NHTI – Concord's Community College

Academic Department Program Review

Academic Department: English/Fine Arts/Languages   **Date:** June 30, 2020

Submitted by: Alan Lindsay

I.   DEPARTMENT OVERVIEW

Include a brief description of the program addressing alignment with NHTI Mission, Educated Person Statement, and strategic plan. *

- A.   Mission Statement
    - 1.   Alignment of department mission with NHTI Mission, Vision, Values

Mission statement can apply to both the department and any programs within that department. Each department will determine the structure of their mission statement based on clarity and accreditation needs. Missions statements will connect to the College's mission.

The Department of English/Fine Arts/Languages serves the interests of a general, liberal education by offering rigorous courses in composition, literature, communication, fine arts, and languages. It also offers specific advanced courses in writing, literature, communication and Honors courses as well as an A.A. in English with a view toward transfer in a variety of majors to four-year institutions.

II.   PROGRAM ASSESSMENT

This entire Program Assessment section reflects the department's on-going efforts to continually improve the program by specifying and analyzing data gathered from assessment tools, and outcome measures overall. Describe how program learning outcomes link to the Educated Person Statement.

- A.   Program Concerns (may summarize elements of section IV, as well as include progress on previously identified concerns, academic, programmatic, structural, etc.).
- We lost a full-time professor (Jewel Davis) mid-year. And another formally full time English Professor has not changed departments (Paula DelBonis-Platt). We previously lost Loraine Howland, who moved out of state. In short, as our offerings grow, the number of full-time faculty available to teach them decreases. When I took over the Department Chair position, there were seven of us. Now there are four. Although we have a number of strong adjuncts, the best of these often leave for full-time work (James Johnson and David Gonthier

left this year, leaving a hole in our Mindfulness offerings). The first and greatest challenge is maintaining the strength and breadth of our offerings and the quality of the education we can offer to our students.

- COVID. This is a challenge for everyone in obvious ways I don't feel I need to detail. It has led to two long-time adjuncts leaving the department—Margaret Landsman and Donna Ciocca. Donna probably will not return.
- Maintaining a viable Co-req ENGL101. This course is always a challenge. Our move to co-req has been positive, but it's not a good fit for 100% online learning. This will be a challenge for the fall.
- Filling Honors classes. Without a viable Honors program at NHTI, it's hard to run Honors classes.
- Finding qualified Mindfulness instructors. The mindfulness courses we offer require dual specialties, which makes it hard to find qualified candidates. Dan Huston is willing to train people in mindfulness, but we cannot require this because we cannot pay adjuncts to receive the training, which normally consists of sitting in on one of Dan's ENGL120CM classes twice. There is room for growth of Mindfulness, and this concentration is a draw to NHTI, but we must be cautious about offering more than we can staff.

B. Program Enrollment/Persistence/Retention/Completion (**information from Institutional Research Office,** ideally this information will be distributed immediately upon the end of the spring semester).

My first source for this information is NAVIGATE. There are currently 27 students listed officially as English Majors. This list however includes a number of students who do not belong on it: recent graduates, transfers and drop-outs are included along with continuing majors. Nonetheless, I think the information we can glean from this list is useful. Of the 27, three have no GPA, having taken no classes. Of the remaining 24, 16, well over half, have a cumulative GPA of 3.0 or higher. Of the remaining 8, five have a GPA between 2.0 and 2.9. Only three have a GPA below 2.0 not including the three who have no GPA. By that measure, English Majors are doing very well.

My second source is a Banner report run on June 23. Of the 29 students listed there, 21 have taken classes at NHTI. Some of the others are incoming students. Of the 21, 18 took classes on the Spring of 2020, two last attended in the Fall of 2019. One has not attended since 2018. An overall analysis of GPAs is comparable to that done above. Only four students on the list began the program before 2019. Of those at least two have completed or are currently completing the requirements to graduate.

My final source of information is this somewhat less happy chart generated by Gary Gonthier which shows a high rate of persistence fall to spring but a lower rate of retention spring to fall. The fall 2020 data however is incomplete, as students are still registering:

Fall 2018 Program
Enrollment/Persistence/Retention/Completion

English	Fall 2018 Cohort	Spring 19* (persistence)		Fall 19* (retention)		Fall 2018 Cohort Grads
5ENGL-AA	19	14	82.4%	7	46.7%	9
Total	**19**	**14**	**82.4%**	**7**	**46.7%**	**9**

* % is less graduates

Fall 2019 Program
Enrollment/Persistence/Retention/Completion

English	Fall 2019 Cohort	Spring 20* (persistence)		Fall 20* (retention)		Fall 2019 Cohort Grads
5ENGL-AA	17	13	81.3%	5	35.7%	3
5ENGLON-AA	1	1	100.0%	1	100.0%	
Total	**18**	**14**	**87.5%**	**6**	**42.9%**	**3**

* % is less graduates

C. Program Learning Outcomes-Program Learning Outcomes (use LOA form and steps 1-7). *Accredited programs may substitute current program-specific accreditation forms for this section only.*

Learning Outcome Analysis – AY: '19 - '20
To be submitted with the Annual Departmental Report. Complete one form for each Program Learning Outcome reviewed and analyzed.

Program Master Matrix Program Learning Outcomes and Review Schedule

Department: English/Fine Arts/Languages   *Program: English*

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments	Step 4 Measurements of Student Learning		Learning Outcome Review Schedule (Date and Owner)
Program Learning Outcomes *Program completers will*	**Institutional Alignment** MVV, EPO		D=direct, I=indirect	**Step 4a** Instrument(s) aka (Tool/ Method of Assessment)	**Step 4b** Thresholds for Satisfactory/Exemplary Performance	
PLO 1 identify a diverse range of historically and culturally significant texts;	1,3, 5	All literature classes	Exams Reflection papers Research/analysis papers Presentations Discussions Group work	Midterms and Finals Research papers	73 or higher	Department will review after one year then every other year.
PLO 2 analyze and evaluate texts	1, 2, 3, 4	ENGL101	Essays Discussions	Essays	73 or higher	
		All Literature classes	Exams Reflection papers Research/analysis papers Presentations Discussions Group work	Essays Exams Presentations Group work	73 or higher	

Program Learning Outcomes		Course(s) Alignment	(Key) Assessments	Step 4a	Step 4b	Results of Data Collection
PLO 3 develop original ideas and opinions on a wide range of topics	2, 3,4, 5	ENGL101	Essays	Essays	73 or higher	
		All literature courses	Essays Reflection pieces	Essays	73 or higher	
PLO 4 develop writing and research skills sufficient for these outcomes	2, 3, 4	ENGL101	Essays Bibliographic instruction	Essays Bibliographies Research essays	73 or higher	
		All 200-level literature courses	Research Essays	Essays Research Essays	73 or higher	
		All 100-level literature courses	Essays Reflection pieces	Essays	73 or higher	

Program Learning Outcome Analysis of PLO 1
For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes	**Institutional Alignment**			Step 4a	Step 4b	

Program completers will	MVV, EPO		**of Learning/ Assignments** D=direct, I=indirect	Instrument(s) aka (Tool/ Method of Assessment)	Thresholds for Satisfactory/Exemplary Performance	
PLO 1 identify a diverse range of historically and culturally significant texts;	1,3, 5	All literature classes	Exams Reflection papers Research/analysis papers Presentations Discussions Group work	Midterms and Finals Research papers	73 or higher	Of the 302 students who received a grade in a literature or film class, 217 received a 73 or higher: 72%

Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data.

For comparison purposes: in 2018-19 265 of 337 received 73 or higher, 79%
In 2017-18 212 of 295 received 73 or higher, 72%
In 2016-2017 249 of 305 received 73 or higher: 82%
In 2015-17 205 of 286 received 73 or higher: 72%

This small sample of years leads me to believe that our performance this year was more or less on par with previous years. A lot of variation is possible in a pool of roughly 300 students. A few students who take several courses and fail to reach the C or better in several can have an outsized effect on the numbers. My experience tells me our numbers this year were probably lower than they would have been because of the move to online/remote learning in the middle of the term. These numbers represent both English majors and non-majors who were taking an English elective.

Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound.

Since we have shown that an 80% rate of 73 or better is possible, that seems to me the goal.

Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance.

Review of those courses that held the numbers down. Notably, the lower end, 72%, occurs during the "Brit Lit" cycle of English. And those classes produce a lower ratio of C or higher to C- or lower scores than do the American Literature classes. That should be the first thing to review.

Program Learning Outcome Analysis of PLO 2
For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes *Program completers will*	**Institutional Alignment** MVV, EPO		D=direct, I=indirect	**Step 4a** Instrument(s) aka (Tool/ Method of Assessment)	**Step 4b** Thresholds for Satisfactory/Exemplary Performance	
PLO 2 analyze and evaluate texts	1, 2, 3, 4	ENGL101	Essays Discussions	Essays	73 or higher	Of the 711 students who completed one version or another of ENGL101, 496 received a grade of 73 or higher: 70%
		All Literature classes	Exams Reflection papers Research/analysis papers Presentations Discussions Group work	Essays Exams Presentations Group work	73 or higher	Of the 302 students who received a grade in a literature or film class, 217 received a 73 or higher: 72%

Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data.

The above analysis of the literature data can be repeated here.
For comparison, regarding the ENGL101 data:
In 2018-29 of 841 who completed the course 580 received 73 or higher: 69%
In 2017-18 of 951 who completed, 682 received 73 or higher: 72%
In 2016-17 of 995, 695 received 73 or higher: 70%
In 2015-16 of 1061, 726 received 73 or higher: 71%

The success rate of ENGL101 has changed very little in five years. That occurred despite the move to the co-req model of ENGL101.

Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound.

Any increase would be positive. We would like to see a 75% "C" or better rate.

Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance.

We are in the process of creating an ENGL101 OER Canvas site which should make the class more consistent from teacher to teacher. (Note, we have course outcomes and minimum requirements in place already for papers, for the amount of writing required as well as the type of essay required. This will offer teachers a common syllabus but not one they are absolutely tied to.)

Program Learning Outcome Analysis of PLO 3
For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes *Program completers will*	Institutional Alignment MVV, EPO			Step 4a Instrument(s) aka (Tool/ Method of Assessment)	Step 4b Thresholds for Satisfactory/Exemplary Performance	

			D=direct, I=indirect			
PLO 3 develop original ideas and opinions on a wide range of topics	2, 3,4, 5	ENGL101	Essays	Essays	73 or higher	
		All literature courses	Essays Reflection pieces	Essays	73 or higher	

Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data.

The above analysis holds for this PLO as well.

Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound.

We believe that English courses, writing and literature, adequately cover this PLO. That said, it will be useful to review syllabi and assignments to further ensure or confirm this.

Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance.

Since this evaluation document is new, I have discussed this much with the Department but have not yet collected sufficient data for a broad analysis of this. Therefore in the coming year, the department will take a closer look at assignments the ensure the achievement of this outcome.

Program Learning Outcome Analysis of PLO 4
For the Academic Year of 2019-2020

Step 1		Step 2 Course(s) Alignment	Step 3 (Key) Assessments of Learning/ Assignments	Step 4 Measurements of Student Learning		Step 5 Results of Data Collection
Program Learning Outcomes *Program completers will*	**Institutional Alignment** MVV, EPO			**Step 4a** Instrument(s) aka (Tool/ Method of Assessment)	**Step 4b** Thresholds for Satisfactory/Exemplary Performance	

			D=direct, I=indirect			
PLO 4 develop writing and research skills sufficient for these outcomes	2, 3, 4	ENGL101	Essays Bibliographic instruction	Essays Bibliographies Research essays	73 or higher	
		All 200-level literature courses	Research Essays	Essays Research Essays	73 or higher	
		All 100-level literature courses	Essays Reflection pieces	Essays	73 or higher	

Step 6: Analysis of Student Performance Data. Describe the findings from analysis of student performance data.

The above statistical analysis holds for this PLO.

Step 7: Performance Goal. Specific measurable, achievable, realistic/reasonable, time bound.

We believe that English courses are currently sufficient to achieve this goal with all students who receive a C or better in the classes. We have a standard policy of encouraging research in all English courses and requiring it in ENGL101 and all 200-level courses.

Step 8: Action plan for improvement. Describe the actions that will be taken to improve student performance.

We will review courses to ensure that they are all in compliance with Dept. policy.

D. Research and Application

1. Survey data (*assurance of program relevancy, responsive to industry demands, graduate surveys, employer surveys, interviews, etc.*)

2. Data from examples of high-impact practices. *Resources for High Impact Practices are available at (Association of American Colleges and Universities, [High-Impact Educational Practices](#)).*

Instructional Practices to Support Engagement & Deep Learning

High Impact Practice	Ongoing, Plans to Introduce, and Plans to Scale Up
"Common intellectual experience."	ENGL Co-req. Following the ALP model, the department implemented Co-req ENGL101 classes and eliminated developmental reading and writing a few years ago. We continue to monitor this program. Our results are not all that we would have hoped but do show some real improvement over the previous developmental model.
FYE	We're working with the FYE committee to incorporate first-year experiences into more English courses. The plan is to introduce this into a few in the spring with the hope of scaling up if all goes well in the fall.

III. **PARTNERSHIPS/Communities of Interest (list each)**
   A. High School Partners
   B. Community Partners
   C. Advisory Boards
   D. Cross-departmental Partnerships
   E. Articulation Agreements, Academic Partnerships, Memorandums of Understanding

Specify partnerships associated with the program, and how the partnerships enhance the program. Consider the impact of the partnerships on program effectiveness and/or student learning outcomes.

Our Mindfulness Certificate is incorporated in the Informational Technology, Human Services, and Addiction Counseling curricula.

Through the Mellon Foundation, we are working with UNH on creating Honors pathways from CCSNH to UNH. We are also working with the CCSNH system office to expand OER and NOLO courses throughout the college.

Two of our faculty, Dave Edwards and Anni McLaughlin sometimes teach outside our department. Dave teaches a math course and Anni a Sports Communication course (though it has become harder to justify having Dave teach outside the department given the loss of full-time faculty to meet department needs).

IV.   FACULTY AND STAFF
   A.   Department Organizational Chart/Narrative (include staffing changes and needs assessment)

Alan Lindsay, Department Chair

Professor Dan Huston

Professor Dave Edwards

Assistant Professor, Anni Mclaughlin

We lost a full-time professor (Jewel Davis) mid-year. And another formally full time English Professor has changed departments (Paula DelBonis-Platt). We previously lost Lorraine Howland, who moved out of state. In short, as our offerings grow, the number of full-time faculty available to teach them decreases. When I took over the Department Chair position, there were seven full-timers. Now there are four. Although we have a number of strong adjuncts, the best of these often leave for full-time work (James Johnson and David Gonthier left this year. The loss of David creates a particular difficulty, leaving a hole in our Mindfulness offerings). The move to online teaching also cost us two of our best, and longest serving adjuncts who, nearing the end of their teaching careers, decided not to make the transition. The first and greatest challenge is maintaining the strength and breadth of our offerings and the quality of the education we can offer to our students.

When possible, we need to hire two or three full-time people. We need someone who specializes in Communications for our new major. We need someone with a background in Mindfulness to support our expanding offerings, and we need someone with a strong literature background to support our English major. Anyone we hire must also be able to teach composition and should have a background in composition theory.

When we lost Jewel, we lost our theater specialist. We have a number of approved theater courses, which sets us apart from other colleges in the system. Few are being being offered at present.

   B.   Professional Development (include research and scholarship as well as needs assessment)

SUMMER 2020 OLC Conference (Alan attended some sessions as did some adjuncts; others may have as well).

Anni Attended the HUGEmanities seminar at LRCC last fall.

Dan put together a Mindfulness conference at NHTI last September.

Dave put his grammar research together into an innovative Grammar Handbook that is used by many in the department.

Alan continues his research into OER and his affiliation with the national DOERS organization.

V.   **SUSTAINABILITY OF RESOURCES**
   A. Fiscal Program Budget (provided by CFO in May)
   B. Physical Space
   C. Program Materials (may include age of equipment and anticipated replacement year)

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REPORT FXRDEPT                           NHTI Dept Operating Funds                    Run Date: 05/04/2020
Dept Code: 14EGL/141100              Operating Statement for Dept English for FY20    Time: 05:30 AM

                              Acct
Fund    Group Type        Type Type Description    FY19 Activity  Adj Budget   YTD Activity  Commitments  Avail Balance % Avail

141100 Revenues            52   Tuition & Fees            .00          .00          .00          .00          .00       .00
          Revenues Total:                                .00          .00          .00          .00          .00

       Payroll Expenditures 61   Full-Time Personnel   444,831.60   465,911.00   295,158.41       .00    170,752.59    36.65
                            62   Part-Time Personnel   361,426.69   375,000.00   270,678.47       .00    104,321.53    27.82
                            66   Payroll Benefits      259,649.83   270,000.00   171,359.50       .00     98,640.50    36.53
          Payroll Expenditures Total:               1,065,908.12 1,110,911.00   737,196.38       .00    373,714.62

       Direct Expenditures  71   Operating Expenses        51.86       150.00         5.62       .00        144.38    96.25
                            72   Food Expenses             .00          .00          .00          .00          .00       .00
                            7C   Service Agreements       676.07     1,500.00     1,162.71       .00        337.29    22.49
                            7I   Out-Of-State Travel       50.00         .00          .00          .00          .00       .00
          Direct Expenditures Total:                     777.9     1,650.00     1,168.33       .00        481.67

    Fund 141100 Total:                             1,066,686.0  1,112,561.00   738,364.71       .00    374,196.29
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                          * * * REPORT CONTROL INFORMATION * * *

RPTNAME: FXRDEPT
VERSION: 1.0
DEPARTMENT: 14EGL
FUND CODE: 141100
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VI.   HIGHLIGHTS AND ACTION PLAN

Provide narrative of program highlights and include description of action plans for program's next steps.

We have a new program that we believe is coming on board Spring 2021: Communication. We will start recruiting students for this as soon as it is official. The program needs only Board approval at this point.

The biggest change in the English program this past year was adding a 100% online option. The problem we faced in making this move was offering core required courses both online and face-to-face given that some of these classes do not draw many students from outside the program. We need to double the number of times we offer, for example, Brit Lit I, and don't yet have enough online English students for the class to run. Our solution is to offer an online and face-to-face version of the class simultaneously as a single class. Students either choose to

come to class or choose to attend online. We were planning on run this two-formats/one class option for the first time Fall 2020. But Covid has led us to create a single online version of the class. We will try again in the spring if things are "back to normal."

Years ago, NHTI attempted to create an Honors Program. It never quite got off the ground. What remains of that program are a handful of honors courses offered by the English Department. One of the reasons the program did not get off the ground was opposition from the chair of the department of Social Sciences. That department now has a new chair who is from the English Department and who is more sympathetic to the idea of an Honors program. We may attempt to revive that idea in conjunction with the Mellon Grant of which I am a part which is designed to create a pathway from CCSNH to UNH Honors.

At the same time, the English Department is working to add the option of a Logic course to replace a second MATH course in our major. The new Chair of Social Sciences, where the course would be offered, is interested in developing this option, which we think would be useful beyond English but particularly useful for English majors.