to expand upper division Reading courses for our students and are looking into how this course could add to that.
- ENG 298: Students will conduct academic research using concepts of criticism and/or theory in literature.
 - ENG 298 is scheduled for assessment in Fall 2019. Though no course assessment report was received for the PUR, a General Education Assessment Report was provided for 2016.

Analysis of PSLO #1 and its CSLOs:

The first outcome for the program is to identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research. The degree requires both 281 or 282 and 298, all of which include course outcomes to map to this program learning outcome. A number of other courses also include discussion of methods and materials of literary research. For example, though the CSLOs do not indicate literary research, the following courses do include it as one of the skills we expect students to gain: More evaluation of current student learning outcomes for the 200 level survey courses and creative writing courses is needed here. The genre courses are fairly well represented. Most of our courses practice analysis of literary works through close reading and literary research both of which fall under the concept of "basic literary research." It seems clear that nearly every course a student might take for the degree would help to practice and reinforce the research and close reading skills driving this outcome. The main issue this review reveals is in how we define "literary research" and how it is captured in the outcomes at the course level. Because of the importance of this skill we recommend a better definition of what we mean by "literary research," revision of the CSLOs in courses that already include literary research, and an additional PSLO that covers close reading and analysis of both literature and language. Our language courses often do not fit the way these PSLOs were written and this needs to be taken into account as we revise. Many of the courses have not assessed these outcomes on a regular basis. Since this is a key concept for the AA degree, it is imperative that the department put more effort into assessing this program outcome.

PSLO #2: Evaluate/analyze/synthesize historical and cultural attitudes and ideas, including the ability to identify common and dissimilar traits, that emerge from literary masterpieces.

- ENG 200: Students will analyze the choices made by authors and filmmakers in creating their narratives.
 - This outcome was not evaluated during the last assessment cycle. The next time ENG 200 is scheduled for assessment is Spring 2021.
- ENG 202: Students will be able to apply techniques of critical film analysis to analyze film in the context of culture, society, and individual identity.
 - ENG 202 is a new course. It will be assessed for the first time in Fall 2019.
- ENG 222: Students will demonstrate, through the writing of journal entries or reviews, an ability to write thoughtfully about the traditional and/or contemporary novel, including how it relates to the work in context of culture, society, and individual identity.
 - ENG 222 is scheduled for assessment in Fall 2020.
- ENG 223: The student will exhibit knowledge of the specific substantive area of the literature being offered by the course curriculum.
 - ENG 223 was not offered in Spring 2018 when it was scheduled for assessment. The previous assessment was scheduled for Spring 2015. Since no assessment was returned in the packet for the PUR, I must assume that it was not assessed at that time. We offered two sections of this class in that semester. One section was cancelled and the other was not. Because ENG 223 is a theme course that is offered only when possible, it often does not fill and is subject to cancellation. The English Department is currently collecting samples from every course when it is taught so that we can assess even if the course is cancelled during the semester that it is scheduled for assessment.
- ENG 231: Students will analyze historical and cultural themes and ideas that emerge from world literary masterpieces.
 - In the 2014 Course Assessment Report, two different tools were used to assess this outcome. An exam that included an essay showed that 69% of the students understood how to analyze historical and cultural themes and ideas in world literary masterpieces. A paper was used in a different section where 89% of the students demonstrated their abilities in these areas. Though the exam's results were lower, the exam was better at providing detailed data for assessment.
- ENG 232: Students will describe historical and cultural attitudes and ideas after analyzing world literary masterpieces.
 - This outcome was assessed in the 2014-2015 assessment. It also used two different tools an exam with an out-of-class essay component, and a final essay. 83% of the students who completed the essays demonstrated the ability to describe historical and cultural ideas in an analysis of world literary masterpieces.
- ENG 235 and 236: Students will demonstrate critical thinking through the analysis of British literary texts, applying their understanding of the issues to historical trends in literature.
 - ENG 235 and ENG 236 were removed from the list of general education classes since the last assessment of these courses. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 235 was last offered in Fall of 2010. ENG 236 was last offered in Spring of 2013. We are currently looking at adding these survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 241 and 242: Students will gain the ability to demonstrate critical thinking through the analysis of American literary texts, applying their understanding of the issues to historical trends in literature.
 - ENG 241 and ENG 242 were removed from the list of general education classes since the last assessment of these courses. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 241 was last offered in Fall of 2018, but was cancelled due to low enrollment. ENG 242 is being offered in Spring of 2019. The last time that course ran was Spring of 2012. We are currently looking at adding these survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 267: Students will describe and analyze historical themes and genres in women's literature.
 - This outcome was assessed in 2017-2018. The tool used to measure the outcome was administered early in the semester, so the faculty felt that the results did not adequately measure whether this adequately measured the skill as an outcome of the entire course. The results were uneven: 50% of the students rated as exemplary or proficient in this skill. 23% rated as marginal, and 27% rated as unacceptable. Faculty plan to revisit the learning outcomes to clarify the language and thus make measures easier to assess.
- ENG 271: Students will demonstrate critical thinking through the analysis of Shakespeare's literary texts, applying that understanding of the issues to historical trends in literature.
 - This course was last offered in Spring of 1993. Attempts to offer this class in more recent times have failed due to Financial Aid requirements and this course not being represented on the list of General Education classes. Student attitudes toward Shakespeare also seem to play a role in this course's lack of success. We are currently

revisiting the class to see if it can serve a purpose in our offerings. Faculty have expressed desire to teach it and other institutions and departments (TMCC's Humanities Department for example) have been successful in offering similar courses.

- ENG 275: Students will demonstrate critical thinking through the analysis of contemporary literary texts, applying their understanding of the issues to historical trends in literature.
 - ENG 275 was assessed in Spring of 2018 and will be assessed again in Spring of 2021. CARs for this course are due this December.
- ENG 288: Students will identify and explain historical and cultural attitudes and will analyze the ideas that emerge from Hispanic America geographical, historical, socio-economic and artistic issues.
 - ENG 288 is assessed as taught and it has not been taught in a while. This is unfortunate as it is one of our offerings that meets diversity requirements. Faculty have shown interest in teaching this class as an alternative to ENG 231, 232, and 267. The course is not listed as a General Education course despite it meeting diversity requirements. We will be putting this course through CRC to gain it General Education status so more students at TMCC can use it to fulfill those requirements.

Analysis of PSLO #2 and its CSLOs:

The second outcome for the program is to evaluate/analyze/synthesize historical and cultural attitudes and ideas, including the ability to identify common and dissimilar traits, that emerge from literary masterpieces. It is not surprising that most of the survey courses, genre courses, and diversity courses map outcomes to this program outcome. As with the first outcome, many of the outcomes at the course level have not been assessed directly. This stems mostly from the fact that many of these electives for the degree are not general education courses and do not count for students who have not declared English as their major. We plan to put relevant and appropriate courses back on the general education lists as part of our renovation of the program. There are also outcomes in the creative writing classes that map to looking at historical and cultural attitudes and ideas. This will become more prevalent as the creative writing courses seek approval in the Silver Core. It is a required outcome for that event.

PSLO #3: Analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time.

- ENG 200: Students will offer detailed commentary on how a novel or film narrative reinforces or subverts cultural, historical or philosophical attitudes.
 - This outcome was not measured in the last assessment cycle. The next time ENG 200 will be assessed is Spring 2021.
- ENG 221: Students will analyze published fiction work and the creative work of their peers critically, and then communicate their feedback by applying their understanding of artistic and aesthetic forms of fiction to their responses.
 - This outcome was added to ENG 221 to help it meet requirements for Silver Core and General Education assessment. This outcome was not measured in the most recent assessment 2017-18. ENG 221 is scheduled for its next assessment in Spring 2021.
- ENG 223: The student will exhibit knowledge of the specific substantive area of the literature being offered by the course curriculum.
 - ENG 223 was not offered in Spring 2018 when it was scheduled for assessment. The previous assessment was scheduled for Spring 2015. Since no assessment was returned in the packet for the PUR, I must assume that it was not assessed at that time. We offered two sections of this class in that semester. One section was cancelled and the other was not. Because ENG 223 is a theme course that is offered only when possible, it often does not fill and is subject to cancellation. The English Department is currently collecting samples from every course when it is taught so that we can assess even if the course is cancelled during the semester that it is scheduled for assessment.
- ENG 235: Students will identify/explain the historical and cultural attitudes and ideas that emerged in early British literature.
 - ENG 235 was removed from the list of general education classes since the last assessment of this course. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 235 was last offered in Fall of 2010. We are currently looking at adding our survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 236: Students will identify and explain knowledge of historical and cultural attitudes and ideas that emerge in later British literature.
 - ENG 236 was removed from the list of general education classes since the last assessment of this course. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 236 was last offered in Spring of 2013. We are currently looking at adding survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 241: Students will develop the ability to express knowledge of historical and cultural attitudes and ideas that emerge from early American literature.
 - ENG 241 was removed from the list of general education classes since the last assessment of this course. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 241 was last offered in Fall of 2018, but was cancelled due to low enrollment. We are currently looking at adding our survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 242: Students will analyze/synthesize knowledge of historical and cultural attitudes and ideas that emerge from later American literature.
 - ENG 242 was removed from the list of general education classes since the last assessment of this course. Because of new Financial Aid rules that do not allow classes that do not fulfill degree requirements to be covered by aid monies, and due to the fact that there are not enough English majors to allow us to offer them on a regular basis, these classes were not offered during the time of the last assessment cycle. ENG 242 is being offered in Spring of 2019. The last time that course ran was Spring of 2012. We are currently looking at adding our survey classes to the General Education offerings for TMCC and re-evaluating the UNR transfer agreement that accepts these courses for credit at the university.
- ENG 243: Students will critically analyze short stories of various periods and gain an understanding of each as a unique art form that reflects human life, culture, trends and ideas of the time.
 - ENG 243 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. Previous attempts to offer this class were not successful because it did not count for General Education.
- ENG 250: Students will analyze historical period, genre, and theme in children's literature.
 - ENG 250 is scheduled for assessment in Spring of 2020. This genre class is not currently listed on the General Education lists for TMCC. We will be putting this class through the Curriculum Review Committee to gain General Education status for this course.
- ENG 252: Students will critically analyze plays of various periods to gain an understanding of drama as a unique art form that reflects human life, culture, trends and ideas of the time.
 - ENG 252 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. This class was last offered in Fall of 2014.
- ENG 261: Students will critically analyze poetry of various periods and come to understand each as a unique art form that reflects human life, culture, trends and ideas of the time.
 - ENG 261 is scheduled for assessment in Spring 2020. It was last offered in Spring 2013. This genre class was recently added to the General Education list. Because it did not count for Financial Aid and because of revisions to our AA degree that left genre classes and surveys out of the requirements for the degree, this class has not seen successful enrollments. We plan to revisit the degree to see how these classes can be better incorporated into the degree.
- ENG 267: Students will explain and interpret themes, motifs, and aesthetic choices in women's literary traditions.
 - This outcome was measured in 2016-17, and again in 2017-18. In 2016-17, the results were problematic. 6 of 19 students rated at exemplary or proficient on explaining and interpreting themes, motifs, and aesthetic choices in women's literary traditions. The faculty adjusted curriculum to give students more practice in doing this, and shifted the assignment that was used to measure the outcome to later in the semester. In 2017-18, the results showed marked improvement: 21 of the 25 students ranked at exemplary or proficient in the skill, with only two ranking at marginal, and two at unacceptable. Faculty were satisfied that the changes in curriculum had assisted students in gaining this important skill.
- ENG 271: Students will express knowledge of historical and cultural attitudes and ideas that emerge from Shakespearean literature.
 - This course was last offered in Spring of 1993. Attempts to offer this class in more recent times have failed due to Financial Aid requirements and this course not being represented on the list of General Education classes. Student attitudes toward Shakespeare also seem to play a role in this course's lack of success. We are currently

revisiting the class to see if it can serve a purpose in our offerings. Faculty have expressed desire to teach it and other institutions and departments (TMCC's Humanities Department for example) have been successful in offering similar courses.

- ENG 275: Students will analyze/synthesize knowledge of historical and cultural attitudes and ideas that emerge from contemporary literature.
 - ENG 275 was assessed in Spring of 2018 and will be assessed again in Spring of 2021. CARs for this course are due this December.
- ENG 288: Students will identify the genres, major authors, and themes in Latin American literature as it is culturally differentiated.
 - ENG 288 is assessed as taught and it has not been taught in a while. This is unfortunate as it is one of our offerings that meets diversity requirements. Faculty have shown interest in teaching this class as an alternative to ENG 231, 232, and 267. The course is not listed as a General Education course despite it meeting diversity requirements. We will be putting this course through CRC to gain it General Education status so more students at TMCC can use it to fulfill those requirements.

Analysis of PSLO #3 and its CSLOs:

The third outcome for the program is to analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time. Again, the survey classes are very specific in their application to this outcome. Genre classes also seem to touch on it and some creative writing classes. The program course options seem to be looking at two distinct literary analyses: historical/contextual analyses and genre analyses. This program outcome does not allow for discussion of genre, but many of our courses see the understanding and application of genre expectations as one of the important skills for the degree. In mapping these outcomes, we found correlations between what this program outcome is asking and genre discussions. Many of the courses mapped to this outcome are really emphasizing genre. A number of other outcomes did not specify a reflection of human life and seemed focused solely on genre. These have been included below in the analysis of course student learning outcomes that did not map to the program student learning outcomes. This points to a need for a program outcome that addresses genre. Students of literature should understand both how literature reflects the time it was written and how the different genres do that in disparate ways. Knowing genre qualities and expression is a key to being a successful English major. In addition, PSLO #2 and PSLO #3 seem to be getting at similar ideas. While PSLO #2 evaluates/analyzes historical and cultural attitudes and ideas in literary works, PSLO #3 asks for an analysis of literature from various periods to understand pieces as representatives of unique art forms that reflect human life, culture, trends, and ideas of the time. We recommend situating the historical/cultural analysis in PSLO #2, and focusing PSLO #3 on genre and will revise the outcomes to do that. Furthermore, both PSLO #2 and PSLO #3 limit analysis to literary works. This leaves our language courses out of the PSLOs. Any revision of the PSLOs will need to take a careful look at how our language courses fit within the degree.

PSLO #4: Cross-apply knowledge gained from previous courses in the analysis/synthesis and/or production of creative works

- ENG 200: Students will analyze a story's translation from novel to film, identifying a significant similarity or difference, describing publication and production history, reviewing public and critical reception of the works, and evaluating the success or failure.
 - Student papers revealed that 75% of the students assessed for this outcome achieved a score of Proficient while the remaining 25% were rated as Adequate. This course student learning outcome which is crucial to the Program student learning outcome demonstrates that students who take ENG 200 as an elective in the degree are meeting the objective for the degree.
- ENG 205: Students will apply fiction techniques for scene, story, or character development of complete short stories.
 - Student portfolios were measured to assess whether dialogue format was learned in the class. Overall, students scored acceptable or relatively good in this area.
- ENG 205: Students will apply poetry techniques for the development of complete poems.
 - This outcome was not assessed in the 2017-18 assessment. The next assessment of ENG 205 is Fall 2020.
- ENG 205: Students will identify key techniques of fiction, (and possibly creative nonfiction) and poetry from established writers within the field and apply those techniques in their own writing.
 - Though this outcome was not evaluated on the CAR for 2017-18, it was included on the General Education Assessment Report for that year. Under Critical Thinking, ENG 205 measured the following outcome: 5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies. 94% of the students scored as exemplary or proficient in analyzing a collection of poetry to understand how Natalie Diaz used poetic techniques in her writing so they could apply those to their own. The other 5% scored marginal on the assignment.
- ENG 205: Students will revise creative work based on drafting and revision techniques discussed in class for a final portfolio.
 - Student portfolios ranked as acceptable or relatively good for evidence of significant revision. Faculty still felt that a revision of the course curriculum should include more time spent on revisions prior to the final portfolio assignment.
- ENG 220: Poetic Techniques, (PT): Create a body of work that reflects a variety of poetic techniques, (including, but not limited to, metaphor, simile, rhyme, stanza, line lengths, repetition, symbolism, figurative language, and themes subjects).
 - ENG 220 was assessed in 2014-15 and 2017-18. In 2014-15, faculty assessed effective metaphor and appropriate line breaks as a way of measuring this outcome. Student poems showed an average of 3.4 on a five point scale for their use of metaphor. The results for line breaks was slightly higher at 3.5. These results indicate that most students performed from the adequate to strong levels on these two aspects of poetry. Faculty worked on curriculum changes to strengthen the results for this outcome including exercises and handouts that should help students do better. In 2017-18 the assessment for metaphor put students from slightly above acceptable to relatively good. Faculty plan to change curriculum further by incorporating more exercises for this important skill.
- ENG 221: Students will apply fiction techniques and forms to their own creative writing, working within or against the conventions of Standard Written English.
 - This outcome was measured in both the 2014-15 and 2017-18 assessments. In both assessments students mostly rated acceptable or relatively good to clear and comprehensive. There were some students who rated uneven or ineffective at using fiction techniques in their work. Faculty discussed ways to make sure that assessment measures were applied evenly over different sections of the course and discussed curriculum changes to put more emphasis on dialogue format and technique in future classes.
- ENG 221: Students will produce a body of work in fiction writing that demonstrates various stages in the drafting process, including a significant evolution from initial concept to finished product.
 - Portfolios are used to measure whether students are participating in a comprehensive drafting process. In 2014-15, though this area ranked fairly high, it was revealed that assignment sheets for the portfolio needed better alignment in order to measure the outcome evenly across classes. In 2016-17, students 67% of the students ranked clear and comprehensive or acceptable, relatively good on their ability to engage the drafting process. 33% did rank as uneven or ineffective. Faculty are exploring other artifacts of drafting to be included in the portfolio so that assessment can take those into account.
- ENG 222: Students will demonstrate the ability to describe, evaluate and critique student-produced long form texts and manuscripts in progress in the workshop setting.
 - ENG 222 is scheduled for assessment in Fall 2020.
- ENG 222: Students will perform or publish at least one excerpt of a novel-in-progress.
 - ENG 222 is scheduled for assessment in Fall 2020.
- ENG 224: Students will apply screenwriting principles and forms to their own creative writing, working within or against the conventions of Standard Written English.
 - The assessment of ENG 224 took into account shifts in student skills from the first assignment to the last to measure the effectiveness of preparatory lessons in the different principles. There is a clear progression of scores from the beginning of the semester (4.77 for format, 3.75 for language use) to the end of the semester (5.71 for format, 5.14 for language use). This shows an excellent progression in the gaining of skills over the course of the semester.
- ENG 224: Students will produce a short screenplay by moving through various stages in the drafting process, including a significant evolution from initial concept to finished product.
 - ENG 224 has now been granted General Education status. Enrollments in the course should gain some momentum. 78% of the students completed the course and produced a short screenplay.
- ENG 225: Academic Discourse: Students will demonstrate the ability to produce a feature-length screenplay that demonstrates various stages in the drafting process, including significant evolution from initial concept to finished product in fiction writing.
 - ENG 225, because it is not a General Education course and is only usually offered as an independent study was not assessed. The next assessment scheduled for ENG 225 is in Fall 2020.
- ENG 225: Fiction Techniques: Students will be able to employ or consciously work within or against the conventions of Standard Written English (SWE) in production of a feature-length screenplay that demonstrates screenwriting techniques.

- o ENG 225, because it is not a General Education course and is only usually offered as an independent study was not assessed. The next assessment scheduled for ENG 225 is in Fall 2020.
- ENG 230: Students will gain the ability to apply fiction techniques for scene development to their own creative non-fiction essays.
 - o ENG 230 is scheduled for assessment in Fall of 2020. This course has not been assessed in the past because our ability to run the class has been limited.
- ENG 230: Students will gain the ability to revise essays based on revision techniques discussed in class for a final portfolio.
 - o ENG 230 is scheduled for assessment in Fall of 2020. This course has not been assessed in the past because our ability to run the class has been limited.
- ENG 250: Students will synthesize the elements of a genre in children's literature in the production of an original work.
 - o ENG 250 is scheduled for assessment in Spring of 2020. This genre class is not currently listed on the General Education lists for TMCC. We will be putting this class through the Curriculum Review Committee to gain General Education status for this course.
- ENG 264: Students will describe and analyze how a particular psychological tradition will shape various aesthetic choices.
 - o This class has not been assessed in recent years. The last time it was offered was in Fall of 2013. Faculty have shown an interest in teaching this course again. We will be looking into ways to add this to the general education list and cross-list the course with Psychology.

Analysis of PSLO #4 and its CSLOs:

The final outcome for the program is to cross-apply knowledge gained from previous courses in the analysis/synthesis and/or production of creative works. This program outcome proved the most challenging to map. We believe that the issue with this PSLO comes from the words "Cross-apply knowledge gained from previous courses." Though students may indeed be gaining information from other courses, it is not necessarily evident in the course learning outcomes unless those courses form a sequence like ENG 221 and 222 or ENG 224 and 225. We think that this learning outcome needs to emphasize applying knowledge gained from both the current course and previous courses. We also believe that given the fact that students take their courses in different orders that we can't plan on them applying concepts across courses in a similar way. We can reinforce those concepts as students progress through their degrees, but this will happen on an individual basis and not as a learning outcome that can be measured consistently across courses.

Creative writing courses were most apparent here because they took information about the genre of writing and applied it to the production of creative work. Some genre classes mapped here because they too look at applying diverse literature types to the analysis of creative works. The language courses mapped here because of the application of linguistic notions to the analysis of language use in creative works or as a subject of its own. All in all, this program outcome lends itself to cross-application of ideas, but not necessarily of knowledge acquired in other courses. The department should consider revising this program outcome. There seems to be a need to cross-apply ideas in diverse disciplines to the study or production of literature. The mapping done here also emphasizes the importance of some emphasis on the application of genre in analyzing or producing creative works. This observation supports the earlier recommendation to include an outcome that measures the understanding and application of genre when studying and writing literature.

Overall Analysis of the mapping of CSLOs to PSLOs.

Overall, the course student learning outcomes map fairly well to the program student learning outcomes. It is clear that our courses provide plenty of opportunities for our students to meet the goals of the program. A student who attains an English Associate of Arts Degree is required to take the following courses: ENG 281 or 282, 298, and 231 or 232. In addition, they take two 200-level English courses of their choice. The courses required and elective for the degree map to the current Program Student Learning Outcomes as follows:

- PSLO #1: ENG 298, ENG 231/232 include literary research but it is not included as a CSLO at this time. ENG 281/282 apply linguistic research to the study of language. Revisions to the PSLO's to include language courses will help the program meet this PSLO better. Since all students take ENG 298, this skill is clearly imparted to all the students as part of the degree. Electives that address PSLO #1 in their current CSLOs include 200, 202, 223, 294, and 297. Revisions to CSLOs are needed to include literary research as part of this PSLO. Analysis of literature and language, especially through close-reading, is included in a number of CSLOs that did not properly map to PSLO #1.
- PSLO #2: ENG 231 and 232 cover this one specifically. The language courses, ENG 281/282, look at historical and cultural impacts of language, but the writing of PSLO #2 limits this to the analysis of literature and precludes the analysis of language. A number of elective courses cover this PSLO, including genre courses (ENG 200, 202, 271), survey courses (ENG 223, 235, 236, 241, 242, 267, 275), and one of our creative writing courses (ENG 222). Creative writing courses are undergoing revision to make them work for UNR's Silver Core requirement. More of them will require CSLO's that cover PSLO #2 as we make these revisions.
- PSLO #3: ENG 231 and 232 both cover this, but do not currently have a CSLO that reflects this PSLO. ENG 281 and 282 analyze language in its cultural context, but the PSLO is too narrowly defined to include those classes. ENG 298 has only two CSLOs, one asks students to analyze literary and critical texts but does not specify a historical context in the CSLO. Electives that cover this PSLO include genre courses (ENG 200, 243, 250, 252, 261, 271), survey courses (ENG 223, 235, 236, 241, 242, 275, 288), and one of our creative writing courses (ENG 221). If, as recommended here, this outcome is revised to include genres, many of the genre and creative writing courses will match to this outcome.
- PSLO #4: ENG 281/282, 298, and 231/232 do not include CSLOs that reflect this, but if a student is cross-applying knowledge from any courses it would be the ones that are required of all students earning the AA degree in English. A number of electives can lay claim to applying knowledge from the course or other courses. These include: genre courses (ENG 200, 250), one of our survey courses (ENG 264), creative writing courses (ENG 205, 220, 221, 222, 224, 225, 230). Courses often use information from the course and apply it to literature or language. Because of the wording of this particular PSLO, many of the courses that could match to it, do not. Revision of this PSLO and the appropriate CSLOs is needed to make this a cleaner match.

Issues are evident as we analyze this map. A number of courses have inadequate or poorly worded CSLOs that make it hard to correlate them to the current PSLOs. The analysis demonstrates that the creation of PSLOs did not fully take into account the CSLOs of our courses. This assessment also reflects a past practice at TMCC to limit CSLOs to two to three outcomes to make assessment more focused. This limitation has created a disjunct between what the courses actually teach and its CSLOs, and between the PSLOs and CSLOs when courses have too few CSLOs. There is clearly a need to re-evaluate CSLOs to make sure 1. they reflect what courses actually do, and 2. they better align with the PSLOs.

There is also clear evidence that these PSLOs are in need of thoughtful revision. Here are the current issues summarized from the analyses above:

- Not all courses that require literary research include a CSLO to reflect that fact.
- PSLO #1 evaluates "basic literary research" but does not define it. The definition could preclude two very important aspects of research: close reading and language analysis.
- PSLO #2 is limited to "literary masterpieces," excluding the study of student produced work and of language within a historical/cultural context.
- PSLO #3 also looks at how literature reflects human life, culture, trends, and ideas of the time. This seems redundant given PSLO #2's emphasis on analyzing historical/cultural contexts of literature.
- PSLO #3 looks at literature from various periods to understand it as a unique art form. While this implies an evaluation of genre expectations and changes over time, it does not explicitly ask for it. CSLOs that analyzed genre expectations did not quite fit with this PSLO.
- The wording of PSLO #4 is problematic because it specifies the cross-application of knowledge from course to course which is difficult to measure given how students choose their courses.

Recommendations:

- Course Student Learning Outcomes should be revised to include an outcome on literary research when applicable.
- A PSLO is needed to address close reading and language analysis as part of the research/analysis process.
- Revise PSLO #2 to allow for published literary works, student work, and language within a historical/cultural context.
- Review General Education offerings to include survey courses so that we can offer more of them to meet the degree requirements.
- Revise PSLO #3 to explicitly analyze genre expectations and their relevance to literary works.
- Revise PSLO #4 to be more measureable. We suggest that cross-application of ideas from the course in student analyses of literature or language would be a better fit for what our courses actually do.

Do you use any other assessment tools, such as cumulative licensure exams, to assess PSLOs? If so, please summarize the most significant PSLO assessment results and plans that were implemented to try and improve teaching and learning.

The English Department does not use other assessment tools like cumulative licensure exams. We are currently experimenting with Dynamic Criteria Mapping based on Bob Broad's book *What We Really Value* and other sources and information a faculty member gathered on her sabbatical. Though we are currently applying this assessment tool to a single course, there is potential to do an assessment of this sort for the program as a whole. In fact, the 200-level faculty did a group assessment in Spring 2018 that allowed for collaboration and discussion of the courses individually and as a whole. Two faculty members did an additional collaboration for their assessments of ENG 231 and 232 that applied concepts of collaborative assessment processes to one of the most important course options in our AA degree.

Were there any courses and CSLOs that did not align well to current PSLOs? If so, please list them.

All courses included course student learning outcomes that could align with the program outcomes. However, some of the mapping brings out gaps between these outcomes that need to be addressed. These gaps break down into three clear categories: Genre expectations and application, text analysis using close reading and language interpretation, and writing process expectations in creative writing courses.

CSLOs that evaluate Genre Expectations and Application

- ENG 200: Students will identify and describe aesthetic techniques particular to the artistic medium.
 - 75% of the student sample papers indicated that students were Proficient in identifying and describing the aesthetic techniques particular to both novels and film. The other 25% were adequate at the task.
- ENG 222: Students will be able to demonstrate identify and discuss the major craft elements of the novel and recognize those elements within specific texts.
 - ENG 222 is scheduled for assessment in Fall 2020.
- ENG 224: Students will analyze existing film works to understand the principles of screenwriting.
 - Half of the students were able to analyze existing film works at the exemplary level. The other half performed at the proficient level. In all cases, student analyses of films demonstrated an understanding of the relationship between the screenplay and the film produced from it.
- ENG 230: Students will gain the ability to identify key techniques of creative non-fiction from established writers within the field, and come to understand how those techniques can be used well in their own writing.
 - ENG 230 is scheduled for assessment in Spring of 2020. This course has not been assessed in the past because our ability to run the class has been limited.
- ENG 243: Students will read a variety of short stories to understand the development of the genre and its characteristics.
 - ENG 243 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. Previous attempts to offer this class were not successful because it did not count for General Education.
- ENG 250: Students will identify the forms and writing techniques manifested in children's literature.
 - ENG 250 is scheduled for assessment in Spring of 2020. This genre class is not currently listed on the General Education lists for TMCC. We will be putting this class through the Curriculum Review Committee to gain General Education status for this course.
- ENG 252: Students will critically analyze plays, applying their understanding of drama and its characteristics to one or more plays in an interpretation.
 - ENG 252 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. This class was last offered in Fall of 2014.
- ENG 261: Students will critically analyze particular poems, applying their understanding of poetic conventions to specific poems.
 - ENG 261 is scheduled for assessment in Spring 2020. It was last offered in Spring 2013. This genre class was recently added to the General Education list. Because it did not count for Financial Aid and because of revisions to our AA degree that left genre classes and surveys out of the requirements for the degree, this class has not seen successful enrollments. We plan to revisit the degree to see how these classes can be better incorporated into the degree.
- ENG 220: Academic Discourse (AD): Produce clear, accurate, and correct academic discourse that analyzes the poetic techniques and varied themes by published poets.
 - This outcome was not measured for the two assessments on record. The next assessment for ENG 220 is scheduled for Fall 2020. However, the General Education Assessment Report for ENG 220 measured Critical Thinking outcome #5: Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies. For ENG 220 the tool used to measure this outcome were book reviews that analyze poetry collections. 66% of the students scored exemplary on this skill and 33% scored proficient. The results indicate that every student succeeded in identifying and analyzing key creative writing terms in an analysis of a poetry collection.
- ENG 243: Students will critically analyze short fiction pieces using the characteristics and components of the genre.
 - ENG 243 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. Previous attempts to offer this class were not successful because it did not count for General Education.
- ENG 252: Students will read a variety of plays to understand the genre and its characteristics.
 - ENG 252 is scheduled for assessment in Spring 2020. This genre class was recently added to the General Education lists at TMCC and is currently a class that students can count for Financial Aid purposes. This class was last offered in Fall of 2014.
- ENG 261: Students will read a variety of poems to understand the genre and its characteristics.
 - ENG 261 is scheduled for assessment in Spring 2020. It was last offered in Spring 2013. This genre class was recently added to the General Education list. Because it did not count for Financial Aid and because of revisions to our AA degree that left genre classes and surveys out of the requirements for the degree, this class has not seen successful enrollments. We plan to revisit the degree to see how these classes can be better incorporated into the degree.

CSLOs that measure Text Analysis Using Close Reading and Language Interpretation

- ENG 281: Students will analyze and interpret linguistic data sets in such areas as phonetics, phonology, morphology, syntax, and semantics.
 - This outcome was not assessed in 2016-2017 when ENG 281 was last assessed in 2016. The course will be assessed again in Fall 2019.
- ENG 281: Students will explain the design features of human language.
 - This outcome was not assessed in 2016-2017 when ENG 281 was last assessed in 2016. The course will be assessed again in Fall 2019.
 - This outcome needs to be revised to better fit the program learning outcome. It could work as an analysis outcome or a historical one depending on the revision.
- ENG 281: Students will synthesize linguistic theories and applications in the exploration of a current language issue.
 - This outcome was assessed in 2016. 20 of the 26 students who provided samples for assessment were exemplary or proficient in synthesizing linguistic theories while exploring a current issue. 4 students were marginal. 2 were unacceptable. Faculty are exploring new strategies to help students practice this kind of synthesis to improve these results.
- ENG 282: Students will explain the broad theories of language.
 - This outcome was not assessed in 2016-2017 when ENG 282 was last assessed in 2016. The course will be assessed again in Fall 2019.
- ENG 282: Students will interpret the use of language in diverse literary forms.
 - This outcome was not assessed in 2016-2017 when ENG 282 was last assessed in 2016. The course will be assessed again in Fall 2019.
- ENG 282: Students will synthesize issues of language, form, structure, and style in the analysis of a literary work or a current language issue.
 - This outcome was assessed in 2016. 72% of the students who were assessed were able to synthesize issues of language, form, structure, and style while analyzing a literary work at the Exemplary and Proficient levels. Only 24% of the students worked at the marginal level. 4% produced an unacceptable attempt at this skill. Faculty are revising course assignments to incorporate more synthesis activities.
- ENG 294: Students will utilize thinking skills through an analysis and interpretations of texts.
 - ENG 294 has not been offered through the English Department in some time. It was scheduled for assessment in Spring 2018, but as it was not offered, it was not assessed. It is scheduled for assessment in Spring 2021. We are investigating whether we should continue to offer this course, but since it is an option for the diversity requirement, we are leaning toward keeping it.
- ENG 294: Students will develop stronger written and verbal communication skills through analysis and interpretation of texts as demonstrated through written assignments and class discussions.

- o ENG 294 has not been offered through the English Department in some time. It was scheduled for assessment in Spring 2018, but as it was not offered, it was not assessed. It is scheduled for assessment in Spring 2021. We are investigating whether we should continue to offer this course, but since it is an option for the diversity requirement, we are leaning toward keeping it.
- ENG 297: Students will generate and articulate personal responses to literary and critical texts and explain the premises and interpretation underlying their responses.
 - o ENG 297 has not been offered in a while. It was once a required course for our degree, but UNR removed it from their degree in favor of ENG 298. While UNR will accept 297 for the degree, ENG 298 provides a more transferable path for our students. We are looking into this course and its viability. We want to expand upper division Reading courses for our students and are looking into how this course could add to that.
- ENG 298: Students will generate personal responses to literary and critical texts, and explain the premises and interpretation underlying their responses.
 - o ENG 298 is scheduled for assessment in Fall 2019. Though no course assessment report was received for the PUR, a General Education Assessment Report was provided for 2016.

CSLOs that evaluate Writing Process Expectations and Application in Creative Writing Courses

- ENG 205: Students will revise creative work based on drafting and revision techniques discussed in class for a final portfolio.
- ENG 221: Students will produce a body of work in fiction writing that demonstrates various stages in the drafting process, including a significant evolution from initial concept to finished product.
- ENG 224: Students will produce a short screenplay by moving through various stages in the drafting process, including a significant evolution from initial concept to finished product
- ENG 225: Academic Discourse: Students will demonstrate the ability to produce a feature-length screen play that demonstrates various stages in the drafting process, including significant evolution from initial concept to finished product in fiction writing
- ENG 230: Students will gain the ability to revise essays based on revision techniques discussed in class for a final portfolio.

We've already noted in our analysis of the mapping of current CSLOs with current PSLOs the absence of an outcome to address issues of genre which is important to the study of literature. The sheer number of CSLOs with this as an emphasis supports our recommendation to revise PSLO #3 to focus on genre expectations as part of the learning in the degree's courses.

We also pointed out that there is no specific outcome dealing with language and its study though the degree (required also at UNR) includes classes that investigate linguistic issues. We saw this mode of analysis as related to textual analysis techniques used to understand literature through close-reading. The notion of "basic literary research" needs to be more carefully considered. Basic literary research involves the close reading of texts that does not get covered well by these program outcomes. We recommended including an additional PSLO that evaluates analysis through linguistic and close-reading techniques. We may decide to revise PSLO #1 to include both literary research through outside sources with close-reading and linguistic analysis, but at this time, we are merely recommending that these items be added to the PSLOs and will consult the department as to how we might do that.

Finally, there is an emphasis on the writing process and the idea that drafting can lead to better creative works in the creative writing courses that is not covered by the current program outcomes. We do not feel that these CSLOs need to map to the PSLOs for the AA in English degree at this time, but we do not plan to revise these out of our creative writing courses. Plans for a Creative Writing track for the AA in English degree are in the works right now. This particular type of CSLOs will play a big role in the PSLOs of that new degree track.

Some Miscellaneous Issues to Consider:

The outcomes for ENG 223, because the course varies in theme, are vague and need some discussion. Our courses often include Standard Written English, Academic Discourse, or Fiction/Poetic Discourse statements which need revision. The PUR committee felt strongly that these generic statements detract from the CSLOs and hamper courses in their goals.

What is the evidence of student learning in the program as a result of General Education assessment? Please review past general education assessment reports (GEARs) and follow the outline below:

1. Program Student Learning Outcome (PSLO)

1. List a course and General Education SLO that aligns to this PSLO

1. Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.

2. List a second course and General Education SLO that aligns to this PSLO

1. Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.

3. Repeat until all courses and General Education SLOs that map to this PSLO are included . . .

1. Repeat until all assessment result and improvement plan summaries are complete. . .

General Education Assessment Reflecting on Student Learning in the Program

This section asks that we identify how well students pursuing the degree did in terms of general education assessment. We evaluated only the courses included in the GE assessment that are also part of the degree. Courses that were not part of the degree are included in the discussion of Additional Assessment Levels below.

PSLO #1: Identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.

- ENG 282 and 267: GE Competency: Communication: 3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.
 1. For ENG 282, final essays were assessed as to whether students used evidence/sources to support a thesis. 72% scored Exemplary, 20% scored Proficient, 4% scored Marginal, and 4% scored Unacceptable. This reflects a 92% success rate at students supporting a thesis with appropriate research. The 8% who did not fare well here struggled with putting out a clearly formed thesis because of the controversial nature of the topic.
 2. For ENG 267 (16-17), two essays from two sections taught by different instructors were measured. 43.7% scored Exemplary, 34.3% scored Proficient, 15.6% scored Marginal, and 6.2% scored Unacceptable. That meant that 78% of the students were able to support a thesis with appropriate evidence/sources. Even so, faculty are developing more examples of effective and ineffective thesis statements and support to help those 22% who did not do well in this area.
 3. ENG 267 was assessed again in 17-18. Students were given the following prompt: Write a 3-4 page (900-1200 word) analysis of how a text we have read so far in the course is typical or atypical of women's literary traditions of its time period. This was the first major writing assignment of the semester. 24% of the students scored Exemplary, 53% scored Proficient, 5% scored Marginal, and 18% scored Unacceptable. The assessment results confirm that 77% of the students developed and expressed a thesis in response to a prompt that required incorporation of evidence from the readings into their thesis statements at Exemplary and Proficient levels. The students who scored Marginal or Unacceptable in this competency scored the same in People and Cultural Awareness, and two of the four did not complete the course. Faculty felt that students who struggle with the first essay should be encouraged to seek early tutoring support.
- ENG 267: GE Competency: Critical Thinking. 4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning. This competency outcome was used in the same way as the Communications outcome assessed above as they sound almost identical.
 1. In 16-17, ENG 267 used two essays from two sections taught by different professors for assessment. Thirty-two essays were used in this assessment, using the GE Competency Rubric. 43.7% scored Exemplary, 34.3% scored Proficient, 15.6% scored Marginal, and 6.2% scored Unacceptable. That meant that 78% of the students were able to support a thesis with appropriate evidence/sources. Even so, faculty are developing more examples of effective and ineffective thesis statements and support to help those 22% who did not do well in this area.
 2. ENG 267 reassessed this outcome in 17-18. Students were given the following prompt: Write a 3-4 page (900-1200 word) analysis of how a text we have read so far in the course is typical or atypical of women's literary traditions of its time period. This was the first major writing assignment of the semester. 24% of the students scored as Exemplary, 53% scored Proficient, 5% scored Marginal, and 18% scored Unacceptable. The students who scored Marginal or Unacceptable in this competency scored the

same in People and Cultural Awareness, and two of the four did not complete the course. Faculty felt that students who struggle with the first essay should be encouraged to seek early tutoring support.

PSLO #2: Evaluate/analyze/synthesize historical and cultural attitudes and ideas, including the ability to identify common and dissimilar traits, that emerge from literary masterpieces.

- ENG 281: GE Competency: Communication: 5. Students will utilize audience analysis in the development of a communication method.
 1. Students were asked to analyze audience from multiple perspective in the way they developed their thesis, their use of sources, and in the formulation of their argument. 46.1% of the students scored Exemplary, 34.6% scored Proficient, 15.3% scored Marginal, and 4% scored Unacceptable. Though over 80% showed a good grasp of this concept, 20% struggled. Those who scored marginal did show the ability to include some elements of audience analysis. Faculty plan to revise the assignment to make criteria more explicit and to assign point values for this assignment.
- ENG 281/282: GE Competency: People and Cultural Awareness: 5. Students will compare economic historical, political, cultural, and/or social dynamics of diverse world cultures.
 1. ENG 281 used an essay to assess this outcome. The assignment asks for a comparison of diverse social and cultural dynamics as manifested in current language issues. 50% scored Exemplary, 30% scored Proficient, 12% scored Marginal, and 8% scored Unacceptable. 80% of the students were successful or highly successful at this task. The 20% who didn't do as well tended to lack comparisons of the social and cultural dynamics. Faculty are considering developing exercises to facilitate student comprehension of comparing as a means to fully evaluate dynamics.
 2. ENG 282 chose to assess a different GE outcome for this competency. Faculty felt that the current prompt did not ask for synthesis of world cultures and were not comfortable including it in the GE assessment until the prompt could be revised.
- ENG 224: GE Competency: People and Cultural Awareness: 2. Students will analyze the ways in which individuals, groups, and institutions influence society.
 1. Final Screenplays were evaluated for whether students incorporated realistic cause and effect in the actions of their characters and settings to show shifts in the society created for the screenplays. The GE rubric was used to measure student work for cultural awareness in both their real and imagined settings. 43% of the students scored Exemplary, looking deeply at how their characters influenced each other and the world. 57% scored Proficient, making valid attempts to address cause and effect in the influence of their characters and the world. The results show that students understood this concept and applied what they know of the world to their creative writing. There is no reason to change curriculum for this aspect of the course.
- ENG 267: GE Competency: People and Cultural Awareness: 3. Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.
 1. In 2016-17, two essays from two separate instructors were assessed for this outcome. 34.3% scored Exemplary, 28.1% scored Proficient, 28.1% scored Marginal, and 9.3% scored Unacceptable. 62.4% successfully demonstrated the impact of gender in relations to one's own worldview and behavior. There was a clear indication that many students struggled with this concept. Faculty discussed revising the prompt to emphasize the synthesis of texts into an academic inquiry of their own perspectives.
 2. In 2017-18, this competency outcome was reassessed. Students were given the following prompt: Write a 3-4 page (900-1200 word) analysis of how a text we have read so far in the course is typical or atypical of women's literary traditions of its time period. This was the first major writing assignment of the semester. 47% of the students scored as Exemplary, 35% scored as Proficient, 5% scored as Marginal, and 18% scored as Unacceptable. This assignment and its associated scaffolding assignment emphasized incorporation of evidence about culture and the time period. We should continue to emphasize incorporating specific evidence about the impact of culture on worldview as expressed in literature. We reassessed the same outcome using the GE Competency Rubric and results were stronger than the last assessment when 62.4% of the essays successfully demonstrated the impact of gender in relation one's own worldview and behavior. We should continue to use assignments and/or activities that call on students to use specific evidence from course material about the impact of culture on women's literature.

PSLO #3: Analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time

- ENG 298, 231 and 232: GE Competency: People and Cultural Awareness Skills: 6. Students will critique the aesthetic and creative process/products represented in a particular cultural context, constructively and respectfully.
 1. For ENG 298, a close reading assignment was used to evaluate this competency's outcome. All of the texts in this class were discussed not only in relationship to the narratives, but also to how those narratives were located in a cultural and historical context. 43% of the students scored Exemplary, 57% of the students scored Proficient. Given that 100% of the students achieved the principles of this outcome, the assignment is successful. Time was spent in class placing narratives in context so it was clear that students learned that information over the course of the class.
 2. For ENG 231, three Literary Analysis assignments focused on a specific from two sections of World Literature 231 were used to assess how well students engaged in critiquing "the aesthetic and creative process" as students were required to write a thesis-based argument that represented their understanding of people and culture within the context of a specific world literary masterpiece. 84% of the students earned a score of Exemplary, 0% were proficient, 11% scored Marginal, 5% scored Unacceptable. There is no impetus to change curriculum at this time.
 3. For ENG 232, three Literary Analysis assignments focused on a specific from two sections of World Literature 232 were used to assess how well students engaged in critiquing "the aesthetic and creative process" as students were required to write a thesis-based argument that represented their understanding of people and culture within the context of a specific world literary masterpiece. 91% of the students scored Exemplary, 3% scored Proficient, 3% scored Marginal, and 3% scored Unacceptable. No curriculum improvement is needed at this time.
- ENG 200: GE Competency: Critical Thinking: 5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies
 1. Student papers were rated for qualitative competency (1-5) with a 3 representing adequate. 75% of the sample rated 4 proficient, while 25% rated 3 adequate. These results did not indicate any changes needed to curriculum, but holistic assessment was engaged to uncover more approaches to making these results even better.
- ENG 205, 220, 224: GE Competency: Critical Thinking: 5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.
 1. All three of these courses looked at how the genre expectations of the courses were understood by the students. As the PSLO is about looking at what makes these art forms unique, we are including these GE assessments for this PSLO. We still advocate that this PSLO be revised to incorporate genre expectations more explicitly.
 2. Both ENG 205 and 220 analyzed a poetry collection looking to apply terms from the course to Natalie Diaz's book *When My Brother was an Aztec*. The GE rubric was applied to the results. For English 205, 72% scored Exemplary, 22% scored Proficient, and 5% scored Marginal. 95% of the students in this course were able to identify creative writing terms in a contemporary poetry collection. Since the course already models discussion around key terms, there is no need for curriculum change at this time.
 3. For ENG 220, 67% scored Exemplary and 33% scored Proficient. No Marginal or Unacceptable scores were earned. The course already focuses on discussions that use the key terms of the genre. Given the 100% that scored well here, no curriculum changes are warranted.
 4. ENG 224 students analyzed films to identify the structure elements expected in screenplays. Students chose their own films but included films that were culturally situated and had to be evaluated due to that. The GE rubric was expanded in order to include high and low categories for each of the areas: Exemplary was divided into 6 (perfect) and 5 (minor errors), Proficient was divided into 4 (highly proficient) and 3 (just proficient), Marginal was divided into 2 (approaching proficiency) and 1 (barely adequate), Unacceptable work received a zero. 44.5% scored Exemplary (half scored a 6 and half scored a 5), 44.5% scored Proficient (half scored a 4 and half scored a 3), 11% scored Marginal. 89% of the students showed a deep understanding of the application of screenplay format to the movies of a specific time period and culture, the curriculum for the course seems sound and effective. No changes will be made.
- ENG 221: GE Competency: Critical Thinking: 7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.
 1. Portfolio artist statements were used to assess this competency outcome. Artist statements situate a writer in his/her uniqueness as an artist and reflects their life, culture, trends and ideas of the time. 17.6% of the students scored Exemplary, 35.3% scored Proficient, 41.1% scored Marginal, and 5% scored Unacceptable. While almost 53% scored Exemplary or Proficient on this assignment over 46% scored Marginal or Unacceptable. Faculty realized that because students have never considered themselves artists prior to this assignment, many of their statements were vague and superficial. They were unable to express the implications and consequences of their work in tangible and concrete ways. Faculty expect to include specific prompts for this assignment about being concrete and specific about their work. One suggestion is to include specific examples from their final stories to support these conclusions.

PSLO #4: Cross-apply knowledge gained from previous courses in the analysis/synthesis and/or production of creative works

- ENG 281/282: GE Competency: Critical Thinking: 6. Students will draw valid conclusions.
 1. This competency outcome demonstrates how students in ENG 281 and 282 were able to apply notions of valid conclusions from previous classes in all disciplines.
 2. For ENG 281, 57.6% of the students scored Exemplary, 23% scored Proficient, 15.3% scored Marginal, and 3.8% scored Unacceptable. 81% of the students scored Exemplary or Proficient while almost 20% scored Marginal or Unacceptable. Students did demonstrate the ability to make valid assertions using analysis, but did not finish with a strong conclusion that emphasized the results. Faculty will emphasize coming to a conclusion in this assignment prompt for the future. The revision will redefine the criteria in the content area of the rubric.
 3. For ENG 282, 60% of the students scored Exemplary, 28% scored Proficient, 8% scored Marginal, and 4% scored Unacceptable. There was a direct correlation between essays with a strong evidence-based thesis statements and valid conclusions. Essays with relatively weak thesis statements ended up in the Marginal and Unacceptable categories. All of those essays were adequate until the end when a valid conclusion was needed to finish the assignment. Faculty are revising the prompt for the assignment to communicate the need for strong conclusions that validate the evidence they have presented.
- ENG 298: GE Competency: Communication: 1. Students will examine messages from print, electronic, visual, and/or non-verbal sources. Students will interpret meaning and credibility of the message.
 1. This competency outcome demonstrates how students in ENG 298 learned to read more effectively and critically, something taught routinely in ENG 101, 113, 102, 114, 181, and READ 135.
 2. The assignment used for assessment measured close reading skills of the students. 43% of the students did exemplary work in this area. The rest of the students (57%) did proficient work. All students demonstrated clear competency of this skill by the time they took ENG 298.
- ENG 298: GE Competency: Critical Thinking: 1. Students will identify and summarize, explain the main question(s), problem(s), issue(s), point(s) and/or argument(s).
 1. Students were assessed on a close-reading assignment to see if students could pull quotes, think critically about the meaning of those quotes, and analyze/interpret meaning. 43% of the students scored Exemplary on this assignment. 57% scored Proficient. With 100% of the students scoring Exemplary or Proficient, these results attest to students learning to analyze texts in earlier courses. The faculty did note, however, that students felt they had never done a close reading before in their other courses. Obviously, the students had not been told that what they were doing was close reading, so faculty revised their assignments to be more explicit about that.
- ENG 231/232: GE Competency: Communication: 2. Students will use effective verbal and written delivery techniques. These include the correct use of structure and content.
 1. We assessed three Literary Analysis assignments from two separate sections of ENG 231. We assessed how well students engaged in effective "written delivery techniques" to answer an interpretive question with the "appropriate use of structure, content, language." 69% of the students scored Exemplary, 25% scored Proficient, 5% scored Marginal, and 1% scored Unacceptable. Since 94% of the students were successful at this outcome, no curricular changes are proposed at this time.
 2. We assessed 3 Literary Analysis assignments focused on a specific text for each individual assignment. We pulled 2 sections of World Literature 232. We assessed how well students engaged in effective "written delivery techniques" to answer an interpretive question with the "appropriate use of structure, content, language." 88% of the students scored Exemplary, 4% scored Proficient, 4% scored Marginal, and 4% scored Unacceptable. Since 92% of students scored "Exemplary" or "Proficient" on effective use of verbal and written techniques then there is no need to improve this assignment or measure.
- ENG 200: GE Competency: Communication: 1. Students will examine messages from print, electronic, visual, and/or non-verbal sources. Students will interpret meaning and credibility of the message.
 1. This competency outcome demonstrates how students in ENG 200 learned to read more effectively and critically, something taught routinely in ENG 101, 113, 102, 114, 181, and READ 135.
 2. Student term papers were rated for qualitative competency (1-5) with a 3 representing adequate. 75% of the sample rated 4 proficient, while 25% rated 3 adequate. The results do not indicate a need to revise curriculum at this time. Faculty are in continuing conversations to improve assessment in this area.
- ENG 205, 220, 221, 224: GE Competency: Communication: 2. Students will use effective verbal and written delivery techniques. These include the correct use of structure and content.
 1. This competency outcome demonstrates how students in ENG 205, 220, 221, and 224 learned to write effectively in ENG 101, 113, 102, and 114 and were able to cross-apply that information to a creative writing class.
 2. Student portfolios from ENG 205 and 220 were scored for whether writing in those was Clear and Comprehensive, Acceptable or Relatively Good, Uneven, or Ineffective. For ENG 205: 25% of the students scored as Clear and Comprehensive, while the remaining 75% scored as Acceptable or Relatively Good. For ENG 220: 100% of the students scored as Acceptable or Relatively good. No students in these sections scored as ineffective or uneven. This shows that students could use some work on writing, but that they clearly carried what they learned from other courses to ENG 205 and 220.
 3. Student portfolios were collected for ENG 221 in the same way, but the rubric for the course's assessment paralleled that of the GE rubric scores: Exemplary, Proficient, Marginal, and Unacceptable. 26% of the students scored in Exemplary, while 37.5% of the students scored Proficient. This accounted for 62.5% who showed clear competency in this area. Faculty felt that this was a good showing but were concerned about the 37.5% who scored marginal in language use. Faculty are looking to include more exercises and for measuring fiction experimentation with more flexibility since these can involve written delivery techniques that do not match expectations for other writing forms.
 4. Student work was compared over the entire semester for ENG 224 to get an accurate picture of student improvement over the course of instruction. Assessment was divided into two areas: Effective written delivery techniques and Appropriate Screenplay structure. The GE rubric was expanded in order to include high and low categories for each of the areas: Exemplary was divided into 6 (perfect) and 5 (minor errors), Proficient was divided into 4 (highly proficient) and 3 (just proficient), Marginal was divided into 2 (approaching proficiency) and 1 (barely adequate), Unacceptable work received a zero. Language use at the beginning of the semester. The first two scenes averaged between 3.75 and 4 on the expanded rubric. The last two scenes showed marked improvement with an average between 4.5 and 5.14. For Screenplay structure, the diagnostic scene showed only 56% of the students were familiar with screenplay structure at the onset of the course. By the end of the semester all students showed proficiency in using the structure with 67% of those showing different degrees of mastering it. Like with language use, a clear progression of improvement showed in student work over the course of the semester. The first two scenes averaged 4.77 and 5.125 for format. The final two scenes averaged 5.5 and 5.71 for format. This indicated that there was a clear difference in format vs. language use. For format, the course opens with specific instruction and practice. For language, the instruction is more individualized. These results demonstrated a need for more specific exercises for particular language issues, especially the need for immediate and visual descriptions and actions.

Analysis of General Education ISLOs and English AA PSLOs

Before analyzing these results, it is important to note that GE assessment procedures were defined very recently (less than two years ago), and that most departments, including English, have not yet completed a full GE assessment. Here, we present the courses that have been evaluated and the Competency Outcomes that have been measured at this time. Furthermore, the analysis of Program Learning Outcomes has been introduced into the PUR for the very first time this year.

Given the issues with the PSLOs brought up in the CSLO/PSLO analysis, it will be obvious that some of the PSLOs don't quite work with the GE ISLOs. Since degree programs are meant to have separate outcome measures to GE courses, a comparative analysis of PSLOs and GE ISLOs seems to be a stretch, and some GE ISLOs are not covered by the courses in the English AA degree because they are covered in the GE requirements for that degree which encompass courses across disciplines so as to provide students with a well-rounded education.

Fortunately, English has a good many GE courses as part of the English AA degree and given that we are only two years into analyzing GE, the results here are promising.

Here is a summary of the GE Competency outcomes covered in our limited number of assessments:

PSLO #1: Identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.

- ENG 282 and 267: GE Competency: Communication: 3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.
- ENG 267: GE Competency: Critical Thinking: 4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning. This competency outcome was used in the same way as the Communications outcome assessed above as they sound almost identical.

PSLO #2: Evaluate/analyze/synthesize historical and cultural attitudes and ideas, including the ability to identify common and dissimilar traits, that emerge from literary masterpieces.

- ENG 281: GE Competency: Communication: 5. Students will utilize audience analysis in the development of a communication method.
- ENG 281/282: GE Competency: People and Cultural Awareness: 5. Students will compare economic historical, political, cultural, and/or social dynamics of diverse world cultures.
- ENG 224: GE Competency: People and Cultural Awareness: 2. Students will analyze the ways in which individuals, groups, and institutions influence society.
- ENG 267: GE Competency: People and Cultural Awareness: 3. Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.

PSLO #3: Analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time.

- ENG 298, 231 and 232: GE Competency: People and Cultural Awareness Skills: 6. Students will critique the aesthetic and creative process/products represented in a particular cultural context, constructively and respectfully.
- ENG 200: GE Competency: Critical Thinking: 5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies
- ENG 205, 220, 224: GE Competency: Critical Thinking: 5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.
- ENG 221: GE Competency: Critical Thinking: 7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.

PSLO #4: Cross-apply knowledge gained from previous courses in the analysis/synthesis and/or production of creative works

- ENG 281/282: GE Competency: Critical Thinking: 6. Students will draw valid conclusions.
- ENG 298: GE Competency: Communication: 1. Students will examine messages from print, electronic, visual, and/or non-verbal sources. Students will interpret meaning and credibility of the message.
- ENG 298: GE Competency: Critical Thinking: 1. Students will identify and summarize, explain the main question(s), problem(s), issue(s), point(s) and/or argument(s).
- ENG 231/232: GE Competency: Communication: 2. Students will use effective verbal and written delivery techniques. These include the correct use of structure and content.
- ENG 200: GE Competency: Communication: 1. Students will examine messages from print, electronic, visual, and/or non-verbal sources. Students will interpret meaning and credibility of the message.
- ENG 205, 220, 221, 224: GE Competency: Communication: 2. Students will use effective verbal and written delivery techniques. These include the correct use of structure and content.

At this point in time, the following outcomes for the GE competency Communication have been assessed in the English Department for courses that are included in our AA degree: 1, 2, 3, 4, and 5. All the PSLOs except for #3 include an outcome from this competency. For the GE competency Critical Thinking, English Department courses included in the AA degree have assessed 1, 4, 5, 6, and 7. All the PSLOs measure an outcome from Critical Thinking except for #2. For People and Cultural Awareness, the courses in the English AA degree have assessed 2, 3, 5, and 6. Only PSLOs #2 and #3 cover People and Cultural Awareness outcomes at this time. None of our degree courses measure Information Literacy outcomes. Those are currently defined only for courses that opt for the English Area of GE. This includes ENG 101, 102, 113, and 114. It was the practice on the Curriculum Committee to limit the number of competencies a course can apply for. Information Literacy was not an option for a good number of our courses as they applied for GE in the Humanities and Fine Arts areas. As such, Information Literacy is not fully covered at TMCC though English does its part. Since many of our courses do use skills that are covered by the Information Literacy competency, it would be a good idea for us to include more courses in that area. Given that our first PSLO is about literary research, this is an area that definitely needs improvement.

Currently, we have conducted a GE assessment for our required courses in the AA, some of our composition courses, and for our creative writing courses. We also included ENG 267 in the last two GE assessments because we had data that could help those first assessments be successful. English 298 is listed in both PSLOs #3 and #4 for GE analysis. ENG 281/282 cover PSLOs #1, #2, and #4. ENG 231/232 cover PSLOs #3 and #4. If we were to add CSLOs to ENG 231 and 232 that cover the research requirement of this course, we could see GE outcomes for PSLO #1 for this course. Creative Writing Courses which are electives for the AA degree cover PSLOs #2, #3, and #4. ENG 267 is represented in PSLOs #1 and #2. ENG 200 covers PSLOs #3 and #4. Overall, our degree courses are hitting on the important GE outcomes from the three areas currently covered. Only Information Literacy needs more attention.

Even so, PSLO #4 includes a number of GE outcomes that cross-apply across our courses and other courses in the GE offerings. If we revise PSLO #4 as recommended earlier in this report, we will see different outcomes in this area next time. Once Survey and Genre classes are assessed, we will also see more coverage of the GE areas not represented here.

If we combine what our Gateway, Developmental, ESL and READ classes are doing for General Education Assessment, we will find that the English Department contributes extremely well to this area for the college and its students.

Do you use any other assessment tools, such as cumulative licensure exams, to assess General Education SLOs? If so, please summarize the most significant assessment results and plans that were implemented to try and improve teaching and learning.

The English Department does not currently use other assessment tools for General Education ISLOs. The rubrics we are using are only two years old and are still being developed and revised. We will be updating these ISLOs to meet WICHE passport expectations, so we expect these to develop further in the next two years. We are also being asked by Accreditors to consider evaluating more of our ISLO's for each assessment. Currently, courses are asked to evaluate one ISLO per competency. The expectation is that all the courses that contribute to these competencies will assess all the necessary outcomes. As we are only two years into this process, there's no overall evaluation of these ISLOs at this time. Once there is, the English Department stands ready to adjust our approach to these as needed.

Were there any General Education SLOs that did not align well to current PSLOs? If so, please list them.

General Education ISLOs that did not align with English Department Offerings

The English Department offerings assessed for General Education thus far cover a good number of GE ISLOs as you can see by the short list of those we don't cover below. Included here is an analysis of the outcomes not adequately addressed in the evaluations above with a discussion of why these were not addressed.

- Outcome #4 in the Communication Competency is about listening behaviors. We have an ESL course that covers listening, but most of our English courses do not. This is more of a Communications course outcome.
- Outcome #6 in the Communication Competency is about groupwork. English courses routinely include groupwork, but though this is a best practice in both composition and creative writing courses, neither our course descriptions nor our CSLOs measure groupwork in our classes. Given the WICHE passport emphasis on teamwork, we will be evaluating ways to incorporate groupwork CSLOs in appropriate courses.
- Outcome #2 in the Critical Thinking Competency was the only one we did not cover in this GE area. It is similar to outcomes in the Information Literacy Competency which needs more attention from our courses (see below). It is also not as deep as other Critical Thinking competency outcomes. Quality of sources is implied when arguments are analyzed for context, assumptions and bias (Outcome #3), and when students are evaluating relevant and valid points of view, cultural values, conceptual models, theoretical frameworks, or different methodologies (Outcome #5). Faculty preferred measuring these outcomes over Outcome #2.
- Outcomes 1-4 in the Information Literacy competency have not been covered yet. Information Literacy is one of the areas our assessment of ENG 102 has identified as needing work. Recent assessments have focused on that area. We will most likely evaluate many of these in coming years. Adjustments in CSLOs will likely result in more emphasis on this competency, especially for our 200-level classes which should be conducting literary research given PSLO #1.
- Outcome #1 in the People and Cultural Awareness competency is about describing ethics in society. Though individual students might do this, it is not a common assignment for English courses.

- Outcome #4 in the People and Cultural Awareness competency asks students to explain ethical positions and culturally-situated ideologies that differ from their own. In English, we often do this through the analysis of literary and non-fiction works. We prefer to measure Outcome #3 which analyzes the impact of culture and experiences on worldview and Outcome #6 which critiques aesthetic and creative products in particular cultural contexts constructively and respectfully. These two outcomes better cover what Outcome #4 is getting at from the perspective of English professionals.

The List of General Education ISLOs we did not cover in English course assessments:

Communication:

4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.
6. Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.

Critical Thinking:

2. Students will evaluate the quality of supporting data or evidence.

Information Literacy:

1. Students will identify the nature and extent of the information sources needed to complete the task.
2. Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
3. Students will use information sources to accomplish a specific purpose.
4. Students will accurately represent information sources with an understanding of scope and context.

Personal and Cultural Awareness

1. Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies
4. Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.

Additional Assessment Levels : Version by **Cardoza, Cheryl** on **05/21/2019 17:56**

Is the department or unit conducting any other levels of assessment, such as assessing gateway and pre-requisite courses for other programs as a group? If so, please summarize the most significant assessment results and subsequent plans to improve teaching and learning.

Additional Assessment Levels

The focus of the Program Unit Review generally centers around the degree. For English, the degree is a very small part of what we do for TMCC. English 101 is required for every transfer degree at this institution. Our main service remains in preparing students for college writing through this course. These are the Gateway classes for every college student. We take this charge very seriously and do our best to engage students in ways that make them better readers and writers. We also support underprepared students by offering Developmental English courses for both native and non-native speakers and reading classes for those who need more help in that area. The department offers a number of important general education courses that support degrees here at TMCC, including three diversity classes to fulfill that requirement. In addition to the courses for degree requirements, the English Department serves community members eager to learn more about creative writing, journalism, and technical communication. While these courses are also offered as general education courses, a number of students come to TMCC just to take a course or two in those areas.

Because the department's role on campus is bigger than a degree that graduates a handful of students every year, we conduct multiple assessments to support those endeavors. In the narratives above, we have included a number of these, but as the focus in those sections is on courses offered to complete our AA degree, we thought it prudent to also describe how our other assessments are conducted and what results we have seen so far.

Course Assessment Initiatives

The English Department faculty are keenly interested in meaningful assessment that results in course improvements. A faculty member recently did a sabbatical project that reviewed assessment initiatives at a number of institutions. Her research has inspired faculty to be more holistic and targeted in assessment practices. To this end, we are conducting an alternative ENG 101 assessment using principles in Bob Broad's book *What We Really Value* and other sources and information the faculty member gathered on her sabbatical. Our assessment report for ENG 101 will include this alternative assessment alongside the department's usual assessment.

Developmental Assessments

Because we still see a number of students who come to college unprepared, our developmental offerings are crucial to student success. To make sure these courses are meeting their goals, assessment is essential. This section covers ENG 98, ENG 88, ENG 112A, ENG 112C, and ENG 112D.

Developmental CSLOs and Assessment Efforts

ENG 81A: ESL Listening and Speaking: This course was not taught during the assessment period. The Department is keeping this course on record for a possible Intensive English Language Program for international students. The next assessment is scheduled in Fall of 2021.

- Students will participate effectively in an academic discussion.
- Students will prepare and deliver oral academic presentations.
- Students will recognize and transcribe key lecture information.

ENG 81C: ESL Reading/Writing: This course was not taught during the assessment period. The Department is keeping this course on record for a possible Intensive English Language Program for international students. The next assessment is scheduled for Fall of 2019.

- Students will demonstrate an increased vocabulary and an ability to determine vocabulary from context.
- Students will demonstrate improved reading comprehension.
- Students will demonstrate improved reading fluency.
- Students will demonstrate improved use of revision strategies.
- Students will demonstrate knowledge of different rhetorical styles of writing.
- Students will demonstrate the ability to produce correct sentence-level grammar.
- Students will demonstrate well-supported, coherent narrative, descriptive, and expository paragraphs.

ENG 83: Pronunciation and Spelling for Non-Native Speakers: This course was not taught during the assessment period. The Department is keeping this course on record for a possible Intensive English Language Program for international students. The next assessment is scheduled for Fall 2020.

- Students will communicate in spoken English more clearly.
- Students will improve comprehension and application of standard English spelling rules.
- Students will improve comprehension of spoken English.

- Students will understand the differences between written and spoken English

ENG 88: ESL Grammar

- Students will improve paragraph-level writing.
 - Not assessed in this Assessment Period. The next assessment is scheduled for Fall 2020.
- Students will demonstrate improved sentence-level writing, to include the following: use of a variety of syntactic structures, correct usage of verbs and the other parts of speech, appropriate punctuation.
 - Assessed in Fall 2015. A pre/post test was used. 50% of the students already scored 100%. 38% of the students improved either minimally or greatly. No changes to outcome or curriculum are warranted.

ENG 96: Integrated Reading, Writing, and Inquiry: This is a new course replacing ENG 98 and READ 95. It was taught for the first time in Fall 2018 and will be assessed for the first time in Spring 2021.

- Students will locate information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths, including their own.
- Students will use vocabulary effectively in oral communication, reading, and writing.
- Students will identify and analyze the audience, purpose, and message across a variety of texts, including their own.
- Students will evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- Students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- Students will recognize and apply the conventions of standard written English, including mechanics, grammar, syntax, and word choice

ENG 97: Basic Technical Communications: This course was not taught during the assessment period. It is under review and may be deleted.

- Students will produce clear and practical paragraphs that convey technical materials.
- Students will produce technical writing following expected conventions.
- Students will summarize and synthesize texts and sources to make reports.

ENG 98: Preparatory Composition. This course was combined with READ 95 to make the new integrated reading, writing, and inquiry class, ENG 96.

- Students will construct essays that demonstrate textual analysis, synthesis of ideas, and critical thinking.
 - Assessed Spring 2015. This is the first assessment of ENG 98 since the implementation of the Alternative pathway for WCSD graduates. We saw a drop in number of sections from 37 in 2011-12 to 18 in 2014-15. The students served by this course are coming in less prepared than in previous years.
 - Students scored a 2.34 average for critical reading. Passing score was a 3. Faculty feel that measuring this outcome is difficult and needs to be more focused. The current assessment tool is a final essay from the course. Specific reading assignments might prove a stronger tool for assessing this outcome.
- Students will create and support a main idea or thesis.
 - Assessed Spring 2015. See note above.
 - Students scored a 2.63 on Thesis in their final essays and a 2.52 in developing an argument. 3 was a passing score. This is an area that faculty work hard to instill in students. We hope the development of the new ENG 96 class will remedy the gap and show more passing scores.
- Students will identify and correct errors in using the conventions of standard written English, including mechanics, grammar, syntax, and word choice.
 - Assessed in Spring 2015. See note above.
 - Students scored an average of 2.94 on Mechanics for the assessment. This is the closest to the passing score of 3 for all of our assessments. This is a skill we are confident that students are getting but would still like to see improvement.

ENG 111: Integrated Reading, Writing, and Inquiry for English Language Learners. This is a new course replacing ENG 112D and 112A. It was taught for the first time in Fall 2018 and will be assessed for the first time in Spring 2021.

- Students will locate information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths written in English, including their own.
- Students will use English vocabulary effectively in oral communication, reading, and writing.
- Students will identify and analyze the audience, purpose, and message across a variety of English texts, including their own.
- Students will evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim in English texts.
- Students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments in English.

ENG 112A: ESL Listening Skills. This course was not assessed during this assessment cycle. The course often gets canceled when we attempt to run it. We are considering this course for the Intensive Language program we are proposing. The next scheduled assessment for 112A is Fall 2021.

- Students will prepare and deliver level-appropriate (intermediate-advanced) oral academic presentations.
- Students will recognize and transcribe key information from authentic academic lectures.
- Students will recognize vocabulary and organizational patterns used in lectures.

ENG 112C: ESL Reading Skills. This course was combined with ENG 112D to make the new ENG 111 which integrates reading, writing, and inquiry.

- Students will determine vocabulary from context and word/sentence analysis.
 - Not Assessed for this assessment cycle.
- Students will improve reading comprehension of meaning and structure of reading materials.
 - Assessed in Fall 2016. A pre and post test was given to compare comprehension over the course of the semester. Overall, 79% of the students improved their scores. 14% scored the same while 7% scored lower. For identifying the central theme/main ideas, 43% improved, 29% scored the same, and 29% scored lower. For making inferences, 29% improved their scores, 71% stayed the same (50% of these scored 100% on both tests), none scored lower. For critical reading, 64% improved, 29% stayed the same and 7% scored lower. Faculty did not see a need to revise this outcome, but they did see an opportunity to revise curriculum especially for students to identify the central theme/main ideas. Faculty were concerned that the current assessment tool was outdated and could be revisited.
- Students will use critical thinking to read.
 - Not Assessed for this assessment cycle.
- Students will use reading strategies
 - Not Assessed for this assessment cycle.

READ 95: Reading and Improvement. This course was combined with ENG 98 to create the new reading, writing, and inquiry course, ENG 96.

- Students will comprehend the general meaning of a text, make inferences, and critically think about a text.
 - This outcome was assessed in Fall of 2016. A pre/post test tool was used to measure critical reading and comprehension skills. The average scores for the three questions used to measure this outcome were 61%, 77%, and 70% correct.
 - Faculty concluded the need for more robust attention on critical reading and comprehension skills. These were taken into account as we built both ENG 111 and ENG 96.
- Students will define words in order to read texts fluently both silently and orally.
- Students will use new vocabulary including word type and affix identification as well as word function.
 - The two above outcomes were addressed by the same four questions on the pre/post test. The average scores for the questions were 92%, 63%, 95%, and 89%. Faculty concluded that vocabulary building using context clues and affix type activities needs to be reinforced in the classes. In addition, faculty feel that a standardized test may not be the best tool to measure real student progress, and are considering other possible assessment tools for the future.

Developmental Assessment Analysis

The CSLOs for the different classes identify the important skills that developmental students need to gain in order to succeed in college level classes. There are two main course structures

here: reading and writing. For ESL, listening, speaking, grammar, and spelling are also covered. The separate reading courses cover vocabulary building and reading comprehension to lead to critical reading. Those courses tend to emphasize reading strategies that help students find the right key to unlock their reading abilities. The writing classes cover the ability to analyze and synthesize texts (critical reading and thinking), language fluency, and how to create and support a thesis. Developmental writing classes tend to cover this in both paragraphs and essays. Assessments show students struggling with critical reading and thinking, and also with creating thesis statements that are supported well. Because we noted that students who were required to take a reading course with their developmental writing course were finding ways to circumvent taking reading, we created ENG 96 and 111. These integrated courses work to help students make the direct connections between reading skills and writing skills. The new courses do not put enough emphasis on paragraph construction which will no doubt need to be remedied in the future. Effective paragraphing is included in most of our developmental offerings. Many of the ESL specialty courses are prime candidates for the Intensive English Language program we are developing. Some international students come here without enough skill to interpret oral lectures adequately. Being able to converse is also an important skill for this demographic.

Gateway Assessment

The Nevada System of Higher Education is putting a lot of emphasis on the Gateway initiative. For English, that is ENG 101 and ENG 113. Some students are required to support their ENG 101 or 113 course with READ 135. We consider this course an important part of our Gateway offerings. Assessments of those three courses are described below.

ENG 101: Composition I

- Student will employ the conventions of SWE, as evidenced by competency in format, grammar, mechanics, punctuation, and sentence structure.
 - Not assessed for this assessment period. The next assessment of ENG 101 is in Spring of 2019. This outcome is nearly always indirectly assessed.
- Students will incorporate critical reading and writing strategies, including secondary sources, in the production of a final assignment.
 - Assessed in Spring 2016. In order to measure this outcome, the composition committee broke it down into 4 areas: Thesis: Overall Average was 3.1 and 59% scored 3 (adequate or higher), Claim Support: Overall Average was 3.0 and 59% scored 3 or higher, Logical Structure and Organization: Overall Average was 3.1 and 61% scored 3 or higher, Sources Citations: Overall Average was 2.8 and 53% scored 3 or higher. The lowest score for this assessment was in Source Citations. Faculty presented professional development activities on this and the incorporation of thesis. The Assessment in Spring will show whether we were successful in closing this loop.
- Students will write a variety of essays that demonstrate critical thinking using college-level academic discourse
 - Not assessed for this assessment period. The next assessment of ENG 101 is in Spring 2019. The Department Chair and Coordinator have already discussed how to assess this outcome. The current assessment tool looks at only one final essay assignment and cannot be used to measure whether variety was part of the course. We will be reviewing syllabi to measure this outcome.

ENG 113: Composition I for International Students

- Students will analyze readings for rhetorical style.
 - Not assessed in this assessment cycle. The next scheduled assessment for ENG 113 is Spring of 2019.
- Students will use critical thinking strategies to read.
 - This outcome was assessed in Spring 2017.
 - Essays score an average of 3.5 (3 represents an acceptable passing score) in this area. No revisions are being made to outcomes, but the committee discussed some curriculum changes that could help students develop critical reading strategies.
- Students will use effective library research techniques (i.e. locating and citing sources, quoting, paraphrasing).
 - This outcome was assessed in Spring 2017.
 - Essays scored an average of 3.4 on this outcome. Faculty are working together to make sure that the instruction in research methodology is consistent among sections.
- Students will use revision strategies.
 - This outcome was not measured in this assessment cycle. Faculty would need to collect drafts to compare to final essays in order to measure this adequately.
- Students will write grammatically correct, well-supported, and well-organized paragraphs and essays.
 - This outcome was assessed in Spring 2017.
 - Essays scored an average of 4.2 for structure and organization, an average of 4 for paragraph development and coherence, an average of 4 for mechanics and grammar, and an average of 4 for sentence structure/word usage. Faculty will continue with the current curriculum for this outcome. There are no revisions planned at this time.

READ 135: College Reading Strategies

- Students will apply a variety of reliable comprehension strategies to increase understanding of various texts.
 - Assessed in Fall 2016.
 - A standardized test was used to measure this outcome. Students averaged 49% and 33% on the two questions meant to measure this outcome. Faculty felt that a new assessment tool is needed as standardized tests do not provide reliable measures for this outcome.
- Students will apply word identification knowledge and vocabulary skills and strategies to figure out unfamiliar words.
 - Assessed in Fall 2016.
 - A standardized test was used to measure this outcome. Students averaged 73%, 65% and 59% on the questions that entailed using context clues and knowledge of affixes to define unknown words. Faculty decided to focus more on teaching vocabulary skills in future.
- Students will demonstrate techniques for gathering, reading, and evaluating information on the Internet.
 - Not assessed in this cycle. READ 135 is scheduled for assessment again in Fall of 2019.
- Students will explain the meaning of a text and critically read through engagement with an author's writing and ideas.
 - Assessed in Fall 2016.
 - Students scored an average of 81%, 85% and 53% on the questions that measured critical reading. Faculty will add authentic assessment of critical reading for future assessments. The test questions do not adequately measure student skills.

Gateway Assessment Analysis

The CSLOs for the three Gateway courses provide a holistic view of the department's expectations of first semester student writers. READ 135 is only taken by students who do not score well on the ACCUPLACER in reading comprehension. It is our experience that students who cannot read well have issues writing well. This is a national standard that we have applied successfully to our students. READ 135's CSLOs emphasize college-level reading skills: the ability to use comprehension strategies to understand a variety of college-level texts, vocabulary skills and strategies that help students increase their vocabularies, research gathering skills that critically evaluate sources for use as evidence, and critical engagement with other authors' ideas and writing. These are the core skills that lead to success in our Gateway offerings. The two composition courses, ENG 101 and ENG 113 both look at competency in language use, critical reading and writing and the use of secondary sources, thinking critically while using college-level academic discourse, analyzing readings, conducting library research to find appropriate sources for evidence in their essays, and employing research strategies. The Composition Committee is already reviewing these outcomes to help better define these areas. The ENG 113 outcomes are better at getting at these ideas than the current ENG 101 outcomes. ENG 101 assessment often entails breaking down an outcome statement and measuring its components. A review of CSLOs for both Gateway courses will take place by the end of Fall 2019.

General Education Assessment of English Courses that are not Electives for the English AA Degree

Many of our 200-level courses are also General Education courses. They were covered in the discussion of the degree because many of them serve as electives for the degree. There are other courses that have not yet been covered by discussions of the degree. Those are included here along with a summary of the results of those assessments.

GE Competency: Communication

1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.
 - ENG 181: Students evaluated three readings on the same topic by vastly different authors. Students were asked questions about language use, authorial purpose, and the influence of vocabulary and tone on the readings. 42% of the students scored Exemplary, 21% scored Proficient, 37% scored Marginal and none scored Unacceptable. While the majority

were able to accomplish this task well, 37% is a large number who struggled with the concept. Faculty are revising the assessment tool to better assess this outcome.

- READ 135: Students were given a passage and asked questions about the passage on a final exam. 25% of the students scored Exemplary, 22% of the students scored proficient, 26.5% scored Marginal, and 26.5% scored Unacceptable. Faculty felt that multiple choice questions were not an appropriate assessment tool for this outcome. In future, faculty will use a rhetorical analysis with more emphasis on audience, tone, and author purpose for this General Education Assessment.
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.
 - ENG 113: An essay that incorporated research was assessed for this outcome. 27% of the students scored Exemplary, 67% scored Proficient, 7% scored Marginal, and no students scored Unacceptable. Faculty saw these as positive results. They plan to continue focus on essay structure and development in their courses. No change to the outcome, but Faculty did discuss spending more class time on discussion/analysis of reading materials to help students use sources better. Faculty are considering using the same one or two required sources for these assessments so that results can be measured more consistently.
 3. Students will develop and express a thesis through an appropriate use of evidence/ logic/data.
 - ENG 102: A research essay was evaluated for this outcome. Each paper had 5+ sources and were required to demonstrate a synthesis of argument/claim and source materials. Non-academic sources were not permitted. All papers required in-text citations and a works cited page. 25% of the students scored as Exemplary, 40% scored as Proficient, 25% scored as Marginal, and 11% scored as Unacceptable. Thesis and support were addressed at Professional Development Activities in Fall 2018 to help make this a stronger part of our courses. Faculty did not feel that 65% was a good showing for this important outcome.

GE Competency: Critical Thinking

3. Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.
 - ENG 181: The assessment tool used for Communications was also used for this outcome. 16% of the students scored Exemplary, 42% scored as Proficient, and 42% scored as Marginal. As with the measures for the Communications competency, Faculty were disappointed with these results and plan to provide more discussion and practice in the analysis of message context.
4. Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.
 - ENG 102: The final research paper was assessed for this outcome. It is described above in the Communications competency. 23% scored Exemplary for this outcome, 40% scored Proficient, 27% scored as Marginal and 11% scored as Unacceptable. Faculty want to see more than 63% meet this important objective. Thesis and support was covered in our Fall 2018 Professional Development day and hopefully there will be progress in the next assessment.
 - ENG 113: The final research paper described in the Communications Competency was used for assessment of this outcome. This essay incorporated a claim-based thesis and used appropriate sources as support. MLA format was required. 33% scored as Exemplary, 60% scored as Proficient, 7% scored as Marginal, and no students scored as Unacceptable. These results demonstrate success for this outcome. No changes to curriculum are proposed.
6. Students will draw valid conclusions
 - READ 135: a standardized test was used to assess this outcome. A passage was provided with questions meant to assess reading skills. 25% scored as Exemplary, 22% scored as Proficient, 26.5% scored as Marginal, and 26.5% scored as Unacceptable. Faculty felt that the standardized test is not a good tool for assessing this outcome and plan to move to a rhetorical analysis that emphasizes audience, tone and purpose.

GE Competency: Information Literacy

5. Students will properly cite sources of information
 - None of the courses for electives in the AA in English Degree assessed this measure. Only ENG 102 and 113.
 - ENG 102: The same research essay was used for this assessment. Students were expected to use MLA format to cite information within the text and to provide a works cited page at the end of the essay. 10% scored as Exemplary, 38% scored as Proficient, 39% scored as Marginal, and 13% scored as Unacceptable. Faculty were deeply concerned by this result. Since this is the last of the two courses in our composition sequence, Faculty felt that this skill should have been reinforced throughout the curriculum. This topic was addressed in our Fall 2018 Professional Development Day. We explored using workshops in the TLC to further reinforce the concepts. Materials for thesis and support were distributed to all faculty.
 - ENG 113: The same research essay was used for this assessment. While faculty were free to assign any topic options, all essays were to incorporate a claim-based thesis, appropriate sources used to support the thesis, and MLA format was required. 40% of the students scored as Exemplary, 27% scored as Proficient, 13% scored as Marginal, and 20% scored as Unacceptable. Faculty noticed a difference between results from sections taught by FT faculty vs. sections taught by PT faculty. They plan to focus more on mentoring PT faculty to ensure consistency in the sections. Further, these results are based on very few samples. ESL faculty plan to collect more samples in off years so that it is more representative. They also plan to create better assignment guidelines for the final research paper.

GE Competency: People and Cultural Awareness

None of the GE Courses that have completed assessments have any measures that cover this competency. The electives for the degree, however, cover this one fairly well. See above.

General Education Assessment Analysis

At this point in time, very few of our GE courses that are not also electives for the AA degree have completed General Education assessments. We did discover important issues in our first attempts to map to GE competencies. More analysis of assessment tools, assessment procedures, and CSLOs will help to make this a more productive process. We are glad to have uncovered issues with important skills like thesis and support and proper citation of sources. These are crucial elements to our GE program that we feel strongly about addressing. We are hoping that the closing the loop activities will aid us in remedying these shortfalls.

Course Review : Version by **Cardoza, Cheryl** on **01/05/2019 05:56**

Course	Last Time Course Had Enrollments	Do you plan to review and update or delete course?	Semester you will submit to CRC for review or deletion
ENG 81A: ELS LISTENING AND SPEAKING	Fall 2012	Keep for a possible Intensive English Language Program (ILP)	Unknown. We are developing an ILP at the request of Natalie Brown.
ENG 83: PRONUNCIATION & SPELLING FOR NON-NATIVE SPEAKERS	Spring 2011	Keep for a possible Intensive English Language Program (ILP)	Unknown. We are developing an ILP at the request of Natalie Brown.
ENG 108:TECHNICAL COMMUNICATIONS II	Fall 1998	Review. This course is kept on the books for a professional writing sequence.	Spring 2020
ENG 199: LITERARY JOURNAL	(No data available)	Delete. We use a 299 for this requirement.	Spring 2019
ENG 235: SURVEY OF ENGLISH LITERATURE I	Fall 2010	Review for inclusion on the list of courses available for General Education	Spring 2019
ENG 236: SURVEY OF ENGLISH LITERATURE II	Spring 2013	Review for inclusion on the list of courses available for General Education	Spring 2019

Course	Last Time Course Had Enrollments	Do you plan to review and update or delete course?	Semester you will submit to CRC for review or deletion
ENG 242: SURVEY OF AMERICAN LITERATURE II	Spring 2012	Review for inclusion on the list of courses available for General Education	Spring 2019
ENG 252: INTRODUCTION TO DRAMA	Fall 2014	This course was added to the list of General Education Courses in 2016. We have no plans to delete or review this course.	N/A
ENG 258: ASHLAND THEATRE FESTIVAL	Spring 1996	Review and update for a possible summer program.	Spring 2019
ENG 261: INTRO TO POETRY	Spring 2013	This course was added to the list of General Education Courses in 2016. We have no plans to delete or review this course.	N/A
ENG 264: PSYCHOLOGY & LITERATURE	Fall 2013	Review	Spring 2019
ENG 271: INTRODUCTION TO SHAKESPEARE	Spring 1993	Review	Spring 2019
ENG 297: READING & INTERPRETING	(No data available)	Review. UNR removed this course from their English Degree. While they will still take this in place of 298, we are looking to repurpose the course.	Spring 2020
READ 93: READING IMPROVEMENT	Fall 2012	Delete	Spring 2019

Course Assessment Cycle : Version by Deadmond, Melissa on 05/13/2019 17:26

Analysis of Course Assessment Efforts

The table reflects some great assessment activities, but also highlights some places where the English Department needs to work harder on assessment. Not all outcomes were measured in this five-year period. In the cases where there were two assessments within the time frame, most courses covered all outcomes within the two CARs and in some cases in a corresponding GEAR. Where faculty neglected to measure all outcomes for a course, there seems to be an impression that they may choose the outcomes they measure, and many are not making sure that they are hitting all of their learning outcomes in their assessments. This notion of choice resonates with English Faculty as we tend to keep on measuring the same outcomes when we are trying to solve a problem, but it must be corrected so that faculty are addressing all learning outcomes within a five year period.

There are also some issues with collecting data. A number of courses that have been on a regular rotation for assessment are succumbing to cancellation when we try to offer them. While efforts to provide a robust schedule that meets the needs of both General Education students and English AA degree candidates persist, enrollments for the last three years have been in decline. The faculty have already started to address this by collecting assessment data for the years before an assessment takes place. The Department Coordinator has established a drop-box for faculty to submit their materials on off years. A recent Financial Aid ruling that classes that don't count toward a degree are not eligible for aid has had an impact on classes that were removed from the GE lists when TMCC decided to streamline those offerings. In addition, curriculum changes at UNR for Silver Core, but also for the English BA degrees have impacted what we can offer at TMCC. Though all the rest of the institutions in NSHE offer literature survey and genre courses at the 200 level, UNR has put these at the 300 level which effectively blocks TMCC from using the courses to transfer. UNR has also recently changed their degree structure. While the main courses remain the same, they are moving to replace ENG 231 and 232 with a 300 level Trans-Atlantic Literature Survey course taught in the Sophomore level.

Another issue identified by English Faculty in these assessment reports is that some of the course student learning outcomes are redundant or not measurable. Many of these reports have suggested a review of the learning outcomes. The analysis of the PSLOs also indicated a curriculum review that better matches what our courses teach and what our CSLOs measure.

The strategies for combatting assessment issues include the following:

1. Communicate to faculty the necessity of assessing all outcomes within a five year time frame.
2. Review course CSLOs that are not being measured or are redundant.
3. Work to include CSLOs that better reflect what the courses do and what the PSLOs expect. This item will have to happen after a revision of the PSLOs which also demonstrated a need for revision in the analyses in this report.
4. Put Survey and Diversity courses back on the GE lists.
5. Collect Assessment materials every time each course is taught to provide faculty with more examples to measure.
6. Meet with UNR about degree changes and Silver Core issues.
7. Offer 300-level courses when they are used by UNR as Sophomore level offerings.
8. Communicate more with our English majors and students at large about English Department offerings for the degree and for General Education.

Further note: in order to fill in the form in the field above, data has to be regenerated. If an error is found after extensive editing of the regenerated information is saved, no changes can be made without regenerating the information and re-editing. Please accept the list of errata below as a means of making the chart above accurate without unnecessary workload increases.

1. Courses with Letters in their code (ENG 81A, 81C, 112A, 112C, 112D) were alphabetized at the end of the list instead of where they belong numerically. Efforts to move those courses were fraught with formatting issues so they remained at the end of the list.
2. The list generated for the English Program did not include READ courses. These had to be added manually.
3. ENG 113 lists the following outcome as assessed in Spring 2017: Students will use revision strategies. That outcome was not assessed in that cycle because it would have entailed collecting drafts for comparison. The next assessment scheduled for ENG 113 is Spring 2019.
4. READ 135 lists two learning outcomes as assessed in Fall 2016 as a GE outcome in the Critical Thinking competency and the Communication Competency. The outcome, "Students will apply word identification knowledge and vocabulary skills and strategies to figure out unfamiliar words" was measured on the CAR for READ 135. The outcome, " Students will demonstrate techniques for gathering, reading, and evaluating information on the Internet" was not assessed in this cycle. If it were to be assessed as a GE outcome, it should have measured one from the Information Literacy Competency.

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
ENG 83 - Pronunciation and Spelling for Non-Native Speakers	Fall 2020
Students will communicate in spoken English more clearly.	Not taught during this assessment period
Students will improve comprehension and application of standard English spelling rules	Not taught during this assessment period
Students will improve comprehension of spoken English.	Not taught during this assessment period
Students will understand the differences between written and spoken English.	Not taught during this assessment period
ENG 88 - ESL Grammar	Fall 2020
Students will improve paragraph-level writing.	Not assessed during this assessment period
Students will improve sentence-level writing, to include the following: -Use of a variety of syntactic structures -Correct usage of verbs and the other parts of speech -Appropriate punctuation	Fall 2015
ENG 96 - Integrated Reading, Writing, and Inquiry	Spring 2021
Students will locate information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths, including their own.	New course replacing ENG 98. Will be assessed in Spring 2021
Students will use vocabulary effectively in oral communication, reading, and writing.	New course replacing ENG 98. Will be assessed in Spring 2021
Students will identify and analyze the audience, purpose, and message across a variety of texts, including their own.	New course replacing ENG 98. Will be assessed in Spring 2021
Students will evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	New course replacing ENG 98. Will be assessed in Spring 2021
Students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	New course replacing ENG 98. Will be assessed in Spring 2021
Students will recognize and apply the conventions of standard written English, including mechanics, grammar, syntax, and word choice	New course replacing ENG 98. Will be assessed in Spring 2021
ENG 97 : Basic Technical Communications	As Taught
Students will produce clear and practical paragraphs that convey technical materials.	Not taught during this assessment period
Students will produce technical writing following expected conventions.	Not taught during this assessment period
Students will summarize and synthesize texts and sources to make reports.	Not taught during this assessment period
ENG 98 - Preparatory Composition	Spring 2018
Students will construct essays that demonstrate textual analysis, synthesis of ideas, and critical thinking.	Assessed Spring 2015, Spring 2018
Students will create and support a main idea or thesis.	Assessed Spring 2015, Spring 2018
Students will identify and correct errors in using the conventions of standard written English, including mechanics, grammar, syntax, and word choice.	Assessed Spring 2015, Spring 2018
ENG 101 - Composition I	GEN ED. Spring 2019, Spring 2022
Student will employ the conventions of SWE, as evidenced by competency in format, grammar, mechanics, punctuation, and sentence structure.	Not Assessed for this assessment period
Students will incorporate critical reading and writing strategies, including secondary sources, in the production of a final assignment.	Spring 2016
Students will write a variety of essays that demonstrate critical thinking using college-level academic discourse	Not Assessed for this assessment period
ENG 102 - Composition II	GEN ED. Spring 2020
Standard Written English ,(SWE) - Employ the conventions of SWE, as evidenced by competency in format, grammar, mechanics, punctuation, and sentence structure.	Spring 2017. Not directly assessed, but accounted for in the results.
Students will synthesize academic research methodologies and college-level writing skills in the production of a research paper.	Spring 2017.
Students will synthesize critical reading and writing skills in the production of analytical essays that demonstrate synthesis of primary and secondary sources.	Spring 2017. Not directly assessed by accounted for in the results.
Students will write a variety of essays that demonstrate progression in college-level writing skills.	Spring 2017
ENG 107 - Technical Communications I	GEN ED. Fall 2019, Fall 2022

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
Students will be able to conduct research and use the information as evidence/support in an organized written presentation which will include appropriate examples, details, and properly cited secondary source information.	Not Assessed for this assessment period
Students will employ the conventions of standard written English as evidenced by competency in format, grammar, mechanics, punctuation, and sentence structure to produce clear and practical writing on their technical documents.	Not Assessed for this assessment period
Students will use the appropriate forms for technical communications.	Not Assessed for this assessment period
ENG 108 : Technical Communications II	GEN ED. As Taught
Students will perform technical research in a project that demonstrates analytical ability, integration of appropriate outside sources, and accepted citation format.	Not taught during this assessment period
Students will produce clear, accurate, and correct technical discourse that reflects an acceptable level of critical thinking and includes appropriate examples and details and appropriately cited secondary source information.	Not taught during this assessment period
ENG 111 - Integrated Reading, Writing, and Inquiry for English Language Learners	Spring 2021
Students will locate information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths written in English, including their own.	New course replacing ENG 112C and 112D. Will be assessed in Spring 2021
Students will use English vocabulary effectively in oral communication, reading, and writing.	New course replacing ENG 112C and 112D. Will be assessed in Spring 2021
Students will identify and analyze the audience, purpose, and message across a variety of English texts, including their own.	New course replacing ENG 112C and 112D. Will be assessed in Spring 2021
Students will evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim in English texts.	New course replacing ENG 112C and 112D. Will be assessed in Spring 2021
Students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments in English.	New course replacing ENG 112C and 112D. Will be assessed in Spring 2021
ENG 113 - Composition I for International Students	GEN ED. Spring 2019, Spring 2022
Students will analyze readings for rhetorical style.	Not Assessed for this assessment period
Students will use critical thinking strategies to read.	Assessed Spring 2017
Students will use effective library research techniques ,(i.e. locating and citing sources, quoting, paraphrasing).	Assessed Spring 2017
Students will use revision strategies.	Assessed Spring 2017
Students will write grammatically correct, well-supported, and well-organized paragraphs and essays.	Assessed Spring 2017
ENG 114 - Composition II For International Students	GEN ED. Spring 2020
Students will analyze assigned readings.	Not Assessed for this assessment period
Students will use critical thinking strategies to read.	Not Assessed for this assessment period
Students will use effective library research techniques ,(i.e. locating and citing sources, quoting, paraphrasing).	Not Assessed for this assessment period
Students will write grammatically correct, well-supported, and well-organized paragraphs and essays.	Not Assessed for this assessment period
ENG 181 - Vocabulary and Meaning	Fall 2019
Students will apply strategies for learning and applying new vocabulary including comprehension of base word form meaning, applications of base word form knowledge, and the use of vocabulary in sentences and paragraphs.	Assessed Fall 2016
Students will use appropriate vocabulary in the analysis of oral, written, and visual communication.	Assessed Fall 2016
ENG 200 - Novels Into Film	GEN ED. Spring 2018, Spring 2021
Students will analyze a story's translation from novel to film, identifying a significant similarity or difference, describing publication and production history, reviewing public and critical reception of the works, and evaluating the success or failure	Assessed Spring 2018
Students will analyze the choices made by authors and filmmakers in creating their narratives.	Not Assessed for this assessment period
Students will identify and describe aesthetic techniques particular to the artistic medium.	Assessed Spring 2018

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
Students will offer detailed commentary on how a novel or film narrative reinforces or subverts cultural, historical or philosophical attitudes.	Assessed as GE Competency: Critical Thinking
ENG 202 - Film Analysis and Interpretation	GEN ED. Fall 2019
Students will be able to apply techniques of critical film analysis to analyze film in the context of culture, society, and individual identity.	New course. Will be assessed in Fall 2019
Students will be able to articulate the relationships between film and its historical, cultural, economic, and technical contexts.	New course. Will be assessed in Fall 2019
Students will be able to demonstrate independent critical judgment and analytical skills in relation to critiquing film.	New course. Will be assessed in Fall 2019
ENG 205 - Intro to Creative Writing: Fiction and Poetry	GEN ED. Fall 2020
Students will apply fiction techniques for scene, story, or character development of complete short stories	Assessed Fall 2017
Students will apply poetry techniques for the development of complete poems.	Not Assessed for this assessment period
Students will identify key techniques of fiction ,(and possibly creative nonfiction) and poetry from established writers within the field and apply those techniques in their own writing.	Not Assessed for this assessment period
Students will revise creative work based on drafting and revision techniques discussed in class for a final portfolio.	Assessed Fall 2017
ENG 220 - Writing Poetry	GEN ED. Fall 2020
Academic Discourse ,(AD): Produce clear, accurate, and correct academic discourse that analyzes the poetic techniques and varied themes by published poets.	Assessed as a GE Competency: Communication and Critical Thinking, Fall 2017
Poetic Techniques ,(PT): Create a body of work that reflects a variety of poetic techniques ,(including, but not limited to, metaphor, simile, rhyme, stanza, line lengths, repetition, symbolism, figurative language, and themes subjects).	Assessed Fall 2014, Fall 2017
ENG 221 - Writing Fiction	GEN ED. Fall 2020
Students will analyze published fiction work and the creative work of their peers critically, and then communicate their feedback by applying their understanding of artistic and aesthetic forms of fiction to their responses.	Not Assessed for this assessment period
Students will apply fiction techniques and forms to their own creative writing, working within or against the conventions of Standard Written English.	Assessed Fall 2014, Fall 2017
Students will produce a body of work in fiction writing that demonstrates various stages in the drafting process, including a significant evolution from initial concept to finished product.	Assessed Fall 2014, Fall 2017
ENG 222 - Advanced Fiction: Novel Writing	Fall 2020
Students will be able to demonstrate identify and discuss the major craft elements of the novel and recognize those elements within specific texts.	New course. Will be assessed in Fall 2020
Students will demonstrate the ability to describe, evaluate and critique student-produced long form texts and manuscripts in progress in the workshop setting.	New course. Will be assessed in Fall 2020
Students will perform or publish at least one excerpt of a novel-in-progress.	New course. Will be assessed in Fall 2020
Students will demonstrate, through the writing of journal entries or reviews, an ability to write thoughtfully about the traditional and/or contemporary novel, including how it relates to the work in context of culture, society, and individual identity.	New course. Will be assessed in Fall 2020
ENG 223 - Themes of Literature	Spring 2018, Spring 2021
The student will do research, writing and/or successfully complete substantive quizzes/exams specific to the curriculum topic being offered.	Assessed Spring 2018
The student will exhibit knowledge of the specific substantive area of the literature being offered by the course curriculum.	Assessed Spring 2018
ENG 224 - Introduction to Screenwriting	GEN ED. Fall 2020
Students will analyze existing film works to understand the principles of screenwriting.	Assessed Fall 2017
Students will apply screenwriting principles and forms to their own creative writing, working within or against the conventions of Standard Written English.	Assessed Fall 2017
Students will produce a short screenplay by moving through various stages in the drafting process, including a significant evolution from initial concept to finished product.	Assessed Fall 2017

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
ENG 225 : Advanced Screenwriting	Fall 2020
Academic Discourse: Students will demonstrate the ability to produce a feature-length screen play that demonstrates various stages in the drafting process, including significant evolution from initial concept to finished product in fiction writing.	Assessed Fall 2017
Fiction Techniques: Students will be able to employ or consciously work within or against the conventions of Standard Written English (SWE) in production of a feature-length screenplay that demonstrates screenwriting techniques.	Assessed Fall 2017
ENG 230 - Writing Creative Non-Fiction	Fall 2020
Students will gain the ability to apply fiction techniques for scene development to their own creative non-fiction essays.	Not taught during this assessment period
Students will gain the ability to identify key techniques of creative non-fiction from established writers within the field, and come to understand how those techniques can be used well in their own writing.	Not taught during this assessment period
Students will gain the ability to revise essays based on revision techniques discussed in class for a final portfolio.	Not taught during this assessment period
ENG 231 - World Literature I	GEN ED. Spring 2018, Spring 2021
Students will analyze historical and cultural themes and ideas that emerge from world literary masterpieces.	Assessed Spring 2015, Spring 2018
Students will identify common and dissimilar traits that arise in world literature, focusing on archetypal evidence.	Assessed as a GE Competency: People and Cultural Awareness, Spring 2018
ENG 232 - World Literature II	GEN ED. Spring 2018, Spring 2021
Students describe historical and cultural attitudes and ideas after analyzing world literary masterpieces.	Assessed Spring 2015, Spring 2018
Students will identify and analyze common and dissimilar traits that arise in world literature, focusing on archetypal evidence.	Assessed as a GE Competency: People and Cultural Awareness, Spring 2018
ENG 235 : Survey of English Literature I	Spring 2018, Spring 2021
Students will demonstrate critical thinking through the analysis of British literary texts, applying their understanding of the issues to historical trends in literature.	Not taught during this assessment period
Students will identify/explain the historical and cultural attitudes and ideas that emerged in early British literature.	Not taught during this assessment period
ENG 236 : Survey of English Literature II	Spring 2018, Spring 2021
Students will demonstrate critical thinking through the analysis / synthesis of British literary texts, applying their understanding of the issues to historical trends in literature.	Not taught during this assessment period
Students will identify and explain knowledge of historical and cultural attitudes and ideas that emerge in later British literature.	Not taught during this assessment period
ENG241 - Survey of American Literature I	Spring 2018, Spring 2021
Students will develop the ability to express knowledge of historical and cultural attitudes and ideas that emerge from early American literature.	Not taught during this assessment period
Students will gain the ability to demonstrate critical thinking through the analysis of American literary texts, applying their understanding of the issues to historical trends in literature.	Not taught during this assessment period
ENG 242 - Survey of American Literature II	Spring 2018, Spring 2021
Students will analyze/synthesize knowledge of historical and cultural attitudes and ideas that emerge from later American literature.	Not taught during this assessment period
Students will demonstrate critical thinking through the analysis of American literary texts, applying their understanding of the issues to historical trends in literature.	Not taught during this assessment period
ENG 243 - Introduction to the Short Story	GEN ED, Spring 2020
Students will critically analyze short fiction pieces using the characteristics and components of the genre.	Not taught during this assessment period
Students will critically analyze short stories of various periods and gain an understanding of each as a unique art form that reflects human life, culture, trends and ideas of the time.	Not taught during this assessment period

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
Students will read a variety of short stories to understand the development of the genre and its characteristics.	Not taught during this assessment period
ENG 245 : Introduction to the Novel	GEN ED, Spring 2020
Students will critically analyze novels by applying the genre principles and characteristics and other analytical methods to interpretation.	Not taught during this assessment period
Students will critically analyze novels from various periods to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time.	Not taught during this assessment period
Students will read a variety of novels to understand the genre and its characteristics.	Not taught during this assessment period
ENG 250 - Introduction to Children's Literature	Spring 2020
Students will analyze historical period, genre, and theme in children's literature.	Not taught during this assessment period
Students will identify the forms and writing techniques manifested in children's literature.	Not taught during this assessment period
Students will synthesize the elements of a genre in children's literature in the production of an original work.	Not taught during this assessment period
ENG 252 : Introduction to Drama	GEN ED, Spring 2020
Students will critically analyze plays of various periods to gain an understanding of drama as a unique art form that reflects human life, culture, trends and ideas of the time.	Not taught during this assessment period
Students will critically analyze plays, applying their understanding of drama and its characteristics to one or more plays in an interpretation.	Not taught during this assessment period
Students will read a variety of plays to understand the genre and its characteristics.	Not taught during this assessment period
ENG 258 : Ashland Theatre Festival	As Taught
Students will gain the ability to express an understanding of the differences between written and performance art.	Not taught during this assessment period
ENG 261 : Intro to Poetry	GEN ED, Spring 2020
Students will critically analyze particular poems, applying their understanding of poetic conventions to specific poems.	Not taught during this assessment period
Students will critically analyze poetry of various periods and come to understand each as a unique art form that reflects human life, culture, trends and ideas of the time.	Not taught during this assessment period
Students will read a variety of poems to understand the genre and its characteristics.	Not taught during this assessment period
ENG 264 : Psychology and Literature	As Taught
Students will describe and analyze how a particular psychological tradition will shape various aesthetic choices.	Not taught during this assessment period
Students will explain and interpret the choices made by authors in creating psychological narratives.	Not taught during this assessment period
ENG 267 - Introduction to Women and Literature	GEN ED. Spring 2018, Spring 2021. Diversity
Students will describe and analyze historical themes and genres in women's literature.	Assessed Spring 2018 on the CAR. Assessed as a GE Competency: People and Cultural Awareness, Spring 2018
Students will explain and interpret themes, motifs, and aesthetic choices in women's literary traditions.	Assessed Spring 2017, Spring 2018
ENG 271 : Introduction to Shakespeare	Spring 2018, Spring 2021
Students will demonstrate critical thinking through the analysis of Shakespeare's literary texts, applying that understanding of the issues to historical trends in literature.	Not taught during this assessment period
Students will express knowledge of historical and cultural attitudes and ideas that emerge from Shakespearean literature.	Not taught during this assessment period
ENG 275 - Contemporary Literature	GEN ED. Spring 2018, Spring 2021
Students will analyze/synthesize knowledge of historical and cultural attitudes and ideas that emerge from contemporary literature.	Assessed Spring 2018
Students will demonstrate critical thinking through the analysis of contemporary literary texts, applying their understanding of the issues to historical trends in literature.	Assessed Spring 2018

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
ENG 281 - Introduction to Language	Fall 2019
Students will analyze and interpret linguistic data sets in such areas as phonetics, phonology, morphology, syntax, and semantics.	Not Assessed for this assessment period
Students will explain the design features of human language.	Not Assessed for this assessment period
Students will synthesize linguistic theories and applications in the exploration of a current language issue.	Assessed Fall 2016
ENG 282 - Introduction to Language and Literary Expression	Fall 2019
Students will explain the broad theories of language.	Not Assessed for this assessment period
Students will interpret the use of language in diverse literary forms.	Not Assessed for this assessment period
Students will synthesize issues of language, form, structure, and style in the analysis of a literary work or a current language issues.	Assessed Fall 2016
ENG 288 - Multicultural Literature	As Taught. Diversity
Students will identify and explain historical and cultural attitudes and will analyze the ideas that emerge from Hispanic America geographical, historical, socio-economic and artistic issues.	Not taught during this assessment period
Students will identify the genres, major authors, and themes in Latin American literature as it is culturally differentiated.	Not taught during this assessment period
ENG 294 : Intro to Women's History and Literature in the US	Spring 2018, Spring 2021. Diversity
Students will demonstrate an understanding of historical methodology, including primary and secondary sources and literature in evaluating the context of the period.	Not taught during this assessment period
Students will develop stronger written and verbal communication skills through analysis and interpretation or texts as demonstrated through written assignments and class discussions.	Not taught during this assessment period
Students will utilize thinking skills through and analysis and interpretations of texts.	Not taught during this assessment period
ENG 297 : Reading and Interpreting	Fall 2019
Students will generate and articulate personal responses to literary and critical texts and explain the premises and interpretation underlying their responses.	Not taught during this assessment period
Students will identify and explain the methods and materials of literary research and gain the ability to conduct basic literary research.	Not taught during this assessment period
ENG 298 - Writing About Literature	GEN ED. Fall 2019
Students will conduct academic research using concepts of criticism and/or theory in literature.	Not Assessed for this assessment period
Students will generate personal responses to literary and critical texts, and explain the premises and interpretation underlying their responses.	Assessed as a GE Competency: People and Cultural Awareness, Spring 2017
ENG 299 - Special Topics in English	As Taught
Students will exhibit knowledge of the specific substantive area of English being studied.	Not taught during this assessment period
Students will synthesize existing knowledge, abilities and skills with new practical and/or theoretical understanding of the substantive area of English being taught.	Not taught during this assessment period
ENG 81A : ESL Listening and Speaking	Fall 2018, Fall 2021
Students will participate effectively in an academic discussion.	Not taught during this assessment period
Students will prepare and deliver oral academic presentations.	Not taught during this assessment period
Students will recognize and transcribe key lecture information.	Not taught during this assessment period
ENG 81C - ESL Reading/Writing	Fall 2019
Students will demonstrate an increased vocabulary and an ability to determine vocabulary from context.	Not taught during this assessment period
Students will demonstrate improved reading comprehension.	Not taught during this assessment period
Students will demonstrate improved reading fluency.	Not taught during this assessment period
Students will demonstrate improved use of revision strategies.	Not taught during this assessment period
Students will demonstrate knowledge of different rhetorical styles of writing.	Not taught during this assessment period
Students will demonstrate the ability to produce correct sentence-level grammar.	Not taught during this assessment period

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
Students will demonstrate well-supported, coherent narrative, descriptive, and expository paragraphs.	Not taught during this assessment period
ENG 112A - ESL Listening Skills	Fall 2018, Fall 2021
Students will prepare and deliver level-appropriate ,(intermediate-advanced) oral academic presentations.	Not taught during this assessment period
Students will recognize and transcribe key information from authentic academic lectures.	Not taught during this assessment period
Students will recognize vocabulary and organizational patterns used in lectures.	Not taught during this assessment period
ENG 112C - ESL Reading Skills	Fall 2019
Students will determine vocabulary from context and word/sentence analysis.	Not Assessed for this assessment period
Students will improve reading comprehension of meaning and structure of reading materials.	Assessed Fall 2016
Students will use critical thinking to read.	Not Assessed for this assessment period
Students will use reading strategies	Not Assessed for this assessment period
ENG 112D - ESL Composition	Fall 2019
Students will analyze readings for rhetorical style.	Not Assessed for this assessment period
Students will use prewriting and planning strategies.	Not Assessed for this assessment period
Students will use revision strategies.	Not Assessed for this assessment period
Students will write well-developed, organized, and grammatically correct paragraphs and essays.	Assessed Fall 2015, Fall 2017
READ 95 - Reading and Improvement	Fall 2021
Students will comprehend the general meaning of a text, make inferences, and critically think about a text.	Assessed Fall 2016
Students will define words in order to read texts fluently both silently and orally.	Assessed Fall 2016
Students will use new vocabulary including word type and affix identification as well as word function.	Assessed Fall 2016
READ 135 - College Reading Strategies	Fall 2019
Students will apply a variety of reliable comprehension strategies to increase understanding of various texts.	Assessed Fall 2016
Students will apply word identification knowledge and vocabulary skills and strategies to figure out unfamiliar words.	Assessed as a GE Competency: Critical Thinking, Fall 2016
Students will demonstrate techniques for gathering, reading, and evaluating information on the Internet.	Assessed as a GE Competency: Communication, Fall 2016
Students will explain the meaning of a text and critically read through engagement with an author's writing and ideas.	Assessed Fall 2016

Curriculum Strategies : Version by **Cardoza, Cheryl** on **05/21/2019 17:52**

Using the most significant curriculum and assessment-driven findings, discuss strategies to sustain or improve the quality of your program(s) going forward. This may also include deactivation of existing programs or introduction of new programs to meet student and/or industry demand.

Our program is pretty strong. However, this first analysis of the Program Student Learning outcomes against our Course and General Education student learning outcomes has been revealing. There are weaknesses on both ends of the program. The Course Student Learning outcomes are not effectively measuring all we teach in our courses. The impetus when CSLOs were first being developed and assessed was to keep it down to 2-3 outcomes per course. In some cases, this practice has made it so that course objectives are not fully realized or measured. Faculty were already starting to notice this in our Composition Committee where we debated the role of research in English 101. Discussions about the WICHE passport standards on the Academic Standards and Assessment committee also got faculty to think about the use of teamwork in our courses which is a common best practice but not reflected in our CSLOs or course descriptions.

In addition, the assessment of PSLOs revealed some issues with measurability and appropriateness. This report has already made recommendations for revisions to those statements. For both PSLOs and CSLOs, faculty will need to discuss the changes and work on them together. This will be a project for the Spring 2019 semester and beyond.

While a culture of assessment is already alive and well in the English Department, more needs to be done to meet our obligations on this matter. Recommendations were included in the previous section for that effort.

We will be reviewing courses that have not been offered in a while. Two courses are slated for deletion: ENG 199 and READ 93, but after our discussions more may be either seriously revised or removed from the department's offerings.

With the Dean's support, we are developing a track in the English AA degree for Creative Writing. That will take some conversations with UNR's Silver Core Board and the English

Department to make sure the track is a viable transfer option, but faculty are interested in this as a possibility. We are also exploring the possibility of a Secondary Education Track and a Linguistics Track for our AA degree.

We are in the process of developing Program Learning Outcomes for our Freshman Composition sequence that includes English 101, 102, 113, and 114 as well as (for some students) English 96, 111, and Read 135. We will use the WPA Outcomes Statement for First Year Composition 3.0 as the basis for developing TMCC's First Year Composition program learning outcomes, and will then develop course learning outcomes that directly map to and satisfy the program learning outcomes. Once approved by the Composition Committee and department, the new learning outcomes will be submitted to the Curriculum Review Committee for approval.

Finally, the ESL faculty is looking into creating an Intensive English Language Program through our department to help bolster ESL enrollments. An ESL Faculty member and the Coordinator of ESL/Reading have already developed a preliminary plan for this that we will take to Advising director and International Program Manager. They had a number of possible course options that would help with those enrollments which have been in steady decline for some time now. We are also evaluating how other NSHE institutions are handling their ESL populations and looking at ways to better serve Hispanic students with our courses.

Are there any internal or external factors anticipated to impact future curriculum development or offerings? If so, how does the department/unit plan address these factors?

The internal factors at play here are complicated. A purging of the GE lists that took out natural candidates for General Education like Literature Survey and Genre courses is currently being remedied. We found that some of our diversity courses count as Diversity but not as general education. We also see some useful partnerships for some of our courses. ENG 294 used to maintain a partnership with the History Department. ENG 264 would make a nice partnership with the Psychology faculty in the Social Sciences Department. ENG 250 used to be a requirement for Education majors. We should investigate why these partnerships are no longer in play and find ways to reestablish them. We are exploring new partnerships with the Theatre faculty for our Intro to Drama and Intro to Shakespeare classes as well. Another way to increase enrollment in these courses is to find ways to offer them as English credit for Jumpstart students. The Dean of our division has been exploring that opportunity for next Fall.

Another internal factor has to do with communication to students. Faculty in the English Department are keen to advise our majors but very few of them come to us because advising handles them instead. We have found that some students are not getting all the information they need despite persistent efforts at keeping advising informed of the department requirements. We plan to make more efforts on this front.

Externally, curriculum development at TMCC is often limited by UNR's curriculum choices. To combat this, TMCC is looking to make more transfer agreements that will serve our student populations. We are already looking at how we can help transfer students to GBC, NSC, UNLV, and CSN. The Education Department at UNR is creating some dual English/Education degrees for students who want to teach in Nevada. Meeting with an advising representative from UNR's secondary education program was productive. She is willing to listen to our ideas about substitutions that would count for their degree. This conversation along with a conversation with the UNR English Department Chair could make our degrees stronger.

The biggest external factor driving our curriculum decisions is UNR's BA degrees in English. They have recently revised their degrees again. They now have four specializations: Literature, Language and Linguistics, Writing, and Secondary Teaching for their BA degrees. These still use ENG 298, but instead of offering both ENG 281 and 282, three of the four specialties only require ENG 281. Only the Language and Linguistics specialization requires both ENG 281 and 282. Given that students at TMCC prefer ENG 282, we will have to effect a culture shift to make sure degrees are transferable directly. This will also impact our recommendation that majors take ENG 231 or 232 to satisfy their literature survey and their diversity requirements. Though all the rest of the institutions in NSHE offer literature survey and genre courses at the 200 level, UNR has put these at the 300 level which effectively blocks TMCC from using the courses to transfer. UNR's change in degree structure moves to replace ENG 231 and 232 with a 300 level Trans-Atlantic Literature Survey course taught in the Sophomore level. The department is looking at what is required at UNR in the sophomore year at the 300-level. According to NSHE transferability rules, TMCC could teach those courses with qualified faculty. The department currently has three faculty with PhDs and another on the way. Those faculty could teach such courses if a transfer agreement cannot be reached. Too many of our graduates are being told that courses in their AA degree are only electives and that they are behind when they start their junior years.

The impetus to start a Creative Writing Track for our AA in English degree is also one that can help us develop curriculum better. We have a steady stream of students in our creative writing classes who do not have a distinct degree option within the AA in English. While there are ways to take creative writing courses as electives within that degree, a defined track should better serve our students. We believe there may be some value to offering a Creative Writing Track for our AA degree for people who want to transfer to UNR's program. Because UNR is currently separating its own degree into tracks, it seems advisable that we do the same at TMCC. We are also reviewing some faculty ideas for courses that would make great additions to our General Education curriculum and appeal to students in more cross-disciplinary ways. Mythology and Fairytales have recently been suggested, but English faculty are known for being inventive. Most institutions include courses on these two topics and they prove very popular with students. We have a number of faculty with specialties in these areas.

V. ENROLLMENT AND DEMOGRAPHICS

FTE, Section Count, and Course Fill Rate : Version by **Cardoza, Cheryl** on **05/21/2019 17:56**

Enrollment in ENG and READ Sections				
Fall Term	FTE	Section Count	Avg. Course Fill Rate	Avg. Course Pass Rate
Fall 13	809.3	175	95%	77%
Fall 14	701.6	146	96%	73%
Fall 15	723.0	152	93%	76%
Fall 16	692.2	148	93%	74%
Fall 17	672.4	153	89%	74%

	5 yr change / average			
	FTE	Section Count	Avg. Course Fill Rate	Avg. Course Pass Rate
ENG & READ	-17%	-13%	93%	75%
Division	-6%	-4%	81%	78%
TMCC	-4%	6%	77%	80%

Please discuss the trends you see, including how they compare to those of the division and College. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in enrollment and sections offered.

Enrollment in English and Read course sections has been declining steadily since 2013. While the Liberal Arts Division is only down 4%, the English Department's section counts are down 13%. TMCC as a whole is up 6% in section count. A similar decline can be seen in FTE.

We can surmise a number of reasons for this. In 2013, many of our 200-level courses were General Education Courses, and students were free to take courses to explore their interests. The English Department benefitted from this with high enrollments in literature and creative writing classes. We had a vibrant Journalism program. It didn't have a lot of student involvement, but we produced a student newspaper and our graduates went to UNR's Journalism school. At the time, TMCC was dedicated to English and Reading pre-requisites on General Education courses.

Since that time, the General Education lists were winnowed down and many of our Creative Writing, Literature Survey, and Literary Genre classes were taken off the lists. Federal Aid rules that support only student courses that lead to degrees were recently enforced at TMCC, meaning that students would not get aid for courses that were not specifically a part of their degrees. Any course that was not general education or a degree requirement lost enrollments at that time. Since the English AA Degree only serves about 50-100 students, that's not enough to run our literature survey and genre classes. Community interest and the fact that we quickly returned the creative writing courses to the General Education lists have saved those courses from a similar fate. The enforcement of the Federal Aid rules and pressure to make sure that enrollments were up led to a lack of interest in any barriers to TMCC courses. This included, unfortunately, English and Reading prerequisites for GE classes. Departments decided instead to run courses without prerequisites. This led to high enrollments and success rates for History, Psychology, Sociology, and Political Science classes, all of which have writing and reading requirements that could benefit from English and Reading prerequisites.

On another front, developmental courses were scrutinized because of trends in the Math Department that showed that students were not succeeding due to too many levels of developmental math. Even though the English Department had only two levels of developmental and our success rates were very high, English was asked to eliminate a developmental level and to allow more students immediate access to English 101. An alternative pathway to English 101 for graduates of Washoe County School District shifted enrollments in developmental to English 101. Though success rates for WCSD students who used the Alternative Placement are good, faculty complain that the students in English 101 and 102 are no longer of the caliber they were before these changes. Recent assessment results in both ENG 101 and 102 show evidence of the faculty's observations with many fewer students able to cite sources and use a thesis properly even after two semesters of instruction. Developmental English, because of the increased migration to English 101 from the developmental ranks, became very remedial with student retention and completion lowering due to a lack of basic skills. The course, while still rigorous, does its best to bring students to college-level, but the initial skill sets of these students is lower than it ought to be.

The international program at TMCC has dwindled and taken our ESL enrollments with it. Recent efforts to increase international recruitment are welcome, but there are still not enough students to support the program adequately. We are looking into ways of making this a more robust part of our program. We have explored how best to support community ESL migration to transfer programs. Unfortunately, many of the students in community ESL courses want jobs, not degrees and gain what they need most from the community ESL program's options. We are also looking into developing an Intensive English Language Program to prepare English Language Learners for our degree programs. We used to gain students from the ILP at UNR, but now that program is not steering students our way. Another initiative we are exploring is teaching remote classes in Japan and Costa Rica. We are working with Advising to explore both of the previous options. Faculty in our department are working on developing online ESL options so they can serve a remote population with TMCC courses. Our first online ENG 114 is scheduled to run in Spring 2019.

TMCC has recently gained HSI status making it a good option for Hispanic students in the area. Many of these students come from multilingual environments and would benefit from ESL classes. Unfortunately, these students have been mainstreamed at Washoe County schools and do not want to be labeled as ESL. They prefer to struggle in native speaker classes than take ESL classes where they can excel. The problem with this is twofold: some of the students from multilingual environments need the support our highly trained ESL faculty can give them, and many of the faculty who end up teaching these students, while very caring, have limited resources to help them reach their potentials. We are discussing ways to meet the needs of these students without the perceived stigma of the ESL label. Solutions will need to be creative especially as the rhetoric coming from U.S. government officials is frightening. Students who used to proudly talk about their DACA status, no longer wish to betray themselves in an increasingly hostile environment. It is a difficult situation.

With the retirement of our only dedicated Journalism professor, our journalism offerings declined precipitously. The English Department voted to give *The Echo*, TMCC's student newspaper, to the Student Government Association to run as that is the model at most higher education institutions. The SGA opted to table the project, so now, TMCC has no student newspaper and no journalism courses to recruit student writers for the paper. We offer only a single journalism course which tends toward low enrollments. It fulfills degree requirements for the English degree at Great Basin College and can be substituted for UNR's JOUR 107 which is part of a two semester sequence.

Another issue is the emphasis on job training as the role of the community college. The influx of high tech companies in need of workers like Tesla, Panasonic, and Switch, contributes to this perception. The Technical Sciences Division has grown in sections while Liberal Arts has declined. Despite the fact that the arts produce excellent employees in all fields, more students are aiming for quick access to higher paying jobs. Though ENG 107 used to support a lot of the technical degrees at TMCC, a number of programs are looking at other communication options so that students who don't like to write, never learn how. Most employers in the area are dismayed by this trend as communication is one of the soft skills they need from the employees they hire.

Some students are aiming for STEM degrees which all start with English 101, but quickly focus on the math and sciences needed for success in those areas. While science enrollments are up, liberal arts enrollments are down. When students could explore creative writing, literature and other pursuits while completing their STEM degrees, the slim options of the general education lists, and prescriptive degree requirements that define student options too narrowly have hurt students who need an outlet, but also can't afford the degree if they have to pay for those release valve classes.

A final issue is space utilization. At times when English could offer more classes, there are no classrooms available. The most popular times for English classes is 8, 9:30, 11 and 12:30. These are also the most popular times for all other classes at TMCC. English sections in these time frames and our online sections fill before any of the others. Tuesday/Thursday seems more popular than Monday/Wednesday, but these preferences change from semester to semester. English has also been asked to provide classes at our other campuses: Redfield and Meadowood. All of these campuses suffer from low enrollments. We are supportive of Meadowood in particular. The location would make a perfect auxiliary campus with good transportation access and a demographic that would benefit from community college offerings. We have dedicated full-time faculty connected to Meadowood, and we regularly offer classes to support degree options promoted there. We are working with the Dean of Business and Social Science to develop this campus and have worked with her to do what we can. Attempts to offer ENG 107 at Edison were not successful. Online classes seem to serve those students better, and as mentioned earlier, technical degrees seem to be opting for another class to fulfill the communications requirement.

While these are fairly grim observations, the English Department is working to improve these numbers in quite a few ways. We are adding courses that should be general education options back into the lists where they belong. We are developing a Creative Writing Track for our AA in English degree to tap a market of students who do not have a specific degree outlet but continue to take all the creative writing classes we offer at TMCC. We are also supporting jumpstart programs by providing English instruction in a growing number of local high schools. At first, we served Galena High School and AACT with our course offerings. That has recently expanded to include Damonte High School, Spanish Springs, and soon, Reno High School. As a department, we are reviewing our course outcomes and our placement vehicles to make sure that students are being served well by the courses they qualify for. We recently lowered our enrollment caps so that we can give students more individual attention.

When it comes to fill rates, you can see that the English Department's rates are higher than the Division and TMCC as a whole even at our lowest which is currently 89%. In some cases,

there is a need for us to offer more sections to meet student needs. As most students need to complete their initial English requirements, both developmental and Gateway, within their first year at TMCC, demand for English classes is high. This will be discussed further in the following section.

Unsuccessful Enrollment Attempts : Version by Deadmond, Melissa on 05/13/2019 17:26

Unsuccessful Enrollment Attempts					
Course	5 yr average fill rate	5 yr average # Unsuccessful Enrollment Attempts	Course	5 yr average fill rate	5 yr average # Unsuccessful Enrollment Attempts
ENG 081C	68%	0.00	ENG 223	76%	0.00
ENG 088	65%	1.00	ENG 224	67%	0.00
ENG 095	96%	51.50	ENG 225	19%	0.00
ENG 097	54%	0.00	ENG 230	74%	2.00
ENG 098	87%	28.00	ENG 231	90%	2.86
ENG 098R	92%	70.80	ENG 232	76%	1.00
ENG 101	93%	136.40	ENG 243	57%	0.00
ENG 102	91%	96.90	ENG 245	66%	0.00
ENG 107	76%	4.80	ENG 250	68%	0.00
ENG 112A	77%	1.83	ENG 252	64%	0.00
ENG 112C	78%	3.33	ENG 264	100%	0.00
ENG 112D	89%	4.14	ENG 267	76%	2.00
ENG 113	81%	5.20	ENG 275	54%	0.00
ENG 114	86%	6.29	ENG 281	77%	0.00
ENG 181	89%	2.88	ENG 282	94%	4.50
ENG 200	64%	0.00	ENG 297	89%	0.00
ENG 202	40%	0.00	ENG 298	82%	2.00
ENG 205	96%	3.30	ENG 299	91%	0.00
ENG 220	83%	1.60	READ095	92%	26.60
ENG 221	95%	14.30	READ135	84%	9.38

Please discuss the trends or shifts you see. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in course fill rate and unsuccessful enrollment attempts.

Unsuccessful enrollment attempts occur when students want certain times and can't get them because those classes fill at those times. Though courses with unsuccessful enrollments still have seats, students often choose not to enroll instead of enrolling at another time. Most of our classes do not have significant numbers of unsuccessful enrollment attempts. But there are some notable exceptions which are analyzed below.

Developmental classes that are specialized for particular needs (ENG 81C, ENG 88, and ENG 97) do not fill beyond 70% and will have one or fewer unsuccessful enrollment attempts. Regular Developmental classes for native speakers (ENG 95, ENG 98 and ENG 98R), however, tend to fill in the 90th percentile and the average unsuccessful attempts range from 50-70 students. ENG 98 is the same as ENG 98R. The R was removed at a certain point. Though ENG 98 is listed as filling at 87% with only 28 students making unsuccessful enrollment attempts, I see that as part of the data set for ENG 98R as the courses are the same. Developmental classes for non-native speakers fill better than the specialized developmental classes discussed earlier. ENG 112D, the ESL equivalent of ENG 98/98R, fills at 89%. The only difference is that there are only 4 unsuccessful enrollment attempts on average for that class. ESL faculty are very proactive about student-centered scheduling requests, and they put in a lot of effort to make sure that students enroll when they need the class by contacting each student and encouraging enrollment. There are too many native speaker developmental classes to employ this same strategy for ENG 95 and 98. The main issue with this type of class is in the native speaker developmental offerings. In recent years, this has not been as big as an issue because of shifts in enrollment from developmental to English 101. We do, however, monitor fill rates of these classes and adjust accordingly.

The greatest number of offerings in the English department come from our composition classes: ENG 101, 102, 113 and 114. These classes also have the largest number of unsuccessful enrollment attempts. ENG 101 fills at 91% and has an average of 136 unsuccessful enrollment attempts. ENG 102 fills at 81% and has an average of 96 unsuccessful enrollment attempts. ENG 113 and 114 both fill in the 80th percentile, but have on average 5-6 unsuccessful enrollment attempts. There are far fewer sections of these two courses than there are of ENG 101 and 102. The unsuccessful enrollment attempts for ENG 101 and 102 tend to happen at the popular class times which fill up quickly: 8, 9:30, 11, and 12:30. Because rooms are in high demand at this time, it is not always possible to add English sections to accommodate these students. The other issue has been with students who want online classes. We have been able to offer more of those sections, but there are times when these also fill and we have no instructors to staff them. One issue with enrollments in the composition courses is that students procrastinate until the week before or the first week of classes to enroll in ENG 101. In recent years, we have noted a significant number of last minute/late enrollments in this segment of our schedule. This means that cancellations have to be prudent or we end up adding a section at a time when we just canceled one. We often lose students when this occurs. The students in the canceled section get frustrated and do not enroll in the new section. It also means that we are more limited in opening new sections as faculty are already committed to their schedules and room availability is low. We have taken to offering late start classes (12 week and 7 week 2) to meet this student need.

Creative writing classes are another area where we have a good fill rate and some unsuccessful enrollment attempts. Specialized classes like screenwriting (ENG 224 and 225) and creative non-fiction (ENG 230) rarely fill and don't have unsuccessful enrollment attempts of more than 2 students. These classes were added to the General Education lists since this last report, so we are hoping for better enrollments in future. Also, the Creative Writing Track for the English AA degree could see more interest in these classes. Our three main creative writing classes (ENG 205, 220, and 221) fill reasonably well. ENG 205 and 221 fill at 95-96% while 220 fills at 83%. We only see unsuccessful attempts of 2-4 students in those classes. ENG 221 sees an average of 14 students who do not enroll. Many of these actually migrate to the ENG 223, 225, and 230 classes, but do not show up as successful enrollment attempts when they do that.

200-level classes required for the degree or for diversity tend to fill better than other 200 level classes. ENG 200, 223, 243, 243, 250, 252, and 275 fill at 57-68%. None of those classes show any unsuccessful enrollment attempts. ENG 200 and 202, our film analysis courses, are an anomaly here. ENG 200 shows a fill rate of 64% and ENG 202 shows a fill rate of 40%. These two classes are taught simultaneously by the same professor and count the same at TMCC. The only difference is that ENG 202 is transferable to UNR. We are moving to offering only one of these classes, but only once ENG 202 is more widely accepted by students. The requirements for the major: ENG 281, 282, 297 and 298, fill fairly well with a rate of 77-94%.

Students can choose between 281 and 282. Most students during this time chose 282. That course averages unsuccessful enrollment attempts of 4.5 students.

Evidence of Student-Centered Scheduling : Version by **Cardoza, Cheryl** on **05/21/2019 18:00**

Describe your department/unit's scheduling and faculty teaching assignment practices. Using the enrollment data provided in the previous sections and/or other data within your department/unit, what is the evidence that the department/unit engages in student-centered and equitable scheduling?

Scheduling in the English Department is done by the Department Chair in conjunction with the department faculty. The current process is fair and equitable. FT and permanent Faculty are asked for their teaching preferences and for the times and days they prefer to teach. Those preferences are inputted into the schedule in seniority order. The first schedule is always a roll-over of the previous year's final schedule, which includes only the courses that were not canceled. Most faculty requests are accommodated in the schedule that we know works. Requests for times that are not in the schedule are accommodated if student need can be established.

Jumpstart classes are negotiated between the Dual Enrollment office and the local high schools. The director of Dual Enrollment is willing to hear department ideas and will work with her WCSJ colleagues to make them happen if possible. Once an agreement has been reached with a school, she lets me know to put up a section. It is at that time that I contact faculty to teach it. I always offer these to FT faculty first, but as their schedules are usually set by then, I often have to find PT faculty to teach these classes. When student enrollments do not meet expectations, the director informs me so we can decide whether to cancel a section or open it to the general student population. If a Jumpstart cohort is significant enough, we open to general enrollment. If it is anemic, we tend to cancel the section. Recently, we did not have enough Galena High School students to offer two sections of ENG 102. We canceled one of the sections and made arrangements to accommodate more students in the other. We also enrolled some of those students in online classes with the same faculty member. AACT classes at Edison have not been filling in the last two years. We opened those classes to general enrollments right away reserving seats for the students in the Jumpstart program when we build the class.

Student needs are always taken into account as the schedule is built. We determine these through observation of the patterns of enrollment in our department. Enrollments are evaluated continuously. Cancellations and additions are made as needed and as soon as possible. For example, the Dean often makes observations and asks the Department Chair to implement them. The fact that enrollments soar in the last week before classes start into the first week of classes was the impetus for scheduling 12 week and 7 week late start classes. At the Dean's request, we also offered 7 week 101 and 102 cohorts to see if we could capture students who wanted to complete all their English in one semester. This cohort model worked when the Summer Bridge students take those classes (usually Fall semester), but not in the Spring semester when there is no feeder. Online 7 week cohorts work best especially if we don't tie the classes together. This allow students who just want to blast through 101 or 102 to do so. We are studying the 7 week cohort model that is working so brilliantly for Math to see if we can adapt a similar one for English. Another more recent example happened just last week. The current Dean made an observation that we had filled up seats at the high peak times in our schedule and asked that I open sections to accommodate students who wanted those times. She was able to secure room priority for us to do that, so I put up an additional eleven sections. These have just gone live, so I will be monitoring the enrollments to see if these fill, but we are hopeful these will meet some of the ENG 101 and 102 needs indicated by the unsuccessful enrollment attempts analyzed in the previous section. The department is always open to scheduling experiments. When we find ones that work, we are glad to keep offering those. Because enrollments are not easy to predict, these experiments help us uncover student needs that are not readily apparent. Faculty are also willing to offer classes when

Part-time faculty are added to the schedule after all FT faculty schedules have been confirmed. If there is a cancellation of a class that is staffed by FT faculty, that faculty member is accommodated by a section of their choice staffed by PT faculty. PT faculty are aware that they can be bumped to accommodate FT faculty schedules which have to be filled because of FT faculty contracts. Faculty requests for 200-level classes are entertained if student need can be justified. In some cases, we don't know if students will find a new class appealing, so we put it up with the caveat that it will be canceled if it doesn't make. In those cases, FT faculty choose an alternative section in case the 200-level class is canceled.

Faculty requests are rarely denied because the faculty are very aware of and sympathetic about student needs. Most of them elect to teach during the high demand times, and many are willing to teach at other campuses, including Redfield, Meadowood, high school campuses, online, or in new courses when requested. We have dedicated full-time faculty members at Redfield and Meadowood. The Department Chair is mindful of providing rich teaching opportunities for tenure-track faculty so that they can show depth and breadth when they submit their binders for tenure. In most cases, I have been able to help faculty achieve their goals before they submit their binders. Faculty routinely volunteer for overloads when there aren't enough PT faculty to cover all the classes that run. The Department Chair reviews the PT pools regularly to make sure that staffing is complete.

The only real issue with enrollments is with the 200-level classes. Those don't always go and so not all faculty get to teach them. In some cases, the courses are canceled before a faculty member can add that to their resumes. Faculty have asked for a policy that allows for rotation of our major 200 level classes so that everyone gets a chance to teach them. Currently, there are classes that always go which are taught by the same faculty every year. Faculty want to assure a rotation so that students are exposed to different faculty as they pursue their English degrees. This policy is in the draft stage at this time, but we anticipate it having an impact on the scheduling for Fall 2019 and Spring 2020. In addition, we are putting our survey classes in as General Education so that more of them will serve the needs of students from the general population instead of just our English majors. Once we add a Creative Writing Track to the English AA degree, we should also have more flexibility in scheduling as the needs for that degree track will help drive scheduling.

Student Demographics: Credit Load, Status, Age, Gender, and Ethnicity : Version by **Deadmond, Melissa** on **05/13/2019**

17:26

Demographics of English Majors						
	Fall 13	Fall 17	% Change			
ENG-AA	108	89	-18%			
Total	108	89	-18%			
TMCC Headcount	11686	11110	-5%			
Fall 2017						
Credit Load	ENG Majors	TMCC	Status	ENG Majors	TMCC	
			New	14.6%	14.0%	
			part-time	61.8%	72.3%	
			New Transfer	7.9%	9.9%	
			full-time	38.2%	27.2%	
			New High School	0.0%	3.8%	
			Continuing	77.5%	69.8%	
			Cont. High School	0.0%	2.5%	
Age	ENG Majors	TMCC	Gender	ENG Majors	TMCC	
				under 18	0.0%	5.5%
				18-24 yrs	67.4%	56.3%
				25-34 yrs	22.5%	23.8%
				35-49 yrs	7.9%	10.3%
50+ yrs	2.2%	4.4%				
Ethnicity	ENG Majors	TMCC				
			International	1.1%	0.4%	
			Native Am	2.2%	1.3%	
			Asian	0.0%	6.0%	
			Black	1.1%	2.5%	
			Hispanic	16.9%	28.8%	
			Hawaiian/PI	0.0%	0.1%	
			2+ Races	10.1%	3.5%	
			Unreported	0.0%	1.7%	
White	68.5%	55.7%				

Briefly describe the typical student profile in terms of credit load, status, age, gender, and ethnicity in your program/unit. In cases where the demographics of your students noticeably differ from those of all TMCC students, please discuss the reasons as you understand them. Please note any potential underserved student populations.

The Table on the Demographics of English Majors above focuses only on the 89 students currently declared as pursuing the English AA degree. Because the English department serves nearly every incoming student in Gateway and Developmental English courses, and serves additional students in our GE, diversity, and creative writing offerings, these demographics, while useful, do not tell the whole story. In 2017 TMCC's English department saw 3005 enrollments in our various courses. While some students might be taking more than one course from our department, this enrollment figure is a significant percentage of the overall student headcount. One would expect that enrollments in the English department as a whole would accurately reflect enrollments at TMCC at large. The English Department requested additional data to help us analyze these trends more effectively. This data is included in the additional appendices at the end of the report.

The demographics of students who choose to major in English at TMCC demonstrate typical breakdowns of demographic categories. nearly 62% of our majors are part-time while only 38% are full-time. This is better than TMCC's part-time to full-time ratio of 72% part-time to 27% full-time. Ratios from our offerings as a whole show that 50.3% are part-time while 49.7% are full-time which are better still. For our college level English courses and our ESL courses, full-time students outnumber the part-time students: 51% full-time to 49% part-time for college level English and 57.5% full-time to 42.5% part-time for ESL students. The credit load of Developmental students mimics that of our English majors: 61% part-time to 39% full-time. In all areas, the English Department serves more full-time students than TMCC as an average.

While English majors are mostly continuing students (77.5%), 14.6% are new and 7.9% transfer. These numbers compare favorably to TMCC's numbers as a whole. English majors do not include new and continuing high school students currently. The rest of our offerings show similar trends. The bulk of the students are continuing 49.2% overall. College level classes include 52.8% continuing students, developmental courses showed 25.4% as continuing, and ESL courses showed 45.4% continuing students. The ratio of new students is significantly higher in the English department offerings as a whole than for TMCC or its English majors. 29.5% of the students enrolled in College English were new students, probably recent graduates of WCSD who placed in ENG 101 through our alternative pathway. Developmental students included 67.4% new students, and ESL courses included 42% new students. These last two numbers are extremely high in comparison to TMCC's average of 14% new students. The reason these classes have a heavier concentration of new students is because they are mandated in a student's first year in the degree. That means that students are starting to understand that English must be taken early in their college careers, as should Math. It also represents the NSHE mandate that developmental coursework should be completed by the end of the first 30 credits. While there are no recorded new or continuing high school students in our major, our other course offerings come closer to the TMCC percentages for those. Overall, the English department's students include 4.9% new high school students and 3.2% continuing high school students. These numbers are slightly higher than TMCC's numbers of 3.8% new high school students and 2.5% continuing high school students. Because English 101 and 102 are the most requested for Jumpstart classes, the percentages for college level English classes is even higher: 5.8% new high school students and 3.8% continuing high school students. Because of the increasing demand for Jumpstart sections of college English courses, we anticipate these numbers to grow even more.

Most of our students in the major and in college level classes are 18-24 years old. For the major, 67.4% of our students fall in that age range. Among the English department students as a whole, 73.4% are 18-24 years old. This percentage holds for all categories of English classes except for Developmental where 84.3% of our students fall in that range. In all cases, the English department serves more 18-24 year olds than TMCC as a whole where 56.3% fall in that age range. 23.8% of TMCC's students are 25-34 years old. Our English majors include 22.5% in that age range and compares favorably to the numbers for the college as a whole. However, Only 13.5% of our department's students account for 25-34 year olds. This differs from TMCC and the major by quite a bit. Developmental courses which have 84.3% of their students in the 18-24 age range include only 9.6% in the 25-34 year range. Only ESL students come close to mirroring the TMCC and English major percentages for 25-34 year olds at 21.3%. TMCC claims that 5.5% are under 18. The English department's offerings show 7.1% in this age range with 8.2% of the college English students coming in at under 18. The ENG majors do not include any under 18 students at this time. Students 35 and older account for 14.7% of TMCC's enrollments, but only .6% of the enrollments in the department. English majors include 10.1% who are 35 and older which is somewhat comparable. Most students planning on a transfer degree are younger than 35. This, coupled with the mandates to finish college level and developmental English within a year account for the high numbers of students from 18-34.

While the gender distribution of students who declare a major in English favor women more than TMCC's average (60.7% female vs. 56.3% female), the English Department's numbers demonstrate a comparable distribution of gender in our classes overall. 53.1% enrolled in English classes in Fall 2017 were female compared to the 46.9% who are male. These numbers match almost perfectly to the numbers for TMCC as a whole. Only ESL courses come in a little higher, but still lower than for English Majors: 57.5% are female compared to 42.5% who are male. The larger number of females who declare English as their major is supported by national trends in education. According to Data USA, 69.2% of the graduates with English degrees are female.

Ethnicity is the next important demographic. The English Department's numbers match favorably with the numbers for TMCC as a whole, while the degree's diversity is limited. The largest ethnicity at TMCC is white students which represent 55.7% of the students who attend here. The English degree attracts 68.5% of its students from this demographic. However, white students represent only 50.7% of the students in our department's classes as a whole. For college level English courses, the number of white students is directly comparable to TMCC's numbers at 55.7%. Developmental students are only 39.7% white and ESL students are only 1.7% white. As an HSI, 28.8% of the students at TMCC are Hispanic. 33.3% of the students the English Department serves are Hispanic. College level classes include 30.3% Hispanic students, but ESL and Developmental classes serve 54% and 45.2% Hispanic students. Though English majors include only 16.9% Hispanic students, the department's offerings see a larger percentage of Hispanic students than TMCC as a whole. Like TMCC the representation of other races is low in the English Department's total offerings. We serve 1.3% Native Americans, 5.2% Asians, 2.5% Blacks, 4.3% of two or more races, and 1.5% unreported. There are ethnicity differences in the major worth note. 2.2% of our students are Native American, double the percentage for TMCC as a whole. 10.1% of our majors come from 2 races, nearly twice the number for TMCC at 3.5%. Asian and International students are served mostly by our ESL courses. 19.5% of our students in ESL classes are International while 21.3% of those students are Asian.

Since, in balance, the English Department serves a similar demographic as TMCC, no other explanations are needed here.

Student Recruitment Activities : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Describe any recruitment activities in which the program/unit participates. These may include campus events such as Day on the Hill, external events, or special activities organized by the program/unit. If applicable, describe any partnerships with local high schools or efforts to help high school students enter the program. These might include Career and Technical Education (CTE) agreements, assisting or offering courses for JumpStart, accepting or offering credit by examination, etc. To the best of your knowledge, have these recruiting efforts been successful?

Generally, because our courses represent major Gateway offerings, not much recruitment is needed. We often promote our department's degrees with students in our composition, creative writing, and 200-level classes. If a class is in need of promotion, we visit our other classes and make fliers. We also promote our different programs at events: ESL always represents the department at the Student Success Fair. This year, the English Department was represented at the Transfer Day Fair as well. We work with a number of high schools for Jumpstart which is the first contact many of them have with our department. All Washoe County schools are included in our Alternative Pathway which allows recent WCSO graduates to go directly into English 101 if they have an unweighted grade point average of 3.0.

In addition, the high profile of some of our distinguished faculty members at literary events in town helps to promote our department's degree. English 107 has long served as one of the options for the POST certificate for police officers and firefighters. We are considering a certificate in professional writing which would be of interest to businesses in the area. English faculty are active in their communities which make them excellent ambassadors for our offerings.

These recruiting efforts seem successful. We plan on maximizing more of them in the future.

Enrollment Strategies : Version by **Cardoza, Cheryl** on **05/21/2019 18:03**

Regarding the most significant enrollment findings, discuss strategies, if needed, to improve enrollment in your program(s)/unit. These may include improving recruitment efforts, especially to underserved students, more efficient scheduling, streamlining pathways to completion, etc. Include an estimated timeline of proposed actions.

The following strategies are proposed to help improve English department offerings.

- Scheduling Strategies
 - 200-Level Rotation Policy: implement a policy for more fair distribution of 200 level courses to qualified faculty. The policy is in the draft stage and expected for implementation in Fall 2019 or Spring 2020.
 - Continue Scheduling Experiments to meet student needs. Continue experiments with dynamic scheduling (the boxcar method preferred by VPAA Murgolo) and reacting to enrollment issues with scheduling solutions. This is an ongoing strategy.
- Course and Degree promotions
 - Continue participation in the Student Success and Transfer Day Fairs. This is an ongoing strategy.
 - Develop brochures, fliers, and other promotional materials to define the following:
 1. Degree requirements and benefits. To be produced before the end of Fall 2019.
 2. General Education and Diversity Offerings. To be produced in the semester prior to the one it covers.
 3. Gateway Course restrictions: To be produced in Spring 2019.
- Curricular Strategies
 - Update CSLOs and PSLOs for better completion of degrees. This will take place over the Spring 2019 semester and most likely be completed by the end of Fall 2019.
 - Align our AA in English with UNR again. The TMCC English Department Chair will meet with UNR's English Department Chair in Spring 2019. Degree changes should be complete by October of 2019 so that the changes go into the catalog as quickly as possible.
 - Develop and Implement the Creative Writing track for the English AA degree.
 - Develop degree track ideas and discuss with the Department faculty during Spring 2019
 - Discuss degree track transferability with UNR English Department Chair during Spring 2019
 - Create the degree track and any courses and put them through the Curriculum Review Committee. Complete by Fall 2019 or Spring 2020.
 - Submit curriculum paperwork to include survey courses as General Education courses during Spring and Fall 2019.
 - Verify that Diversity classes also qualify as General Education. Put paperwork through the CRC by the end of Fall 2019.
 - Put Appropriate Courses through the approval process for Silver Core status. This will be an ongoing process as faculty identify courses that should be included in the Silver Core and as they go through the process to gain that. ENG 220 is the next course the faculty would like to see go through the system. This should be accomplished by the end of Fall 2019.
 - Develop New curriculum for majors and general education offerings. Two faculty have brought cross-disciplinary course ideas to me that we would like to explore. One wanted to do a course on Mythology. The other wants a course on Fairy Tales. We will explore how these should look over the Spring 2019 semester. They will most likely go through CRC in Fall of 2019.
 - Meet Gateway Mandates from the System Office. This is an ongoing process that is required. The department is also gathering data on the effectiveness of the drop-holds to present to the assessment and advising offices by the end of Spring 2019.

- o Increase Jumpstart Offerings. This is also ongoing and contingent on Karen Rubio's office and faculty initiatives. We are exploring three initiatives right now: 101 at Reno High School, Hybrids for any high school student, and English credit combined with theater at Damonte High School. All of these should have results by the end of Fall 2019, but other opportunities will come up as they will. We do expect that this is an area that will continue to grow.
- Monitor the Effectiveness of the new developmental Integrated Reading, Writing and Inquiry courses. We have gathered data from our first semester already and will be meeting to discuss strategies and share assignments in the Spring. This is an ongoing strategy as we decide if this is the best change we could make for developmental.
- Research issues in READ 135 enrollments. This is an area that we would like to expand, but will not until we ascertain why enrollments are steadily declining. We suspect that some students are circumventing the requirement to co-enroll in READ 135 with ENG 101 and 113 with certain Accuplacer scores. The Coordinator for ESL and Reading is investigating this issue. The Department Leadership will then work to devise strategies to improve this area.
- Work on ESL enrollment issues through promotion, the Intensive English Language Program proposal, alternative course offerings online with Japan, Costa Rica and others, and providing more Hispanic student support. Angela Adlish has already produced a preliminary IELP plan that the ESL faculty and Coordinator should now discuss. Once the plan is fully fleshed out, we will submit it to Natalie Brown for further action. This should start in the Spring of 2019. Implementation would ideally happen in Fall of 2019.

Are there any internal or external factors anticipated to impact future enrollment? If so, how does the department/unit plan to address these factors?

There are always factors that can impact future enrollment. Some are obvious; others take us by surprise.

Internal Factors include:

- Leadership changes in the Liberal Arts Division. We currently have an interim dean and will likely get a new dean soon. New leadership often brings with it fresh ideas which can impact enrollments both positively and negatively.
- Changes to how Meadowood, Edison, and Redfield work as campuses. There has been movement to make these stronger hubs of specific activity. Meadowood is especially moving to becoming a more viable campus.
- Increased Efforts in International Student Recruitment. Though this enrollment area has been down for some time, Recent efforts should help TMCC start seeing increases in International Student enrollments. Natalie Brown and Beth Loureiro both have some excellent ideas and have planted some potential seeds in many places.

Internal factors are the easiest to respond to. The Department is committed to supporting other initiatives as best we can. We have already acted on the ideas brought to us by Advising to support an increase of international students at TMCC. We have worked with the Dean of Business and Social Sciences to make a schedule for Meadowood and stand ready to help promote the programs going through that campus. We are working diligently with the Interim Dean of Liberal Arts. She has brought a wealth of new ideas to us to help increase enrollments. We will do the same for the next Dean of our division.

External Factors Include:

- Further System Mandates. The last PUR dealt with students needing to finish in the first 30 credits and streamlining developmental and establishing alternative pathways to make it easier for students to complete developmental and go straight into English 101 when possible. This PUR has dealt with Gateway mandates and degree and general education issues. The department fully expects 1. to have more mandates where Gateway is concerned, especially as required data on completions come through, and 2. to react to whatever the System comes up with next. The Chancellor passed through some initiatives that will no doubt drive any new mandates. The system is looking out for students and trying to make the educational experience in Nevada even across institutions. We look forward to the next focus.
- Changes in the Reno or Nevada employment picture. Shifts in employment rates, the emphasis on technical programs and workforce training, all impact student enrollments. Recent negative indicators from the stock market may also impact enrollments in colleges.
- UNR Curriculum Decisions. Transferability is always an important issue for the English Department. We continue to monitor changes and adapt to these. Silver Core requirements can impact enrollments. If our courses don't transfer well to UNR's programs, it creates issues for our students. We will keep trying to make the transfer of TMCC degrees as seamless as possible to UNR. The UNR BA in English degree changes are also a matter for our attention as changes in their degrees can impact our enrollments. We are in constant discussions with UNR to make this work for all.
- New Transfer Agreements with other institutions: TMCC has made a number of new agreements with NSC, SNC, GBC and other institutions here in Nevada and in other states. Those transfer agreements could have very positive impacts on enrollment if enacted well.
- Adoption of the WICHE Passport. TMCC is in the process of aligning GE curriculum with the WICHE passport. This alignment could expand our ability to transfer to a number of institutions in the west and among our sister institutions here in Nevada.
- International Student Treatment in the United States. Current government policies on immigration and student visas are impacting enrollments at all U.S. colleges.

External Factors are more difficult to address. For transfer agreements with UNR and other institutions, degree alignment and the adoption of the WICHE Passport, TMCC can play an active role in these actions. The English Department is active in all of these discussions and will continue that practice. The English Department has done a good job of meeting system mandates and accreditation mandates. We try to voice concerns when we see possible issues these mandates might make with enrollments. Changes in the economic environment around the college and how international students are treated by our own government are outside TMCC control, but it doesn't stop us from calling our representatives and creating petitions. It may be a small action, but sometimes small actions are the most potent.

VI. STUDENT SUCCESS

Course Pass Rate : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Course Pass Rate in ENG Sections	
Fall Term	Avg. Course Pass Rate
Fall 13	77%
Fall 14	73%
Fall 15	76%
Fall 16	74%
Fall 17	74%
5 yr change / average	Avg. Course Pass Rate
ENG	75%
Division	78%
TMCC	80%

Please describe any substantial trends or shifts that you see. What might these trends or shifts mean? Discuss any factors that could have led to these trends or shifts in the data.

The course pass rate has been steadily declining for the last 5 years. In many areas we saw a steep decline in Fall of 2014, a rebound in Fall of 2015, and then a further decline in Fall 2016 and 2017.

One of the factors involved in this decline was the shift to the Alternative Pathway for WCSD graduates. Though it increased enrollments in our 101 courses, it meant that students with marginal skills were placing in English 101, and that the students left in ENG 95/98 were less prepared than students were before the changes. While we are seeing better retention and completion with the alternative pathway students, we are seeing lower passing rates overall. Faculty have also reported that students coming out of ENG 101 are not always fully prepared for ENG 102. This has also led to passing rate reductions.

Another possible impact on the passing rate is that students seem more distracted than in past years. They seem to be working more and studying less. They seem more likely to leave for personal/family reasons than ever before.

Overall, the pass rate in English is 75%. Though the Division pass rate is 78%, English is the only department in the Liberal Arts Division with developmental classes, which would by their very nature bring the pass rate down. TMCC's average pass rate is 80%. The 80% includes students in all of our classes including technical certificate classes. Only English and Math include developmental students as part of their pass rates. Both departments are obligated to make sure that students who pass developmental are truly ready for the next level.

The department does not feel that the pass rate is extraordinarily low in English classes.

Graduation and Transfer : Version by Deadmond, Melissa on 05/13/2019 17:26

Degrees Awarded		
AY	ENG-AA	Total
12-13	10	10
13-14	12	12
14-15	12	12
15-16	11	11
16-17	9	9
Total	54	54

Transfer Rate of Grads			
	Program	Transfer Degrees	Terminal Degrees
Degrees Earned Fall 12 - Summer 17	54	4128	2805
# Transferred after graduation	44	2455	821
% Transferred after graduation	81%	59%	29%

Transfer Schools	
# of students	Transfer Institution
1	Antioch University - Connected
1	Arizona State University
1	Lindenwood University
1	Portland State University
1	University of Maryland - University College
37	University of Nevada, Reno
1	Waners State Community College
1	Western Governors University

Please discuss any trends or shifts that you see. Do your degrees and/or certificates appear to be preparing students to transfer or enter directly into the workforce as intended?

The English Department has graduated 54 students with AA's in English in the last five years. 81% of our graduates transfer after earning their degrees, mostly to UNR, but also to Antioch University, Arizona State, Lindenwood University, Portland State, University of Maryland, Waners State Community College, and Western Governors University. English majors at TMCC are doing better than the 59% who transfer with a TMCC transfer degree.

We feel that this rate of transfer meets the intentions we had when we created our AA degree.

Student Success Strategies : Version by Deadmond, Melissa on 05/13/2019 17:26

With respect to the student success indicators of credits earned (completion), retention, graduates and transfers, discuss strategies to enhance student success. These may include improving advising and mentoring efforts, improving retention efforts, streamlining pathways to completion, etc.

It is clear to the English Department that the AA degree in English is a successful endeavor given the rates of retention, completion and graduation. To keep it successful, we have to keep abreast of changes in transferability and degree requirements at UNR and make sure our degree offers measurable outcomes. Much of the analysis here has focused on how to make our degree even better and laid groundwork for English to offer another degree track in Creative Writing. Analysis of the major areas that are seeing enrollment increases supports the notion that a Creative Writing Track for our AA in English degree is our next step. After that, we should explore matching UNR's other 2 tracks for their BA degree. There is potential to align better with the Secondary Education Track and the Linguistics track that UNR is currently offering.

Success in our Gateway classes is also evident in the course fill rates, retention and completion numbers. Enrollment numbers could show improvement, but overall, this is a highly successful area of our offerings.

Developmental offerings have seen steep declines in enrollment, but still see success in retention and completion rates. Students now have fewer hoops to jump through to get to college level English classes. We are confident that the new integrated reading, writing, and inquiry classes will help developmental students succeed better. It will take some time to see that at work, but overall, the concept is sound and the first pilot was successful. The declines in developmental enrollment reflect a shift to college level English that the system wanted to see. We have been successful enacting this shift to meet system mandates. There are still issues with whether we are meeting student needs as more underprepared students take ENG 101 and 102. We are expecting to do more work to make pass rates higher.

ESL enrollments are declining rapidly. This is an area of constant concern, one that needs some effective strategies to see it be more successful. We have already outlined a number of strategies for that. The numbers here show, however, that the program is highly successful at what it does. Assessment results and a CSLO review show students are succeeding better from ESL courses than from native speaker composition courses.

The main student success strategies include:

1. Work on the Faculty Advising protocols for English Majors. Faculty asked that they be assigned majors to work with and that they be provided training on how to advise effectively. These things should be put in place in Spring 2019.
2. Adjust curriculum to better retain students so they can complete their Developmental, Gateway, General Education, and degree requirements. Assessments are showing some areas of concern that faculty need to address. This is an ongoing strategy.
3. Maintain Mentoring efforts with new PT and FT faculty. This is an ongoing strategy.

Are there any internal or external factors anticipated to impact future student success in your program or unit? If so, how does the department/unit plan address these factors?

Internal factors that impact student success include Gateway drop-holds. Students are unfamiliar with what these are and how they work, while they are meant to increase student completion, preliminary data collected from ENG 101 courses in Fall 2018 suggest that holds are actually causing more students to drop out, possibly permanently. For Spring 2019, we will be analyzing the students who stopped attending ENG 101 classes and failed them. It might just take time for students to appreciate the importance of these drop-holds, especially as the same ones are in place at UNR.

Another internal factor impacting student success at TMCC is the lack of options on the General Education list from English. Students who want to take a course on literature can't do so because of the Financial aid rules that forbid it.

Class consistency is something noted in a number of assessment reports. Though the English Department has internal documents that outline course expectations, review of syllabi and the collection of assignment sheets for assessment purposes have revealed some liberties being taken with the course content. We will be doing more to make sure that courses fulfill department expectations and so that students are getting consistent expectations in like classes. We are also reviewing and revising those efforts in the Composition and 200 level committees. New assessment ideas are also fueling more conversations between faculty about courses and assignments.

The change in the Accuplacer test should help student success in most cases. However, recent changes to the questions preceding the test make ESL faculty concerned that it will impact their enrollments even more. Because many students request a chance to retake the test when it puts them in the non-native track because they are fluent in a language other than English, opening questions for the test were revised. It now asks if a student knows multiple languages if they are fluent in English. If they are fluent, they are taken to the native speaker test instead of the non-native speaker test. We are monitoring the results of this test and asking faculty to watch for ESL markers in student diagnostics to make sure that students are being placed correctly.

The final internal factor is a lack of proper advising for English degree students and for composition students. We had a number of students who were misdirected to the English Department Office because they were only a point or two off from taking college level courses instead of developmental. In some cases, whoever advised the student misread the testing results printout which clearly placed the student in English 101 already. In other cases, students were sent to beg for special dispensation to release them from the need to take developmental classes or to take READ 135 to assure success in ENG 101. Experience has shown us that lifting a block for an underprepared student is often detrimental to that student's success in college. Similarly, degree students are not sent to the department for advising, and often find that they were misdirected to a course that does not count for the degree. Making sure that faculty advisement is required of English majors will help alleviate this issue.

Internal factors can be addressed by more emphasis on Faculty Advising. As the testing results sheet becomes more familiar, less of those students will be sent to the department when there is no issue. Monitoring and evaluating drop-holds and placement results can help to make those processes better. Faculty did this analysis of their own accord. We have already noted that the Department is aiming to put more courses on the General education lists and also to respond to assessment results by improving curriculum.

Student success is also impacted by external factors. Employment has become a big factor for our students. Most of them have to hold 1-2 jobs to afford college tuition. Community college students tend to work 30-50 hours a week and have family obligations that make going to school difficult. A number of students are reporting that employers are ignoring their requests not to work when they have classes. Many have to miss classes because of work and have no way of making it up without losing their jobs. Textbooks and materials for courses also impact this factor. While many faculty attempt to keep costs down, students still struggle to pay for all the costs of school.

Another external factor at play is student concerns about immigration and student visa policies at the government level. DACA students are no longer sure they will be permitted to stay in the country, and families are seeing more separations as deportations increase. Student worries make it difficult for them to concentrate and succeed in classes.

The alternative pathway for WCSD students sometimes bolsters student success and sometimes hampers it. Much depends on the preparation they are receiving from their high school instruction. Washoe County School District has made great strides in offering consistent and rigorous instruction to their students, but there is still work to be done.

The department is addressing external factors as they can. Many of these situations require an individual approach, one that offers alternatives for students who must work to afford school or who come to TMCC underprepared. Lower class caps will help us address the rise in external barriers to student success. We recently dropped caps in ENG 101 and 102 so faculty will have more time to foster student engagement on an individual basis. Student worries about immigration will also require more individual attention to our students. With classes that have 30-50% Hispanic students, English faculty have been exposed more to this issue. While we are limited in the ways we can help, an understanding ear can often lead to success in the future.

VII. RESOURCES

Faculty Achievement : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

Faculty name

FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

Number of years teaching at TMCC

Total number of years in academia

Primary courses taught

Significant activities or contributions made to TMCC (Please try to limit to 3)

Faculty name

...

Full-Time Permanent and Temporary Faculty

Angela Adlish Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- 2001 Master of Arts in Teaching English as a Second Language (TESL), University of Nevada, Reno
- 1997 Teaching English as a Foreign Language (TEFL) Certificate, Rutgers University Extension at WICE, Paris, France
- 1993 Bachelor of Arts in Art History, University of California at Santa Cruz

Number of years teaching at TMCC

- 17 years

Total number of years in academia

- 21 years

Primary courses taught

- Entire ESL curriculum from basic ENG 81 level to ENG 112 level to ENG 113/114 (college-transfer ESL) as well as ESL sections of READ 135 and COM 113

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Acted as ESL Coordinator for more than 7 years
- Completed a sabbatical project on best practices in College-level ESL Programs
- Supported curriculum by building new classes: ENG 81C, SSK 109 for ESL, READ 135 for ESL

Lenaya Andersen One Year Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- **University of Nevada, Las Vegas**, Las Vegas, Nevada. May 2009. *Master of Arts in English Literature with multiple classes in Composition and Rhetoric*
- **University of Nevada, Reno**, Reno, Nevada. May 2004. *Bachelor of Arts in Secondary Education with an English emphasis*

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- **The Pathways Home** co-authored with Larissa Cherpeski. November 2015. *A Memoir of Sisters on Both Sides of Addiction.*
- **A Reason to Stand Conference**, Boise, Idaho. March 2016. *Guest Speaker*
- **Reno Problem Gambling Center**, Reno, Nevada; Elko, Nevada. 2017. *Guest Speaker*

Number of years teaching at TMCC

- 8 years

Total number of years in academia

- 11 years

Primary courses taught

- English 101 and 102

Significant activities or contributions made to TMCC (Please try to limit to 3)

- *I have contributed to multiple activities as part of the Library Committee including the Monster Panel. As a member of the Part Time Faculty Committee, I have made significant contributions to policy and faculty representation. As a member of the English Department, I contribute to assessment, research, and a variety of committees.*

Julie Armbrecht Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- PhD, UNR, College of Education, Literacy Studies

Number of years teaching at TMCC

- 9 years

Total number of years in academia

- 24 years

Primary courses taught

- Reading and Developmental Education

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Reading Coordinator and ESL and Reading Coordinator

Erica Bein Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- BA, English (UNR), MA, English (UNR), MA, Humanities (University of Louisville)

Number of years teaching at TMCC

- Since 2005 full time. (Worked for a year as Writing Center Coordinator before that. Teaching was part of my contract.)

Total number of years in academia

- Since 1997

Primary courses taught

- ENG Composition courses/200-level English courses

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Worked with Rob Lively to secure the ENG AA degree, continue to oversee English advising of majors and ensure graduation and transfer, served as department coordinator and then chair.

Bridgett Blaque Tenured Professor 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- BA--English UNLV 1978
- MA--English Literature UNLV 1980
- 30+ graduate credits UNR

Number of years teaching at TMCC

- 34 years

Total number of years in academia

- 36 years

Primary courses taught

- English 101, 102, 267, 281, 282
- Women's Studies 101

Significant activities or contributions made to TMCC (Please try to limit to 3)

- English department chair 1996-2000
- Faculty Senate Chair 2001-2005
- Coordinator, TMCC Self-Study for the Reaffirmation of Accreditation 2004-2005

Cheryl Cardoza Tenured Professor, Chair 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- ABD, Victorian and Modern British Literature. University of California Santa Barbara, 1994
- Master of Arts, English. Purdue University, 1990
- Bachelor's of Arts, English and French. California State University, Chico, 1988.

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Flash Fiction Publications: "The Truth about Fairy Wings" and "Keep it Safe" in *The Soul of Wit*, Oloris Publishing, 2016.
- Recent Theater Productions: *Frog and Toad All Year*, *The Lion, the Witch, and the Wardrobe*, and *The Producers* at TMCC. *Maxbeth* with Merry War Theatre Group.

Number of years teaching at TMCC

- 16 years

Total number of years in academia

- 28 years

Primary courses taught

- English 96, 101, 102, 107, 221, 224, 225, 250, 252, 267

Significant activities or contributions made to TMCC (Please try to limit to 3)

- English Department Chair and Co-Chair, 2016-2020
- Faculty Senate Chair and Chair-Elect, 2015-2018
- Department and Developmental Coordinator in the English Department

Patricia Cullinan Tenured Professor 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- Associate of Arts in English--Yuba College (1991)
- Bachelor of Arts in English--CSU, Chico (1993)
- Master of Arts in English--CSU, Chico (1997)
- Certificate in Teaching Basic Writing--CSU, Chico (1997)

Number of years teaching at TMCC

- 20 years

Total number of years in academia

- 25 years

Primary courses taught

- Reading 93
- English 96
- English 98
- English 101
- English 102

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Writing Center Coordinator (1998-2002)

Ana Douglass Tenured Professor, Interim Dean 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- PhD English Literature, emphasis British Modernism and Literary Theory Rutgers University

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Carnegie CASE Professor of the Year, Nevada 2015
- TMCC RGJ Professor of the Year 2015
- TMCC Model Dairy Service Award 2006

Number of years teaching at TMCC

- 22 years

Total number of years in academia

- 25 years

Primary courses taught

- English 102, Women and Literature, CH 202, CH 203

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Interim Dean of Liberal Arts 2018-2019
- Faculty Assistant to the President, President Ringle and Interim President Sanford 2004-2006
- Editor 10 Year Report, Accreditation 2005

Hugh Fraser Tenured Professor 80% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- BSC Business [Santa Clara University] MA in English [San Francisco State University] CA Community College English Teaching Certificate [San Francisco State University]

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- 4 Self-Published Novels

Number of years teaching at TMCC

- 23+ years

Total number of years in academia

- 28+ years

Primary courses taught

- English 98, 101, 102 + 200 level courses

Significant activities or contributions made to TMCC (Please try to limit to 3)

- 9 Years Department English Chair
- 2 Years as Interim Dean of Liberal Arts
- 2 Terms as English Department Faculty Senator

Robin Griffin Tenured Professor 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- BS Education (East Carolina University), MA TESL (UNR), ABD in Rhetoric and Composition (UNR), certified in Reading Remediation (ECU).

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Reviewer for TESOL Journal; Education experience in Japan and Mexico (teaching); Published a memoir piece in a literary journal.

Number of years teaching at TMCC

- 17 years Full-Time

Total number of years in academia

- 28 years

Primary courses taught

- Composition and ESL Reading, Writing, Listening, and Speaking.

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Developmental Coordinator, Faculty Senate Senator for English Dept., Reno-Gazette Journal Faculty in Excellence Teaching Award; Quality Matters certified for online teaching.

Elizabeth Humphrey Tenured Professor 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- Master's of Arts in English with a writing emphasis, University of Nevada, 2001; Thesis: "All's Not Quiet on the Western Frontier: Interpreting the Female Experience on the Frontier Based on Diaries, Letters, and Memoirs."
- Master's of Science in Geography, University of Nevada, Reno, 2000; Thesis: "Mortality and Migration: A History of the Comstock Lode"
- Bachelor of Arts in English Literature with a minor in Historic Preservation, University of Nevada, Reno, 1995

Number of years teaching at TMCC

- 6 years Part-time; 16 years Full-time.

Total number of years in academia

- 22 years

Primary courses taught

- English 096, 098, 101, and 102

Significant activities or contributions made to TMCC (Please try to limit to 3)

- I have served as Faculty Senator, chaired and served on a few tenure track committees, and attended the Federal Mediation Training.

Emily King One Year Instructor 100% FTE**Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- Master of Arts, English Composition and Rhetoric - California State University, Fullerton; Bachelor of Arts, English Literature - California State University, Long Beach; Online Teaching Certificate- Mira Costa Community College, Oceanside

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Volunteer work with the Arthritis Foundation

Number of years teaching at TMCC

- 1 year

Total number of years in academia

- 6 years

Primary courses taught

- English 96, 101, 102

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Library Committee, Composition Committee, and I'm working on the Dynamic Criteria Mapping project

Robert Lively Tenure-Track Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- Master's Degree in English from the University of Nevada and currently am ABD in English from Arizona State University.

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Published an article in the *Popular Culture Review*
- Editing a scholarly collection for McFarland Press about *Star Trek: Voyager*
- Serving as the TYCA-West national representative.

Number of years teaching at TMCC

- 13 years

Total number of years in academia

- 22 years

Primary courses taught

- ENG 101, ENG 102, ENG 281

Significant activities or contributions made to TMCC (Please try to limit to 3)

- English Faculty Senator to the faculty Senate and I am the Co-Editor of *The Meadow*.

Martha Johnson-Olin Tenure-Track Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- M.A. in English Literature, University of Missouri-Kansas City (2007)
- M.A. in English Literature, University of Rochester (2011)
- Ph.D. in English Literature, University of Rochester (2014)
- Certificate in Effective College Instruction, the Association of College and University Education (2017)

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- "A Story as Diverse as the Animal World: Beauty and the Beast." *The Cinderella Bibliography*. Ed. Russell A. Peck. 2017. <<http://d.lib.rochester.edu/cinderella/text/beauty-and-the-beast>>;
- "Strong Women in Fairy Tales Existed Long Before Frozen: Teaching Gender Studies via Folklore." In *Fantasy Literature: Challenging Genres*. Ed. Mark A. Fabrizi. Critical Literacy Teaching Series: Challenging Authors and Genres. Rotterdam: Sense Publishers, 2016.
- "A Story Capable of Enchanting the World: Cinderella and Its Many Variations." *The Cinderella Bibliography*. Ed. Russell A. Peck. 2015. <<http://d.lib.rochester.edu/cinderella/text/Cinderella-introduction>>;

Number of years teaching at TMCC

- 1 year

Total number of years in academia

- 14 years

Primary courses taught

- English 101
- English 102
- English 96 (Developmental Writing)

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Facilitator for the course on Effective Teaching Practices from the Association of College and University Educators.
- Participating in Dynamic Assessment and its potential impact on data and how we study student progress at TMCC.
- Member of the Composition Committee

Mark Maynard Tenure-Track Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- Master of Fine Arts, Creative Writing, Antioch University Los Angeles
- Bachelor of Arts, English, University of San Diego

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Nevada Arts Council Literary Arts Fellowship 2019
- Nevada Reads Book (*Grind*) 2016-17
- Nevada Writers Hall of Fame Silver Pen Award (2015)

Number of years teaching at TMCC

- 15 years

Total number of years in academia

- 15 years

Primary courses taught

- English Composition
- Creative Writing
- English Literature
-

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Chair, Academic Standards and Assessment Committee

- Member, Faculty Senate Executive Board
- Team Member, Learning Communities Initiative

Molly Maynard Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- Certificate in Postsecondary Reading and Learning, California State University Fullerton, December 2012
- M.A., English, California State University San Jose, May 2003
- B.A., English, Summa Cum Laude with Honors in English, California State University San Jose, May 1998
- A.S., Business, West Valley Community College, Saratoga, CA. May 1994.

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- In 2016 wrote a thematically-organized textbook for college reading courses that was published by an independent college press; Twenty-eight credits of graduate-level education coursework from the University of Nevada, Reno.

Number of years teaching at TMCC

- 13 years (5 years part-time)

Total number of years in academia

- 13 years

Primary courses taught

- READ 135, ENG 96 (previously ENG/READ 95 and ENG 98), ENG 267, and ENG 101

Significant activities or contributions made to TMCC (Please try to limit to 3)

- English Department Coordinator 2014-present; National Institute for Staff and Organizational Development Award for Teaching Excellence, 2014; Part-Time Faculty Issues Committee Chair, TMCC, 2009-2013 (Interim Chair Spring 2014)

Mai McMurray 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- Teacher Education Program, Sierra Nevada College, 2001
- M.A., Literature, University of Nevada, Reno, 2000
- B.A., Literature, St. Mary's College of California, 1993

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- 2012-present: Community Girl Scout/Girl Up Leader. I was involved with the Girl Scouts of Northern Nevada for four years working as a troop and community leader. Our Girl Scout troop volunteered and completed numerous community activities that included work with homeless shelters, local trail clean up, and helping with families in need. Recently I began working with the National Girl Up organization. This training program is designed for young girls ranging from 12-18 to encourage leadership and grass-root projects. The Girl Up members organize community efforts to raise funds for international educational programs in order to empower young girls in developing countries.
- Mindful School. Since 2014, I have been taking online courses with Mindful Schools. This program is to certify educators in mindfulness training in order to benefit their communities, schools, and classrooms. I have had the opportunity to teach children of all-ages mindfulness techniques to help with school social pressures, test taking anxiety, and to promote a sense of well-being.

Number of years teaching at TMCC

- 16 years

Total number of years in academia

- 24 years

Primary courses taught

- Developmental English, 101, World Literature 231/232

Significant activities or contributions made to TMCC (Please try to limit to 3)

- **Distinguished Speaker Series (DSS) Member/Chair:** I became a member of the DSS in 2009 and I have worked closely with Founder, Dianne Cheseldine as Chair of the series since 2016. The Distinguished Speaker Series (DSS) brings a broad spectrum of speakers to the college to enrich the academic lives of students and members of the community. The opportunity to hear these distinguished guests brings greater understanding of different cultural perspectives to participants of all walks of life. The DSS committee has hosted over 25 speakers since 2000 including: Philippe Cousteau (Philippe Cousteau Foundation), Madam Sadat (international peace social activist), Donald Johanson (Paleoanthropologist, discoverer of ancient hominid 'Lucy,' Steven Nightingale (author), and James Doty (author, neurosurgeon, and founder of The Center for Compassion and Altruism Research and Education at Stanford Medical).
- **Coordinating Developmental English (090):** I coordinated the Developmental English program from 2005-06. This included coordinating the adjunct orientation, conducting class observations, interviewing/hiring for the program, and revising the adjunct resource guide. In addition I was chair of the 090 committee and organized the yearly assessment.

Karen Ozbek Permanent Instructor 50% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- BA in Anthropology and MA in TEFL (Teaching English as a Foreign Language); both from Southern Illinois University

Number of years teaching at TMCC

- 18 years

Total number of years in academia

- 35 years

Primary courses taught

- ENG 111/112D, 113, and 114

Significant activities or contributions made to TMCC (Please try to limit to 3)

- 16 years as ABE/ESL coordinator at TMCC

Joshua Shinn Tenure-Track Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- B.A., Liberal Studies (2006) & M.A., English Composition (2011) from California State University, San Bernardino

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Golden Key Honor Society Member (2010)

- Article Reviewer/ Editor for The International Journal of Critical Pedagogy: The University of North Carolina, Greensboro (Ongoing)
- Teacher of the Year, Platt College (2015).

Number of years teaching at TMCC

- 2 years, 2 months

Total number of years in academia

- 9 years, 2 months

Primary courses taught

- English 96, 101, & 102

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Library Committee Chair
- Student-Veteran Faculty Mentor
- Men of Color Faculty Mentor

Brad Summerhill Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- BA in English Language and Literature with Highest Distinction, University of Virginia, Charlottesville, 1992.
- MFA in Creative Writing with Fiction Emphasis, University of Arkansas, Fayetteville, 2000.

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Editor/operator, Sierra Editorial Services
- Author, *Gambler's Quartet* (a novel) (2010, Virginia Avenue Press)
- Guitarist/singer/songwriter, Adapter, a working rock band

Number of years teaching at TMCC

- 17 years

Total number of years in academia

- 22 years

Primary courses taught

- ENG 101, 102, 200, 202, 231, 232

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Faculty Senate Chair, 2011-13
- Model Dairy Faculty Excellence in Service Award, 2013

Karen Wikander Tenure-Track Instructor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- May 2007: University of Virginia, Charlottesville Ph.D., Textual Criticism, Bibliography, and American Literature. Dissertation: *Bringing Venus Into the Gutter: A Textual History of "The Custom of the Country."*
- December 1995: University of Birmingham, England, M.A., The Meaning and Production, Transmission, and Editing of Texts
- May 1994: University of Nevada, Reno, B.A. with Distinction. Major: English Literature Minor: Psychology

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- *Finding and Using Electronic Texts*. Co-author with Elizabeth Solopova, Bodleian Library: Oxbow, 2004.
- *Creating and Documenting Electronic Texts*. Co-author with Alan Morrison and Michael Popham. Oxford: Oxbow, 2000.

Number of years teaching at TMCC

- *Truckee Meadows Community College*, Reno, NV. Instructor (2001, adjunct; 2002-2005, full-time; 2006-2016, adjunct; 2016-present, tenure-track).

Total number of years in academia

- 21 years

Primary courses taught

- English 101 (Composition I), 102 (Composition II), 231 (World Literature I), 232 (World Literature II), 235 (Survey of English Literature I), 236 (Survey of English Literature II), 241 (Survey of American Literature I), 242 (Survey of American Literature II), 243 (Introduction to the Short Story), 267 (Introduction to Women and Literature), 275 (Contemporary Literature), 298 (Writing about Literature), Core Humanities 201 (Ancient and Medieval Cultures), Core Humanities 202 (The Modern World)

Significant activities or contributions made to TMCC (Please try to limit to 3)

- 2017 Foundation Innovation Grant: collaborated with the Dean of Liberal Arts and colleagues from the English Department on a Foundation Grant to change Sierra 212 into an Innovative Classroom
- 2018 Foundation Innovation Grant: collaborated with colleague Mark Maynard on a proposal to create a mobile multimedia lab that will allow for multi-modal assignments for English 101 and English 102

Lindsay Wilson Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- B.S. Social Science with minor in History (University of Wyoming, 1997).
- M.A. English (University of Wyoming, 2003)
- M.F.A. in Creative Writing, Poetry (University of Idaho, 2006)

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- Quercus Review Press Spring Book Award for my poetry collection, *No Elegies*.
- Reno Poet Laureate from 2017-2018.
- Special Mention in the *Pushcart Prize XLII*.

Number of years teaching at TMCC

- 12 years

Total number of years in academia

- 17 years

Primary courses taught

- English 102 (Composition & Rhetoric), 220 (Poetry Writing), ENG 299 (Special Topics), and 205 (Introduction to Creative Writing).

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Establishing TMCC's *The Meadow* as a national literary journal.
- The Nevada System of Higher Education's Regents Creative Activities Award, 2016
- The Nevada Writers Hall of Fame Silver Pen Award, 2018.

Anne Witzleben Tenured Professor 100% FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

- BA English, Santa Clara University.
- MA Tesol, University of Nevada, Reno

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

- 10 years volunteering with Trails & Vistas (non-profit organization focused on arts education and environmental stewardship).

Number of years teaching at TMCC

- 13 years

Total number of years in academia

- 26 years

Primary courses taught

- English: 81C, 83, 111, 112A, 112C, 112D, 113, 114, 181, 288.
- Reading: 135
- Humanities: COM 113

Significant activities or contributions made to TMCC (Please try to limit to 3)

- Served as ESL Program Coordinator
- Member of the HSI (Hispanic Serving Institution) Task Force

Faculty Workload : Version by **Cardoza, Cheryl** on **05/21/2019 18:12**

	Faculty FTE and Headcount			
	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 2013	22	21.0	29	13.7
Fall 2014	17	16.6	32	12.7
Fall 2015	21	18.7	24	10.5
Fall 2016	22	20.0	25	8.2
Fall 2017	20	19.5	23	9.5

	Student Credit Hours Taught			
	Full-Time		Part-Time	
	SCH	% SCH	SCH	% SCH
Fall 2013	7344	60%	4795	40%
Fall 2014	6186	59%	4338	41%
Fall 2015	7083	65%	3762	35%
Fall 2016	7550.5	73%	2832	27%
Fall 2017	6826.5	68%	3259.5	32%

English (College and Developmental Instructors)

College & Dev Full-Time (Your Dept) Other Instructors

	Full-Time (Your Dept)		Other Instructors	
	Headcount	FTE	FT	PT
Fall 2013	16	15.3	0	27
Fall 2014	13	13.2	2	28
Fall 2015	16	14.2	4	19
Fall 2016	18	16.3	1	20
Fall 2017	16	15.3	1	21

College Full-Time (Your Dept) Full-Time (other Dept) Part-Time

	Full-Time (Your Dept)		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013	4220	74%	0	0%	1464	26%
Fall 2014	4446	69%	0	0%	1980	31%
Fall 2015	5178	73%	246	3%	1698	24%
Fall 2016	5941	79%	63	1%	1523	20%
Fall 2017	5296	81%	0	0%	1281	19%

DEV Full-Time (Your Dept) Full-Time (other Dept) Part-Time

	Full-Time (Your Dept)		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013	1125	43%	0	0%	1464	57%
Fall 2014	558	20%	192	7%	1980	73%
Fall 2015	429	19%	108	5%	1698	76%

Fall 2016	372	20%	0	0%	152380%
Fall 2017	306	19%	60	4%	128178%

ESL English

	Full-Time (Your Dept)Other Instructors		
	Headcount	FTE	FT PT
Fall 2013 3	2.1	0	3
Fall 2014 2	1.0	0	6
Fall 2015 3	1.9	0	2
Fall 2016 2	1.5	1	3
Fall 2017 3	2.2	1	0

	Full-Time (Your Dept)		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013 607	29%	0	0%	1464	71%	
Fall 2014 336	15%	0	0%	1980	85%	
Fall 2015 531	24%	0	0%	1698	76%	
Fall 2016 429	21%	66	3%	1523	75%	
Fall 2017 522	28%	44	2%	1281	69%	

READ

	Full-Time (Your Dept)Other Instructors		
	Headcount	FTE	FT PT
Fall 2013 3	3.0	2	4
Fall 2014 2	1.4	2	7
Fall 2015 2	1.4	1	7
Fall 2016 2	1.7	1	6
Fall 2017 2	1.4	1	6

	Full-Time (Your Dept)		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013 1185	41%	207	7%	1464	51%	
Fall 2014 519	20%	135	5%	1980	75%	
Fall 2015 519	23%	72	3%	1698	74%	
Fall 2016 602	27%	78	4%	1523	69%	
Fall 2017 518	28%	81	4%	1281	68%	

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What impact, if any, have these trends or shifts had on the program/unit?

The department has seen fluctuations in faculty both part-time and full-time. The high for full-time faculty over the period since the last PUR was 22 Full-time faculty which included 2 Full-time one year appointments and 20 tenured or tenure-track faculty. These numbers also reflect any faculty sabbaticals taken in the Fall. We generally have a faculty sabbatical every year taken either in the Fall or in the Spring. In Fall of 2014, faculty headcount dropped to 17 faculty. It built back up to 21 in Fall 2015 but it was determined in that semester that we were in need of four new tenure-track positions to serve in Gateway courses. In Fall of 2016, we were listed as having 22 faculty, but three of them were full-time temporary appointments. One of those FT temps covered for Hank Sosnowski's classes when he had to take medical leave. The 22 faculty also reflected the four new FT tenure-track hires. If we look at that number more closely then, the Department had attritioned down from 19 full-time tenure or tenure-track faculty to 15. We lost three full-time faculty at the end of school year 2015-2016. In addition, another faculty member had to retire during the 2016-17 school year. The department argued for replacement faculty after these losses. We engaged in a search during the 2017-18 year. Initially, we were granted three new tenure-track positions. That was reduced to one position by the end of the search. We hired one tenure-track faculty member who started in Fall of 2018.

We currently have three faculty members scheduled for retirement. One of those retirees, while considered a full member of the department, currently holds a 50% contract. Her permanent half-time position has been offered to a full-time faculty member who has accepted that. Transferring the 50% line to a full-time faculty member puts us down an additional faculty member as we head into 2019-2020. The Dean of Liberal Arts has successfully argued for a replacement position in the English Department. We will be conducting a FT tenure-track search and a search for two FT temporary faculty in Spring of 2019.

Part-time faculty numbers have declined from highs in 2013-2014 of 29-32 faculty to a low of 23 faculty in 2017. These numbers reflect the changes in numbers of sections taught. When we eliminated a developmental level and opened our ENG 101 classes to the Alternative Pathway placements, we eliminated a lot of developmental sections. These eliminations impacted overall student enrollments as those students who once took three classes (ENG 98, 101, and 102), were now only taking two classes from English (ENG 101 and 102). The impact of this is evident when you look at the decline in developmental student credit hours. In 2013, there were 1125 SCH in developmental. After implementation of the policy, this number was cut in half to 558 SCH in 2014. By 2017, we had only 306 SCH. Numbers in our READ courses saw similar declines. Though READ 95 was required of all developmental students in this time period, the cut in developmental student credit hours had a severe impact on that number. The READ numbers also reflect READ 135 which is required of students who show a need for reading skills through ACCUPLACER testing. The use of FT temporary faculty impacts the PT numbers quite a bit. One FT temp can represent 2-5 PT faculty. The practice of continually hiring FT temporary faculty has impacted these numbers. In addition, in the last two years, UNR has increased the number of 3 year lecturer positions and has instituted continual lecturer positions which attract our part-time faculty away from TMCC. Given that they also pay more (currently \$1000 per credit to our \$850), it has been increasingly more difficult to find qualified PT faculty who are not already engaged at UNR. With Workday's implementation, sharing PT faculty has become easier, but we are also able to see a faculty member's teaching obligations across all NSHE institutions. This makes LOB appointments less likely.

FTE has remained consistent in the Department ranging from a loss of .4 FTE to 2 FTE each semester. Additional Assignments and release time remain the reason why FTE is lower among FT faculty. We have adjusted the additional assignments in the department, but as English remains one of the more active departments on campus, we are often recipients of release time for those activities. We have had three Faculty Senate Chairs come from our department. The Faculty Senate Chair receives 7.5 credit releases in the year for Chair-Elect duties, and 15 credit releases in the year as Senate Chair. In addition, executive board members typically receive 6 credit releases for their service. Other additional assignments like General Education Mentors and ACUE facilitators also receive stipends or release time. These assignments are not made by the department and we have no control over how they are distributed.

We do control our release time for coordinators. Administration has been keen to reduce the number of release credits for coordinator positions, but often uses those releases to attract

faculty to course and web development, mentoring, and facilitator assignments. The English department has seen reductions in the amount of release time in the department. In 2013, we had an ESL Coordinator, a Department Coordinator, and a Journalism Coordinator. Each received 3-6 credits per year release, and the 2012-13 PUR recommended increasing those so the coordinators could actually do their work. That expanded to an ESL Coordinator, a Developmental and Reading Coordinator, and a Department Coordinator. The Journalism Coordinator position went to a part-time faculty member with the loss of the full-time Journalism Professor, but still existed in the department. The Department Chair is the only other source of release time: typically 18 credits per year. In 2016, this went up to 21 credits which was split between the two appointed co-chairs. It reverted to 18 credits after that one respite. The current department chair in seeing a decline in developmental, reading, and ESL enrollments collapsed the ESL and Reading portions into one coordinator and added the one developmental course to the Department Coordinator's work.

Current Release time for the Department Coordinators and Chair is as follows:

- Department Chair: 18 credits
- Department Coordinator: 6 credits
- ESL and Reading Coordinator: 6 credits.

We requested additional release time for the Meadow Editors 2 per year each. These are taken usually as stipends, not as release time. We also asked for a 6 credit release for a faculty member who is serving as Reno's Poet Laureate. His argument was that his city position would bring more attention to the English Department's creative writing courses and TMCC's recognition in the community. Even with 36 credit releases over the year, that is only slightly more than 1 FTE. Faculty overloads make up the difference.

We do not feel that the release time currently granted to the department is negatively impacting our ability to teach students. If anything, we need more release time for the Department Chair, and feel strongly that the Department Coordinator is currently handling too much for the release she is given. We would like to see the Department Coordinator position's duties made more manageable by opening a new Writing Program Coordinator position. The administration of faculty and assessment take too much time from both the Chair and the Department Coordinator, leaving very little time for the vital duties that are needed to run the department. Though many have argued that the ESL and Reading Coordinator is not needed, too many initiatives on the horizon need a coordinator in that position. Also, the enrollment difficulties in ESL are only abated by the diligent work of the coordinator and faculty in that area.

FT and PT faculty losses have impacted us the most. Our FT temporary positions are no longer temporary and have become a fixture in the department. These FT temporary contracts we offer every year present faculty in our department with a moral dilemma. These contracts need to be designed in a more humane way. We recommend extending our FT contracts to 3 year positions. The lack of resources for PT faculty have meant that more FT faculty are teaching our students. In English, we see FT contact with students as an essential part of student success. Many years ago, we aimed for a 60% FT to 40% PT ratio to best serve students in our Gateway, Developmental, ESL, and Reading courses. This mandate came from President Ringle, and the English Department was proud to meet that goal. Since that time, our FT/PT ration has increased even more. In 2017, it was 68%/32%. Given the demands on English Faculty, we believe this trend to be a positive thing for student success, but it is hampering our ability to run our department well. To better meet student needs, we also recommend hiring at least two FT tenure-track faculty to replace our upcoming retirements. Ideally, we would hire an additional FT tenure-track position to meet our upcoming needs in the department. Given the lack of available PT faculty, this seems a prudent course of action.

Support Staff : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

We have three support staff in the English department: two full-time Administrative Assistants and a part-time student worker to support our ESL program.

Terri Hull has served as our Administrative Assistant III for over 20 years. She provides administrative support for the Department including inputting and maintaining schedules, creating and maintaining faculty contracts, serving student needs, stocking and inventorying supplies to support our educational mission, maintaining the budget, assisting the chair, coordinator and faculty in their duties, and producing reports. Her work requires initiative, judgement and problem solving skills which often require adapting to new procedures to solve problems. Customer service is a big part of Terri's jobs as she is asked to help students, faculty, and other staff when they make inquiries of the department. The job description for her position is as follows:

ADMINISTRATIVE ASSISTANT III: Positions at this level provide secretarial support to the manager of a complex work group consisting of professional staff and subordinate supervisors, or, they perform program, administrative or support duties. Assignments require problem solving and performance of specialized duties within the framework of agency/program policies, procedures, requirements and applicable regulations. Additionally, initiative and judgment are required to determine the priority of assignments and to structure tasks to accomplish program and administrative objectives within established schedules and timelines. The work is specialized and involves circumstances requiring adaptation of different approaches or methods to solve problems. Errors affect the timely provision of services to the manager, program staff and clientele and may cause inconvenience and financial loss to program clientele. Incumbents exchange specialized program related information and explain detailed regulations and procedures to agency staff and program clientele including why and how regulations apply to their specific situation or problem. Completed work products are reviewed periodically by the supervisor or the users within or outside the agency. Positions at this level may or may not supervise lower level staff.

Teri McKinney was added this summer as the department's Administrative Assistant II. The department has been in need of an additional Administrative Assistant for many years. One of the main requests from the department's 2012-13 PUR was to add a second FT Administrative Assistants to support the Department. The arguments in that report were compelling: that we were functioning without enough support for the number of faculty the department serves, that work was overwhelming for the one assistant that we had, and that other departments with fewer faculty and workload had more Administrative Assistants. These arguments did not earn us a new position until we were asked to apply Gateway Drop-Holds and help students swap sections in both the Math and English Departments. This added workload caused both the Math and English Departments to reiterate their requests for additional administrative support. As both departments had asked for this support in their previous PURs, and as both departments have similar numbers of faculty and serve similar student populations, both departments were granted second AA positions in the Summer of 2018. Teri McKinney's job description and duties are similar to Terri Hull's. Though Teri has only been with us a short time, she has proved to be a quick learner and a great asset to the department.

We usually employ a student worker to serve our ESL department because student issues go directly to the ESL and Reading Coordinator. This worker is present in the office suite where the Coordinator and the faculty for ESL and Reading reside (RDMT 207). The job consists of working 10 hours a week in the department answering phones, directing student inquiries, and supporting ESL and Reading faculty needs. Because the ESL and Reading Coordinator and the ESL faculty work diligently to advise ESL students, this position has been very important to our department. We tend to use Federal Work Study monies to pay for this position. Our most recent student worker was Teresa Reynaga-Olague who worked for us in the Fall of 2018. She will not be back in the Spring 2019 semester.

This level of staff is adequate to fulfill the needs of the English Department at this time. We recommend maintaining this staff level in the future.

Facilities and Technology : Version by **Cardoza, Cheryl** on **05/21/2019 18:18**

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc.

The English Department has three basic facilities needs: classrooms, office space, and storage space. We expect technology in our classrooms and offices. Fifteen years ago, the Chair of the English Department went on a crusade to ensure that the English Department had smart classrooms. Faculty need that kind of technology to fully engage today's visually-oriented student.

Classrooms

In the 2012-13 English Program Unit review, two observations were made about classrooms. The first was that during scheduling rooms were often listed as "to be announced." This meant that there was often a scramble to find classrooms, especially on the Dandini campus, right before the semester started. At times, classes were canceled just because there were no rooms. The second note was a recommendation that asked that English classes be put in Tier 3 classrooms. Since that time, the scheduling of classrooms has improved. Courses are usually placed in appropriate Tier 3 classrooms. The English department now has some dedicated classrooms for Gateway courses. One of those classrooms has been renovated as an innovative classroom funded through a Foundation Grant. This classroom has been equipped with whiteboards and whiteboard tables, stylish tables and chairs, an Apple TV unit, and iPads on an Apple Cart. These innovations allow a lot of technological activities with students in Gateway English classes. Most of the classrooms have pixi units, smartboards, elmos, computers and sound equipment.

Office Space

The English Department has offices in the main office suite, Vista 300, in the Vista 111 suite, which includes some cubicles for PT faculty, and in the RDMT 207 suite where ESL faculty and their Coordinator and student worker are. We have three faculty offices on other campuses: one at the Redfield Campus, and two on the Meadowood Campus. Offices are equipped with computers, printers, monitors, and phones. Faculty seem able to make good use of their offices.

The main office for the English Department is in Vista 300. After 20 years, this office area was renovated in the Summer of 2018. The furniture was old and the front desk counter was an ADA hazard. The renovations corrected that and provided two work areas for our Administrative Assistants.

Storage Space

With permission from the previous Dean of Liberal Arts, the English Department is using Vista 300B for storage. There is additional storage between Vista 105 and 107, but it is not a secure location and other people also use the space.

Technology

Aside from the technology in our classrooms and offices, the previous Dean of Liberal Arts purchased two additional Apple Carts to encourage faculty to innovate in the classroom. The original Apple Cart is housed in the Dean's office in Sierra. The two additional carts were assigned to the Vista and Red Mountain buildings. The Dean asked the English Department to house and check out the Apple Cart in Vista. We use Vista 300B to store this valuable piece of equipment.

Another Foundation Grant was awarded to English Department Faculty to create a multimedia lab for multimodal compositions. The previous dean allocated an unused office (Vista 112) as a temporary venue for the lab. Equipment is still being purchased for this facility.

Are the program's/unit's facilities and technology adequate to support the program? Explain.

Generally, the facilities and technology available to English faculty serve our needs. Even so, there are problems that need to be addressed.

Scheduling Issues

- Scheduling in inappropriate rooms still occurs. Occasionally, we still need to request a different room for an English class. The Anthropology Lab is a particularly bad room for us, narrow and long and full of fragile equipment for the anthropology courses. There are other computer labs that do not serve our students well. When classes are put in these rooms, we have to request a change so that we are teaching in rooms that are conducive.
- Scheduling at other campuses has become tighter. Redfield campus is housing too many programs and is currently running out of space. English offers composition courses for students of that campus but also jumpstart classes for Galena High School. It has been difficult to get rooms at the requested times because of these issues.
- Scheduling at Meadowood is taken care of by the Dean of Business and Social Sciences. She chose times for English classes to ensure students can finish a degree on that campus. The English Department fully supports making the campus a viable opportunity for students. We have two dedicated FT faculty on the Meadowood campus. The times chosen for our classes are not good times for our faculty. We are limited to 10:30 in the morning and 5:30 at night on MW and TTH. This entails multiple PT faculty to make it work because of the split days. ENG 96 is being offered at this campus, but the time does not accommodate the class's 4 credits and to fit it into that time, we have to offer it as a hybrid. This means hiring a PT faculty member with skills in this area. The classes assigned for English were long and narrow with no real room to do group work. We worked with the Dean of Business and Social Science to change those rooms in some cases. Her solution to that problem was acceptable, but we are concerned about how well these classrooms work for composition instruction.

Classrooms

- Technology in some of our classrooms is starting to fail. Vista 301, for example, has screen resolution problems with the projector. Facilities has been informed. Though adjustments have been made, there are still issues with visibility. Faculty are starting to ask to be assigned elsewhere.
- The Vista 102 classroom was converted into a classroom from the Journalism lab complete with office and sound booth. It was then furnished with some of the same furniture brought into the innovative classroom and extra whiteboards. Faculty complaints about this space were brought to the attention of the Facilities Department. The room has some issues with acoustics and the furnishing does not foster group work or even class-wide discussion. Tall tables in the back and a cushioned bench in a blind spot, fostered isolation and made it so students could not see or hear each other. Technology in the room was also an issue. All of this has been reported and is probably well on the way to getting fixed, but it did present problems.

Office Space and Storage

There is currently an office space crisis and spaces that have been converted into classrooms (Vista 102), labs (Vista 112), and storage (Vista 300B) are needed for faculty instead of for their new purposes. The office in the Vista 102 space has been demolished, so it is no longer a viable office space. The multimedia composition lab is only in Vista 112 until a more appropriate space can be found. The office space does not meet the criteria for a true lab at any rate. Though the Department Chair recommended Vista 102 for this lab space, she was told that the classroom designation cannot be reversed in that room. This leaves the lab without a space once that office is reclaimed. The faculty who wrote the grant are exploring other ideas for the lab. One idea that might solve the problem is that the lab become a mobile lab on a cart similar to the Apple Cart.

This brings us to storage. The Department does not have adequate storage spaces. While other departments have conference rooms and/or kitchens with storage space, the English Department has one open room with insufficient cabinets to house materials for such a large department. The Apple Cart and a possible Multimedia Composition Cart could push the department's space issues to a breaking point. The current use of Vista 300B is not sustainable. The office has already been allocated for a new hire in the Fall of 2019. This leaves the materials in that room including the Apple Cart without a home. A storage solution would be welcomed by the English Department.

Completing Vista 300 Renovations

Renovations in the main office suite have helped the office tremendously. There are still some important items in need of completion, however. We were promised a new accent wall to match the new furniture. There is a junction box inside the front workstation that needs to be rewired. Facilities is aware of these needs and we are in a queue to get them completed, but at

this time, they have not been done.

Funding and Instructional Expenditures : Version by Deadmond, Melissa on 05/13/2019 17:26

Working with your academic dean, describe the most significant funding source(s) and part-time faculty dollars allocated to the program/unit. These may include regular operating budgets, grants, lab fees, differential tuition, etc. Are funding sources adequate to maintain or grow the program? Should enhanced lab fees or differential tuition be explored?

The English Department budgets are divided into three accounts: English, Developmental English, and ESL. Most of our money comes from the regular operating budget. We had a lab fee for our Journalism classes, but that is no longer an issue. We also earn lab fees for online classes, but that goes to WebCollege for their work. Budgets include general operations, Faculty expenses (salaries, fringe benefits, and travel), PT Dollars, and any wages for student workers. The funding for the Department is adequate. We do not run out of money. When the multimedia composition mobile labs are available for more widespread use, and multimodal composition takes off at TMCC, classes that utilize the lab space and the mobile labs will need to charge a lab fee to help sustain the equipment. We are not ready to make that commitment for the Department at this time, but it will most likely happen in the next five years.

PT dollars come from the state fund, and the budget office does the transfer of funds. The budget is allocated each semester. Although the process for requesting PT dollars has changed slightly over the years, the budget office fully funds English department PT dollar requests. Historically, the requested dollar amount comes from the department and is based on department need. Everyone who requests PT dollars is funded. Part-time faculty are limited to 9 credits at TMCC. If PT faculty members are offered 12 credits, they are benefits eligible. The English Department Chair has to be mindful that the PT faculty member's course load does not exceed expectations across all NSHE campuses. This has been made easier by WorkDay. Unfortunately, because of the variable ways that FTE is measured at UNR vs. TMCC, PT faculty who teach two classes at UNR cannot teach a third class at TMCC without becoming benefits eligible. This means that the Department Chair will have to be even more diligent to avoid that scenario. If the Department needs to use a PT faculty member for 12 credits, the request has to be approved by the VPAA. When there is great need, the VPAA is happy to comply with such requests. The English Department makes a concerted effort not to require benefits for PT faculty.

Part-time Dollar Allocations 2013-2018

Year	Developmental	English	ESL	Totals
2013	\$111,690.00	\$213,585.00	\$0	\$325,275.00
2014	\$110,250.00	\$175,500.00	\$0	\$285,750.00
2015	\$124,370.06	\$178,800.00	\$0	\$191,237.06
2016	\$59,578.13	\$160,667.79	\$0	\$220,245.92
2017	\$54,350.00	\$121,246.50	\$0	\$175,596.50
2018	\$58,827.77	\$153,582.54	\$0	\$212,410.31

The total spent on PT faculty for 2013-2018 was \$1,410,964.70.

Discuss how part-time faculty dollars have been allocated and used in the program, and discuss their impact on the program/unit's FTE. Was the program/unit able to offer more sections and/or increase FTE? Were part-time faculty hired to meet student demand for courses?

PT dollars are allocated in the program to part-time faculty who teach our classes. Faculty are limited to 9 credits each unless they have been given approval to become benefits eligible. Loads for PT faculty count in every NSHE institution. Faculty who teach both for us and for UNR are limited in how much they can teach. FT employees of UNR or other NSHE institutions can teach an overload which is limited to two classes per semester. Part-time faculty have taught 18,986.5 student credit hours just in the fall semesters from 2013 to 2017. In total, they taught approximately 38,000 student credit hours in that time period. This represents between 27 and 40% of the classes taught in our department. Part-time faculty are invaluable colleagues. Without their support, we would not be able to run as many sections as we do. PT faculty are hired to meet student demand for courses. The only issue here is with the demand for PT faculty in our area. UNR, WNC, and GBC (for online classes) share faculty with TMCC. Recent policies at UNR, make working at the university much more lucrative than working at TMCC or the other community colleges. UNR pays PT faculty \$1000 per credit, while TMCC pays only \$850 per credit. The UNR English department has expanded its 3 year lectureships and now has term lectureships that do not have a fixed term. These opportunities take valuable part-time faculty from TMCC. A higher wage for PT faculty would help us retain them.

VIII. FUTURE DIRECTIONS

Five-Year Plan : Version by Cardoza, Cheryl on 05/21/2019 18:20

Using your curriculum, enrollment, and student success strategies, and after evaluating your proposed resource needs, develop a 5-year plan for the program or unit. Please address the following questions.

What are the major goals that the department or unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion.

Scheduling and Promotion Goals

- 200-Level Rotation Policy: implement a policy for more fair distribution of 200 level courses to qualified faculty that focuses on student-centered, transparent, and equitable scheduling practices. The policy is in the draft stage and expected for implementation in Fall 2019 or Spring 2020.
- Continue Scheduling Experiments to meet student needs. Continue experiments with dynamic scheduling (the boxcar method preferred by the VPAA) and reacting to enrollment issues with scheduling solutions. This is an ongoing strategy.
- Continue participation in the Student Success and Transfer Day Fairs. This is an ongoing strategy.
- Develop and distribute brochures, fliers, and other promotional materials to define the following:
 - Degree requirements and benefits. To be revised before the end of Fall 2019.
 - General Education and Diversity Offerings. To be produced in the semester prior to the one it covers.
 - Gateway Course restrictions: To be produced in Spring 2019.
 - Creative Writing Courses should be promoted through local literary venues and events, including venues like OLLI and the TMCC Writing Conference. To be produced in Spring 2019.

Department Effectiveness Goals

- Hire two Full-time Faculty to replace retiring faculty. Fall 2020 or sooner if need arises.
- Convert the two FT temporary faculty positions into 3-year lectureships or tenure-track positions. Fall 2019 or sooner.
- Establish a Writing Program Coordinator so that the Chair and Department Coordinator are not overwhelmed with managing the writing program aspects of the department. Develop the coordinator description in Spring 2019 and start the position in Fall 2019.
- Work on the Faculty Advising protocols for English Majors. Faculty asked that they be assigned majors to work with and that they be provided training on how to advise effectively. These things should be put in place in Spring 2019.
- Maintain Mentoring efforts with new PT and FT faculty. This is an ongoing strategy.
- Research the need and viability for courses in reading across the disciplines as well as explore pragmatic ways that reading faculty can share effective reading strategies faculty can use to support students in their courses.

Assessment Goals:

- Communicate to faculty the necessity of assessing all outcomes within a five-year time frame.
- Monitor the effectiveness of the new developmental Integrated Reading, Writing and Inquiry courses. We have gathered data from our first semester already and will be meeting to discuss strategies and share assignments in the Spring. This is an ongoing strategy as we decide if this is the best change we could make for developmental.
- Adjust curriculum to better retain students so they can complete their Developmental, Gateway, General Education, and degree requirements. Ongoing.
- Collect Assessment materials every time each course is taught to provide faculty with more examples to measure.
- Provide a stipend for PT faculty who participate in assessment. While we currently provide a stipend for attending General Education Closing the Loop meetings, we don't provide one for participating in assessment activities.
- Close the loop with existing assessments. Ongoing.
 - Review course CSLOs that are not being measured or are redundant.
 - Work to include CSLOs that better reflect what the courses do and what the PSLOs expect. This item will have to happen after a revision of the PSLOs which also demonstrated a need for revision in the analyses in this report.

Curricular Goals

- Explore and develop Freshman Composition offerings as a program with distinct program learning outcomes and course learning outcomes that can be effectively mapped to those First Year Composition program learning outcomes, and, when possible: WICHE passport learning outcomes, UNR Silver Core learning outcomes, and general education learning outcomes by Spring 2021.
- Align our AA in English with UNR again. The TMCC English Department Chair will meet with UNR's English Department Chair in Spring 2019. Degree changes should be complete by October of 2019 so that the changes go into the catalog as quickly as possible.
- Develop and Implement a Creative Writing Track for the English AA degree.
 - Develop degree track ideas and discuss with the Department faculty during Spring 2019
 - Discuss degree transferability with UNR English Department Chair during Spring 2019
 - Create the degree track and any courses and put them through the Curriculum Review Committee. Complete by Fall 2019 or Spring 2020.
- Explore the possibility of developing a Secondary Education track for the English AA Degree by Spring 2021.
- Explore the possibility of developing a Linguistics track for the English AA Degree by Spring 2021.
- With the Humanities and Visual and Performing Arts Departments in the Liberal Arts Division, explore the possibility of developing and implementing a Liberal Arts degree that will meet Silver Core requirements at UNR by Spring 2020.
- Develop and offer 300-level courses when they are used by UNR as Sophomore level offerings by Spring 2020.
- Communicate more with our English majors and students at large about English Department offerings for the degree and for General Education. This is an ongoing strategy.
- Submit curriculum paperwork to include survey courses as General Education course during Spring and Fall 2019.
- Update CSLOs and PSLOs for better completion of degrees. This will take place over the Spring 2019 semester and most likely be completed by the end of Fall 2019.
 - Course Student Learning Outcomes should be revised to include an outcome on literary research when applicable.
 - A PSLO is needed to address close reading and language analysis as part of the analysis process.
 - Revise PSLO #2 to allow for published literary works, student work, and language within a historical/cultural context.
 - Review General Education offerings to include survey courses so that we can offer more of them to meet the degree requirements.
 - Add Information Literacy as a GE competency to appropriate courses
 - Revise PSLO #3 to more explicitly analyze genre expectations and their relevance to literary works.
 - Revise PSLO #4 to be more measureable. We suggest that cross-application of ideas from the course in student analyses of literature or language would be a better fit for what our courses actually do.
- Verify that Diversity classes also qualify as General Education. Put paperwork through the CRC by the end of Fall 2019.
- Put appropriate Courses through the approval process for Silver Core status. This will be an ongoing process as faculty identify courses that should be included in the Silver Core and as they go through the process to gain that. ENG 220 is the next course the faculty would like to see go through the system. This should be accomplished by the end of Fall 2019
- Offer creative writing courses as both community classes and transfer classes for degree options. This will expand our reach for these courses with community members who do not want/need degree options. Fall 2019.
- Develop new curriculum for majors and general education offerings. Two faculty have brought course ideas to me that we would like to explore. One wanted to do a course on Mythology. The other wants a course on Fairy Tales. We will explore how these should look over the Spring 2019 semester. If approved by the department, these will most likely go through CRC in Fall of 2019.
- Meet Gateway Mandates from the System Office. This is an ongoing process that is required. The department is also gathering data on the effectiveness of the drop-holds to present to the assessment and advising offices by the end of Spring 2019.
- Increase Jumpstart Offerings. This is also ongoing and contingent on the Dual Enrollment office and faculty initiatives. We are exploring three initiatives right now: 101 at Reno High School, Hybrids for any high school student, and a course to fulfill the Senior English credit combined with theater at Damonte High School. All of these should have results by the end of Fall 2019, but other opportunities will come up as they will. We do expect that this is an area which will continue to grow.

How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?

The English department currently offers an AA degree in English. Some of the goals in the previous section address degree completion improvements. We also serve the college with Developmental, Reading, ESL, General Education, and Diversity curriculum. Goals for those areas are also included in the previous section and also address how the department will improve course completions and quality.

The Program Student Learning Outcomes evaluated here through Course Student Learning Outcomes both for our degree courses and for our offerings in Developmental, Gateway, ESL, Reading, and General Education will lead to some productive discussions about the degree and courses in our program. The improvements proposed here will make the AA in English a better degree: more transferable, more thoughtful, and more meaningful. This kind of evaluation and the changes we are proposing should make completing the AA in English a more purposeful act. With better transferability and better outcomes, the degree will appeal to and sustain interest from more students. Our course offerings will also benefit from this kind of review and revision. Courses that are meaningful lend themselves to completion. Working together on these ends will also help us make sure our course offerings in the department are consistent. Increased faculty work with students, especially with the new enrollment caps in our Gateway classes will also inspire completion.

How does the department or unit plan align to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)? To which Core Themes and Objectives does the program or unit plan align?

The English Department aligns to the following Core Themes and Objectives in the College's Strategic Master Plan:

- **Core Theme I: Student Success**
 - **Objective 1:** improve successful completion of students' educational goals, including graduation, transfer and CIT completion.
 - English courses aim for successful completion and retention
 - Gateway classes are part of most of the students degrees at TMCC. ENG 101, 102, 113, and 114 are often required for the English requirement.
 - The English Department provides general education and diversity classes to help students succeed in their degree objectives.
 - **Objective 2:** Provide high-quality student support through library resources, advising and informational services.
 - English faculty utilize library and tutoring resources and steer students to the library for assignments. English 101 includes a library orientation. English Faculty recommend tutors for the Writing Center and help to develop library holdings to meet student needs. We are also committed to faculty advising for our English majors and for Gateway and general education students who come to us with questions.
- **Core Theme II: Academic Excellence**
 - **Objective 1:** Maintain and improve the quality of course, general education, and program offerings through systemic assessment and review.
 - The English department believes in meaningful assessment that questions and improves courses and the degree. We were one of the first departments at TMCC that incorporated Closing the Loop activities as part of our assessment plan.
 - English department members serve actively on both the Curriculum Review Committee and the Academic Standards and Assessment Committee.
 - A number of English Department members are attending AAC&U's General Education and Assessment conference in February of 2019.
 - **Objective 2:** Offer high-quality programs that meet the workforce educational needs of our community.
 - Workforce programs use our ENG 107 class and recently asked for an ENG 101 for Electrician Apprentices. ENG 181 also serves a large number of workforce students. The English Department is always happy to support workforce programs at TMCC.
 - **Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - The English Department serves the diverse student population that makes up TMCC. We believe in providing an open and genuine learning environment for all students.
 - ENG 181 serves a large ESL population. Our ESL courses provide faculty experts for English Language Learners and International students who are seeking degrees here at TMCC
 - **Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - English Faculty are advocates for a culture of intellect and professional growth. We hold professional development activities every semester. We work to applaud the work of our colleagues and to promote the work of our peers.
- **Core Theme III: Access to Lifelong Learning**
 - **Objective 1:** Function as an Open Access Institution
 - Developmental, ESL and Reading classes help us meet this objective, but we also serve a great number of lifelong learners in our literature and creative writing classes, which see many community members as part of our student cohorts. We plan to expand this reach especially for our creative writing offerings.
 - **Objective 2:** Cultivate a welcoming, safe, and inclusive environment.
 - English faculty work hard to teach students how to use discourse to make cogent points while respecting other views and one another. Our course materials usually include ways that we challenge social norms, which are always discussed in a safe and inclusive classroom environment.
- **Core Theme IV: Stewardship of Resources**
 - **Objective 1:** Optimize State-Funded Revenue
 - The English department uses its resources to schedule classes that meet student needs. We also use resources well in the work we do for the Jumpstart program at TMCC.

Resource Requests : Version by **Deadmond, Melissa** on **05/13/2019 17:26**

Faculty and/or Staff Positions

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)

Faculty Positions: FT tenure-track

1. Request: Two FT tenure-track faculty positions to replace retiring faculty.
2. Estimated time to hire: Both retirement phase-ins will complete in the next three years. We recommend being flexible in case for some reason that timeline is sooner.
3. Projected measurable outcome: 1. Replacing retiring faculty with new tenure-track faculty will foster and maintain the excellence of English Department offerings. 2. New tenure-track faculty will help foster a culture of intellect and currency in the field of English. 3. New tenure-track faculty will serve a diverse student population with excellent instruction in the field of English.
4. Institutional Funding Priority: 1. Compliance with mandates and requirements
5. Alignment to the College's Strategic Master Plan
 - **Core Theme I: Student Success**
 - **Objective 1:** improve successful completion of students' educational goals, including graduation, transfer and CIT completion.
 - **Objective 2:** Provide high-quality student support through library resources, advising and informational services.
 - **Core Theme II: Academic Excellence**
 - **Objective 1:** Maintain and improve the quality of course, general education, and program offerings through systemic assessment and review.
 - **Objective 2:** Offer high-quality programs that meet the workforce educational needs of our community.
 - **Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - **Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - **Core Theme III: Access to Lifelong Learning**

- **Objective 1:** Function as an Open Access Institution
- **Objective 2:** Cultivate a welcoming, safe, and inclusive environment.
- **Core Theme IV: Stewardship of Resources**
 - Objective 1: Optimize State-Funded Revenue (new faculty are more cost effective than retiring faculty)

Faculty Positions: FT 3-year Contracts

1. Request: Two FT temporary faculty positions on 3-year contracts instead of 1 year contracts.
2. Estimated time to hire: As we are already approved for two FT 1 year contracts for next school year, this request should go into place for the 2020-2021 school year. Hiring should start in Spring of 2020.
3. Projected measurable outcome: 1. Hiring FT temporary faculty for three year contracts will maximize department and institution resources. 2. Hiring FT temporary faculty for three year contracts will provide stability to the department and the faculty member which will in turn provide students with an excellent faculty resource. 3. A three year contract will foster professional skills in the faculty member and make them more viable for permanent faculty positions.
4. Institutional Funding Priority: 4. Improve efficiency and effectiveness.
5. Alignment to the College's Strategic Master Plan
 - **Core Theme I: Student Success**
 - **Objective 1:** improve successful completion of students' educational goals, including graduation, transfer and CIT completion.
 - **Objective 2:** Provide high-quality student support through library resources, advising and informational services.
 - **Core Theme II: Academic Excellence**
 - **Objective 1:** Maintain and improve the quality of course, general education, and program offerings through systemic assessment and review.
 - **Objective 2:** Offer high-quality programs that meet the workforce educational needs of our community.
 - **Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - **Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - **Core Theme III: Access to Lifelong Learning**
 - **Objective 1:** Function as an Open Access Institution
 - **Objective 2:** Cultivate a welcoming, safe, and inclusive environment.
 - **Core Theme IV: Stewardship of Resources**
 - Objective 1: Optimize State-Funded Revenue (three year contracts will save us money on annual searches for these positions and optimize the use of faculty on these search committees)

Capital Improvement (Facilities)

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)

No Capital Improvement Requests at this time.

Technology or Specialized Instructional Resources

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)

No technology or specialized instructional resources request at this time.

Professional Development

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)

1. Core Theme(s)
2. Objective(s)

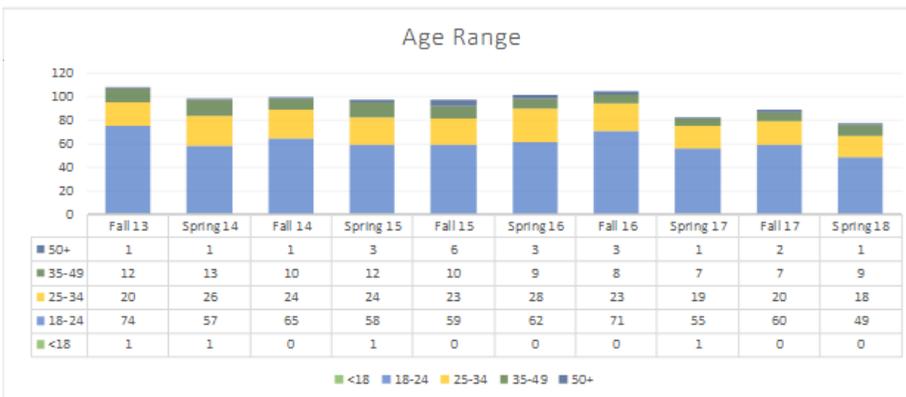
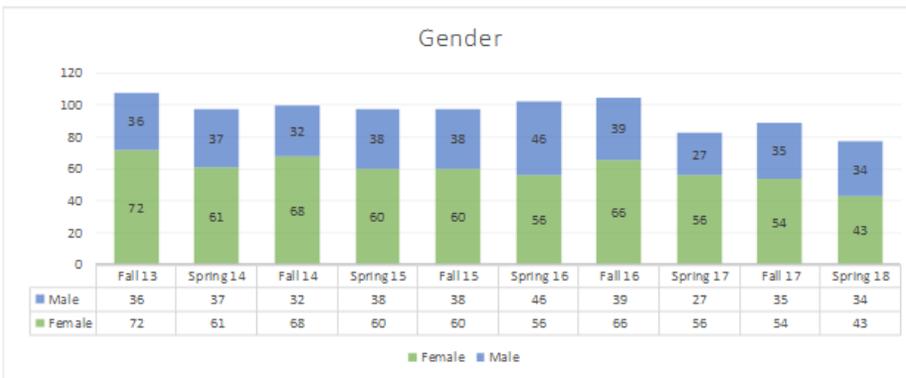
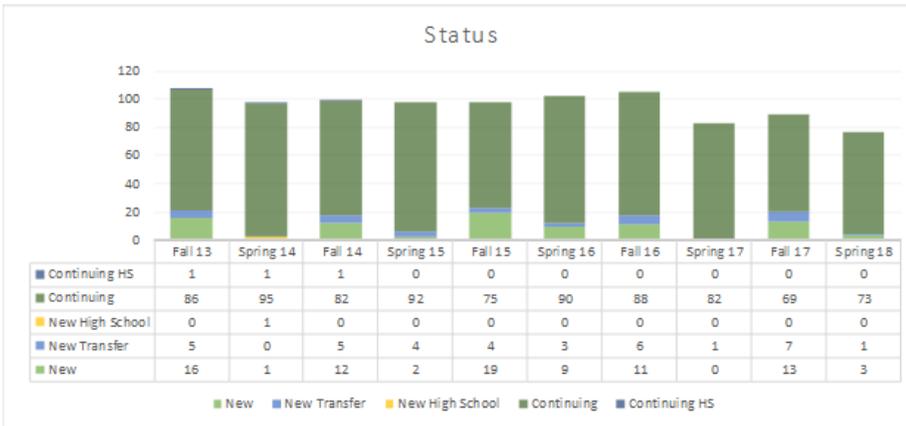
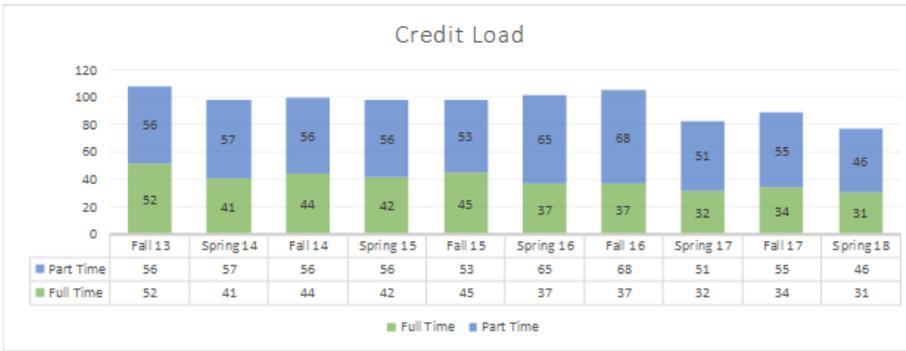
Professional Development Request

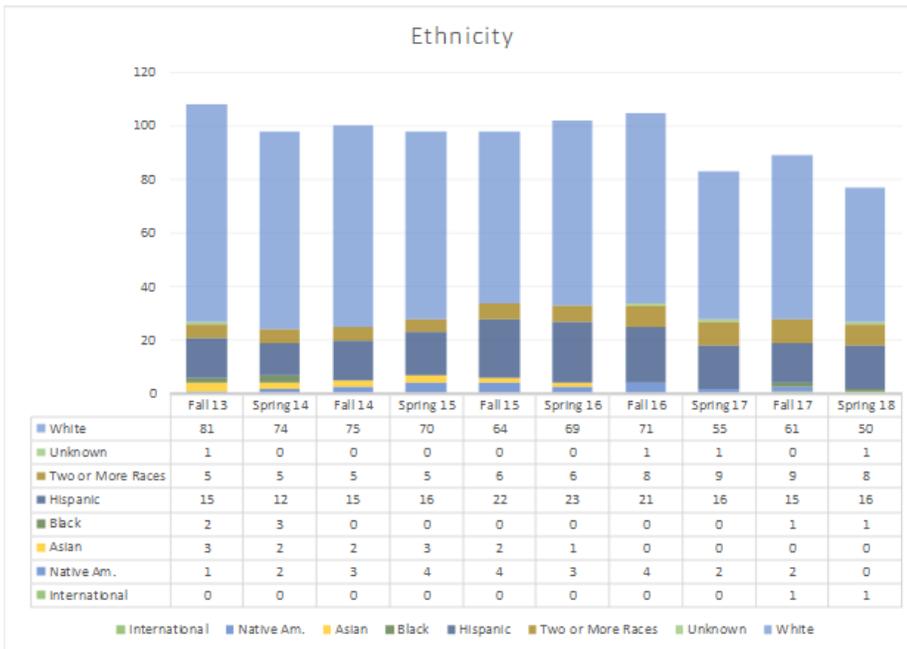
1. Request: Stipends for PT Faculty to participate in actual assessment activities.
2. Estimated time to request: Fall 2019 for the Spring 2020 assessment.
3. Projected Measureable Outcomes:
 - Assessment participation will help develop PT faculty understanding of assessment both in a group and as the instructor of record in their classes and will improve their work teaching at TMCC because of their participation.
4. Institutional Funding Priority: 4. Improve efficiency and effectiveness
5. Alignment to the College's Strategic Master Plan
 - **Core Theme II:** Academic Excellence
 - **Objective 1:** Maintain and improve the quality of course, general education, and program offerings through systemic assessment and review.

APPENDICES

Appendix A: Detailed Enrollment and Demographics : Version by Clifford, Donna on 09/06/2018 17:14

Appendix A
Demographics for English Majors
(Fall 13 - Spring 18)





Additional Appendices : Version by Deadmond, Melissa on 05/13/2019 17:26

Additional Appendices

- English Department Degree Worksheet
- The English Department's Longitudinal Assessment Plan
- Additional Data

Academic Dean's Findings and Recommendations : Version by Douglass, Ana on 05/14/2019 06:25

Academic Dean's Findings:

The English Department supports not only its own mission but degree and certificate needs across the disciplines. The English Department is responsible for Reading, Composition, English as a Second Language, Journalism, the English transfer AA, and Creative Writing. Each of these areas reflect unique strengths and challenges going forward with the implementation of UNR's Silver Core, the Gateway mandate for first year composition, and the apparently imminent implementation of a systemwide co-requisite model displacing stand alone developmental coursework. The structure of my comments will be seen through the following three part lens: 1) the degree to which the English Department responded to the Dean's recommendations and timeline from the previous PUR cycle; 2) the terms by which the current PUR reflects departmental and college mission fulfillment and vision for the future; 3) the degree to which the English Department will need to substantially rethink specific parts of its curriculum in order to meet the unexpected mandates coming for co-requisite models for composition, to address the significant pressures coming to ESL and Reading with declines in enrollment, and to align more cleanly with WICHE and Silver Core general education requirements for purposes of program articulation and effective transfer of credits.

Strengths:

The strengths of the English Department are numerous and well documented historically. This department leads the college in assessment efforts, holding each semester department-wide assessment of samples of writing pulled randomly from all sections in a course and read collectively with established rubrics and goals that not only result in a meaningful outcome for assessing the course, but also provide a "norming" process and professional development for instructors participating in the assessment day. The English Department is to be commended for the depth of their assessment and the honest reflection of those results in this PUR as a point of growth and self-reflection. Per the recommendations of the 2012-2013 PUR, the English Department has met the Dean's recommendations and timelines established at that time for revising student learning outcomes and measures for key courses, including all coursework in the assessment cycle. The English Department is to be commended for its efforts in working with Jumpstart to ensure English courses are being taught at some local high schools using department curriculum and staffing. The English Department is to be commended for its effort to rethink developmental needs through the conception of the 4 credit English 096 course, which was innovative in structure even as it will have to give way to the new mandate for corequisite composition models. The English Department faculty are to be commended for their commitment to service on key Faculty Senate committees impacting curriculum and programs across the campus and for their role as leaders in campus and system-wide discussions. The English Department faculty are to be commended for their commitment to the classroom and their profile in the community as experts in their fields, most notably the numerous awards for poetry and fiction received by more than one faculty member. The English Department faculty are to be commended for serving on national and regional boards for composition and writing center administration. Each of these commendations reflect an ongoing commitment to meeting the recommendations put forth in the 2012-2013 PUR.

In terms of meeting the college and department missions and demonstrating a vision for the future, the English Department is to be commended for exploring alternative assessment modes (product of an English faculty sabbatical resulting in a pilot project) to ensure academic excellence and for participating in (and in the case of one faculty member leading) the ACUE training for teaching excellence cohort. In terms of envisioning needs for the future, the English Department is to be commended for being proactive in establishing a rotation schedule for 200 level courses. The English faculty members teaching 200 level courses are to be commended for their efforts to advise students in the major and to provide meaningful dialogue with the English program at UNR.

In terms of meeting recent and anticipated mandates from the system with significant impact on the curriculum and scheduling of courses, the English Department is to be commended for implementing a strong response to the Gateway mandate, meeting its numbers from the system for 2018-2019 and also anticipating a need to alter scheduling for high demand areas during 2019-2020 with the substantial revision of the schedule for Gateway courses during high interest times. The English Department is also to be commended for initiating with very little time a pilot corequisite course model for fall 2019, something not articulated in this PUR at the time of writing, but documented in curriculum work during spring 2019. In this effort, the English Department is leading the way in meeting a very difficult system mandate and timeline impacting all areas of the college.

Areas for Improvement:

In terms of responding to the recommendation of the 2012-2013 PUR, the English Department did not address two key recommendations. First, the recommendation was made for the English Department to "consider leading a 'writing/reading across the curriculum'" effort "to address needs of students and other areas of the college." In this PUR cycle, the idea of exploring a "reading across the curriculum" approach emerges as a potential strategy, but it seems incongruent with the needs of the campus and with the recommendations from the previous PUR to limit this exploration to reading. With the full implementation of a writing across the curriculum approach at UNR and indisputable national trends in composition, it would seem a very necessary next step for the English Department to engage in a full discussion of a writing and reading across the curriculum approach, something that can take many forms, but that in principle moves beyond current practices. Recent efforts to create an Allied Health based English 101 and an English 107 themed for workforce apprentices stand out as potential models to be explored and built upon as a part of this conversation. The second recommendation in the 2012-2013 PUR requiring some attention is the "need to establish criteria for teaching courses beyond those already established for teaching the developmental and composition writing sequence." This recommendation had a timeline of May 2014. As recent department conversations have revealed, there is little clarity of what criteria are/should be in effect. Resolution of this uncertainty needs to occur in agreement with NSHE/TMCC policy, accreditation requirements, and common practices recognized for maintaining academic standards and content integrity.

In terms of meeting the college and department missions, the English Department needs to recenter its focus from the needs of the AA in English transfer degree to curriculum needs for the core service of the department—composition instruction. The English transfer degree assumes a disproportionate amount of department time and focus when compared to the FTE generated by the transfer degree (6 percent) as opposed to the rest of the department (94 percent). Reports in this PUR of marginal numbers in key skills for the English 102 assessment cycle reflect the need to address whether the composition sequence Eng 101-102 is maintaining the standards set by the department and whether current oversight of both courses achieves enough consistency across the numerous sections. This PUR is requesting a Writing Program Coordinator, which is a good first start to establishing awareness in oversight structure that there is a need to focus more on the writing program itself, but what is less clear in this request is why the existing coordinator and chair structure hasn't worked. In other words, what is unclear is why there is a need for a new coordinator rather than a reevaluation of existing coordinators and chair duties to realign more directly to the needs of the writing program, which as noted is the overwhelming majority of sections and FTE for the department.

Finally, in terms of the AA degree in English, this PUR represents a history of the degree articulation that implies more evolution in the conversation with UNR than is demonstrable through actual programmatic and curricular change over the history of the degree. Since the inception of the TMCC English degree to current articulation agreements, only two courses actually transfer to the UNR English degree as an actual part of the degree structure—English 298 and either English 281 or 282. As reported by the Assistant Dean of Assessment, the English transfer degree is heavy on utilizing "electives" for students as a means for satisfying the degree. A subsidiary strategy for building enrollment in these courses has been a rather liberal application for General Education status for all courses in the major in more than one GE category. While this strategy may have seemed like a positive pathway to build the major, the anticipated result has not been an increase in enrollment in these courses. More troubling is the "muddying" of the Fine Arts General Education options for the college with English courses that by no reasonable expectation could be transferred as stand alone Fine Arts courses to other institutions. Inclusion of many of the English 200 courses under Fine Arts (with the exception of Creative Writing courses and one film course) has the unintended consequence of impacting enrollments in the traditional Fine Arts categories and giving students courses on their transcript that will not transfer outside of TMCC as intended. The English Department needs to revisit the AA degree in English and the practice of over-application of courses for multiple General Education categories for the health of the degree path itself and for the integrity of the General Education process more broadly.

Summary Action Recommended (Continue program, significantly revise, etc. followed by explanation):

The AA degree in English can and should be a valuable pathway for students. However, the structure of the course offerings and the degree have historically replicated a miniature version of a four year degree structure without a viable transfer option within the system, in particular UNR. The intransigence of the UNR English Department to honor 200 level coursework that can and should be transferable as lower division credits to an English major (indeed accepted in the overwhelming majority of four year institutions in America) is well documented and indisputable. Having noted this intransigence to change, it seems ill advised to continue down a path with the English degree that results in an "elective" heavy approach for students, especially when there are other options that UNR does offer (English 246--Art of Literature, Silver Core 7) that could be used as a shell course for faculty to teach their areas of expertise. Also, it would seem other options within the division--CH 201, 202, 203, HUM 101 and 102, and Theater 210-- could just as easily be utilized for the major instead of some of the existing 200 level courses currently listed. One option might be for the English AA to realign as a "foundational emphasis" ie coursework that a strong English BA major often lacks (Philosophy and History coursework for example) rather than a pure series of literature courses that then have to be either repeated at the 300-400 level once the student arrives at UNR or get counted only as lower division electives. The exception to this problem would be the Creative Writing courses that could effectively be positioned to generate the entry portfolio for the writing emphasis at UNR. The English Department needs to reconsider how it structures the degree path not only in terms of gaining access to teaching 300 level courses (which is one reasonable approach) but also in terms of what benefits, if any students take from a heavy elective pathway once they transfer to UNR or another four year institution.

In terms of the Core Writing Program, there is a need for the English Department to engage in a curriculum discussion beyond learning outcomes to pedagogical approach, in particular Writing and Reading across the Curriculum. Moreover, the English Department should take the opportunity of its own assessment results reported in this PUR to examine consistency across sections.

Recommendations and Implementation Timeline:

Recommendation 1: Explore 300 level courses currently offered as sophomore coursework in transfer 2 + 2 programs with UNR English, but also explore utilizing English 246 as a shell course for the array of other 200 level offerings currently listed as part of English AA that rarely, if ever get taught. Also explore conversation with Humanities Department to teach Hum 101 and Hum 102 (as appropriate to the learning outcomes listed by that department for those courses) utilizing thematized approach that would include some of the content currently present in English 200 offerings. (Timeline Fall 2021)

Recommendation 2: Explore the viability of a Creative Writing pathway with a clear portfolio project that can be utilized by students upon applying to the Writing emphasis at UNR. (Timeline Fall 2021)

Recommendation 3: Work with the Dean of Liberal Arts to establish criteria for teaching specific 200 level courses. (Timeline Fall 2020)

Recommendation 4: Create a "Writing and Reading Across the Curriculum" option for Gateway courses and for content support in other disciplines. This effort should coincide with the curriculum discussion for how to generate co-requisite courses per system mandate. (Timeline Fall 2020)

Recommendation 5: Explore the viability of an Intensive Language Program offered by ESL faculty working with the International Program. (Timeline Fall 2020)

Recommendation 6: In coordination with the Dean of Liberal Arts, research impacts of placement practices and changes made on students prior to establishing final Accuplacer cut off scores for co-requisite courses offered starting fall 2020. (Timeline: Utilize pilot year 2019-2020 for data)

Recommendation 7: Realign existing coordinators and department chair duties to ensure writing program needs are met. To this end, consider folding release time of ESL/Reading Coordinator into the Department Coordinator position. Create an ESL presence in the core English Office Vista 300 suite for advisement and visibility purposes.

Resources Necessary for Implementation of Recommendations:

Support of resources 1: The English Department will require replacement of **two** faculty lines upon retirement of existing faculty.

Support of resources 2: The English Department will possibly require **one additional** tenure track line to meet the needs of the corequisite model mandate.

Support of resources 3: The English Department routinely relies on one year fulltime lines and LOBs for coverage. The college should consider creation of 3 year lectureships to be competitive with UNR for these positions and to ensure stable coverage of writing program sections.

Impact of Recommendations on Division Planning:

The primary impact on the Division of Liberal Arts will be scheduling needs and meeting the mandate for corequisite courses and Gateway completion. The Division will need to shift scheduling in all areas to accommodate demand/need for these Gateway courses at high demand times. Similarly, these recommendations will impact Division planning by setting into motion cross-department conversations over shared curriculum interests and staffing of existing courses in other areas where there is need and interest. These efforts will be part of the Division's yearly planning efforts as well as enrollment and scheduling strategies.

Impact of Recommendations on Program/Unit Faculty:

The English Department faculty members have demonstrated time and again their ability to engage one another in significant conversations about assessment, program design, and curriculum content. The time needed to address the recommendations can be covered through faculty annual plans and Department Chair/Coordinator duties.

Academic Standards and Assessment Committee Findings and Recommendation : Version by **Maynard, Mark on 05/21/2019 17:02**

Academic Standards and Assessment Committee's Findings:

Program/Unit Reviewed: English

Year of Review: 2019

Division: Liberal Arts

Self-Study Committee Chair: Cheryl Cardoza

Date Reviewed by Academic Standards and Assessment Committee: 5/10/2019

Academic Standards and Assessment Committee's Findings:

The English program at TMCC was in the first round of programs to complete the new revised PUR, and the first to do so using the eLumen software application. In addition, the English PUR was among the first to be evaluated by the Academic Standards and Assessment Committee using an assessment rubric. The committee acknowledges that both the PUR and the rubric can still be improved. The ASA Committee aims to move TMCC away from assessing courses in isolation and toward program learning outcomes assessment. Furthermore, the committee acknowledges that "programs" can be defined as degrees and certificates as well as general education courses if departments serve more students in general education than in their majors. The committee plans to make this distinction clearer in further revisions of the PUR template.

The Academic Standards and Assessment Committee found that the English department/program has an established and excellent culture of assessment including the use of blind sampling and norming practices. In addition, the Program and Course Learning Outcomes assessment were done according to the report guidelines, and were clearly presented in the report. The English department has faculty that actively participate on key Faculty Senate committees that drive curriculum, assessment, and general education conversations at TMCC, and the faculty actively advise students in the English program. The committee agrees with the interim dean regarding the need to return to the core composition instruction focus of the department. Furthermore, the committee recommends revisiting the stated deadlines for the ambitious five-year plan goals, exploring the possibility of aligning with the Pack Teach Secondary Education degree for transfer students to UNR, and clarifying the required course sequence for both the AA English degree and emphasis. In addition, the ASA Committee recommends exploration of writing across the curriculum for the program, and has concerns regarding the plan for an AA in Creative Writing. The committee suggests further emphasis on information literacy in the program. Finally, the committee recommends: partnering with the library to develop an information literacy plan, moving forward with a co-requisite pilot program, continue working on developing composition PSLOs/CSLOs for a first-year composition "program," evaluate the English AA for better alignment with UNR, pursuing 3-year lectureships, and pursuing the writing across the curriculum efforts from the previous PUR.

Program Strengths:

The English program/department has an excellent culture of assessment, which includes robust practices of minimizing rater bias through blind sampling and improving inter-rater reliability like norming.

The PLO/CLO mapping for the AA English degree has been done according to the report.

Program faculty actively participate on key Faculty Senate committees that drive curriculum and general education conversations on campus.

Faculty actively advise English majors.

Areas of Concern or Improvement:

The ASA Committee agrees with the Interim Dean's comments regarding need to return to the "core service of the department -- composition instruction." The department currently seems to have lots of 200-level specialty classes.

The five-year plan is ambitious, which is admirable, but most of what is listed is anticipated to be completed in Spring or Fall 2019. Is this reasonable?

In its current form, there are not many courses required of the AA English that transfer as more than electives to the BA English and its specializations at UNR, especially the 200-level ENG elective requirements. This also makes it inefficient to use it towards a transfer agreement for UNR's Pack Teach English/Secondary Education BA degree, which would be a viable strategy for the department to pursue.

The AA English is also confusing. ENG 231 or 232 is *required* for Humanities and *recommended* for Diversity, although both courses double dip for diversity. ENG 231 or 232 are also listed as emphasis requirements, but both appear in the suggested sequence, implying both are required. What is the distinction between degree requirements (ENG 281 or 282 and 298) and emphasis requirements (ENG 231 or 232) when all appear to be required?

The recommendation to explore "writing across the curriculum" from the previous PUR remains unaddressed. This seems important given the department's huge service role to the rest of the college in foundational writing skills and now even more so with the co-requisite mandate (which came about after the writing of the self-study).

The committee suggests that the switch from an Creative Writing AA degree to a Creative Writing emphasis be changed at the system level in the NSHE planning document.

There was concern that the only Information Literacy GE outcome assessed had to do with citing sources. The committee finds that the assessment of other info literacy outcomes would be

important to and enhance composition courses.

Recommendations:

Perhaps the department can work with the library on information literacy (Five-Year Plan Curricular Goals; PSLO #4 Assessment box).

Although not addressed in the PUR because of timing, move forward with plans to pilot co-requisite models in Fall 2019.

Submit a visual matrix/curriculum map of AA English PLOs/CLOs mapping that was described in the report for eLumen.

Continue the work started to define PLOs for a "composition program" (developmental co-reqs, ENG 101, 102), which would emphasize composition as the core service of the department noted in the interim dean's evaluation (and by the department chair in PUR discussions).

Evaluate the AA English for improved alignment with UNR's BA English. The interim dean suggests viable strategies with the modification of ENG 246 as a Rotating Topics course and utilization of existing courses in other departments (CH 201, 202, 203, HUM 101 and 102, and THTR 210) towards degree electives that should be explored. The committee supports the dean's suggestion.

Explore offering ENG 303 - Introduction to Literary Theory and Criticism as part of the English AA. ENG 303, in UNR's Literature Specialization, is the only 300-level course required in the first two years of UNR's BA English degree specializations.

Agree with the strategy of 3-year lectureships in composition as opposed to 1-year FT temporary hires. Work with the dean to pursue this.

Pursue "writing across the curriculum" from the last PUR.

Reexamine five-year plan in order to provide sufficient time to realize the admirable goals. Include the impact of the co-requisite policy in this plan.

Explore the possibility of developing an AA English/Secondary Education degree to align with UNR's Pack Teach.

Clarify degree and emphasis requirements: <http://catalog.tmcc.edu/degrees-certificates/programs/english/aa-english-emphasis/#programrequirementstext> (<http://catalog.tmcc.edu/degrees-certificates/programs/english/aa-english-emphasis/#programrequirementstext>)

Other comments:

Agree with exploring ways to compensate PT faculty for conducting assessment (although conversations about plans on how to close the loop are part of conducting assessment); however, this is an issue that should not be unique to the English Department. The Assessment & Planning Office will explore this for all PT faculty.

Vice President of Academic Affairs' Findings and Recommendations : Version by Clifford, Donna on 07/30/2019 20:28

VPAA's Findings:

The English department plays a vital role for TMCC students in the delivery of the Gateway ENG 101 and the required ENG 102 that the vast majority of students need for their AA and AS degrees. The challenge for the department seems to be making its English AA truly a useful transfer degree. Additionally, the 200-level courses although desirable to teach, do not respond to student degree needs as currently structured. It appears that the department would benefit from a concerted effort in addressing the issues with the English AA degree, the oversaturation leading to cannibalization of the Fine Arts GE category, and looking forward to the future of the WICHE Passport. The department has achieved a great deal and the faculty members add significant value to the institution. Kudos to the department, its faculty, and the accomplishments of the past five years.

Strengths:

The English department has a strong focus on assessment and continual improvement. This has positioned them well to be nimble, which is apparent in their swift response to the coreq pilot project. English faculty are very active and engaged in their service to the College. The role of faculty advising of students is going to become more and more important as we work toward the 350:1 ratio goal established by the Board of Regents and the English department has long been advising students. The department has done an excellent job of scheduling their Gateway classes, which has resulted in high levels of compliance to the Gateway mandate for access. In addition, English has been a leader in the development and scheduling of our Learning Commons pilot.

The department deserves kudos for stepping up when it came to developing and implementing (beginning Fall 2019 semester) the rotation schedule for 200-level courses. A fair and equitable workplace that offers variety and opportunity for all equally is vital to long-term success. I expect this to be fully implemented in Fall 2019 and continue as the standard practice moving forward

Areas for Improvement:

One of the main areas for improvement is the actual English AA degree. It is not fair to students to have a degree where most courses will transfer only as electives. The department must stay focused on what students need. The department should fulfill the recommendations of the 2012-13 PUR including exploring reading and writing across the curriculum.

Two very enlightening data points discussed are 1) the focus and effort put into the degree while it generates so little FTE, and 2) the need to examine if students are gaining the requisite skills from ENG 101 to be successful in ENG 102.

The effort to make the ENG courses fulfill GE Fine Arts requirements is doing students a disservice and diluting the focus of the department on its primary responsibility as well as cannibalizing enrollment from the Fine Arts

The following recommendations made by the Academic Standards and Assessment Committee and Dean are upheld, and/or additional recommendations include the following: (Please include an implementation timeline.)

I agree with Dean's recommendations 1 – 7. I believe #7 has already been accomplished. I also concur with the Support of Resources #1 and 3. I would like to see how well the coreq needs can be met by existing faculty and part time faculty before adding a tenure track line.

Although I agree with ASAC's recommendations, between the Dean's and the Committee's recommendations, there are 17 (with some overlap) items that need to be addressed. ASAC recommendations 1 – 10 are important but need to be prioritized. ASAC recommendations 5 and 6 relate to the Dean's recommendation 1, ASAC recommendation 7 relates to the Dean's support of resources #3, and ASAC's recommendation #8 relates to the Dean's #4 (and is from the last PUR). These (ASAC's recommendations 5, 6, 7, and 8) should be focused on first.

The following recommendations made by the Academic Standards and Assessment Committee and Dean are not upheld: (Please provide an explanation.)

As stated above, I would like to see how well the coreq needs can be met by existing faculty and part time faculty before adding a tenure track line.

In order to implement recommendations towards program improvement, the following resource requests are upheld, and/or additional recommended resources include the following:

No Value

The following resource requests are not upheld: (Please provide an explanation.)

No Value

Summary Action Recommended (Continue program, significantly revise, or discontinue, followed by explanation):

No Value