

Northern Oklahoma College
English
Option: Creative Writing
Program Assessment

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Northern Oklahoma College will be recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

The core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

2016-2017

- Added supplemental classes for Reading
- Added supplemental classes for Composition I

A. Centrality of the Program to the Institution's Mission:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

The AA in English degree at Northern Oklahoma College creates life-changing experiences by preparing students to transfer into a bachelor's program through which they can become an educator or use their writing skills in publishing or creative and technical writing careers.

B. Vitality of the Program:**B.1. Program Objectives and Goals:**

Students upon completion of the English and Creative Writing degree will be able to:

English

- Write proficiently
- Demonstrate proper research skills
- Understand the connection between audience, subject, and purpose, and adapt writing style accordingly
- Analyze literary genres

Creative Writing

- Write proficiently
- Analyze literary genres
- Demonstrate fundamental critical thinking skills in the analysis of creative work
- Develop creative writing from conception to publication

B.2 Quality Indicators (including Higher Learning Commission issues):

<u>English</u>	
Date	10/17/2016
Competency # and Description	1. Write Proficiently
Course	ENGL 1113 – Composition I
Activity	Instructors will use one or a combination of all of the following activities: <ul style="list-style-type: none"> • Essays • Journals • In-class essay exams • Reading responses • Prewriting/drafts
Measurement (attached copy of instrument with point distribution)	Rubrics will be applied for basic research skills and original thought each paper should demonstrate
Evaluation Criteria	75% or more of students tested will be rated at "competent" (level 4 of 6) or above.
Last Semesters results	N/A
Results	Out of 111 students, 68% of the students tested at a "competent" (level 4 or 6) or above Fall 2015

	Out of 283 students, 81% of the students tested at a "competent" or above for Spring 2016
Summary of previous changes	N/A
Recommendation for changes	No changes at this time.
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
Date	10/17/2016
Competency # and Description	2. Demonstrate proper research skills
Course	ENGL 1213 – Composition II
Activity	Instructors will use one of the following or a combination of the following activities: <ol style="list-style-type: none"> 1. Annotated bibliographies 2. Research papers 3. Pro/con position papers
Measurement (attached copy of instrument with point distribution)	Rubrics will be applied for basic research skills each paper should demonstrate.
Evaluation Criteria	Students should score at least 70% on assigned research-related work.
Last Semesters results	N/A
Results	Rubrics revealed that out of 175 students, 77% of the students scored 70% or better on assigned research-related work for Fall 2015 Rubrics revealed that out of 463 students, 80% of the students scored 70% or better on assigned research-related work for Spring 2016
Summary of previous changes	N/A
Recommendation for changes	No changes at this time.
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
Date	5/24/2017
Competency # and Description	3. Understand the connection between audience, subject, and purpose, and adapt writing style accordingly
Course	ENGL 1213 – Composition II
Activity	ENGL 1213 - essay

Measurement (attached copy of instrument with point distribution)	ENGL 1213 - Rubrics will be applied
Evaluation Criteria	ENGL 1213 - Students should score at least 70% on assigned work.
Last Semesters results	N/A
Results	Out of 599 students 97%.of the students scored 70% or better on the assignment.
Summary of previous changes	N/A
Recommendation for changes	No changes at this time, but will discuss in the fall changes in evaluation criteria.
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
Date	Spring 2018
Competency # and Description	4. Analyze literary genres
Course	LIT 2413 – Intro to Literature LIT 2543 – Survey Brit. Lit to 1800 LIT 2653 – Survey Brit. Lit from 1800 LIT 2773 – Survey Am. Lit. to 1877 LIT 2883 – Survey Am. Lit from 1877
Activity	LIT 2413 – Exam LIT 2543 – Exam LIT 2653 – Exam LIT 2773 – Exam LIT 2883 – Exam
Measurement (attached copy of instrument with point distribution)	LIT 2413 – Essay questions on exams LIT 2543 – Essay questions on exams LIT 2653 – Essay questions on exams LIT 2773 – Essay questions on exams LIT 2883 – Essay questions on exams
Evaluation Criteria	LIT 2413 – 75% or more of students tested will be proficient with a pass/fail. LIT 2543 – 75% or more of students tested will be proficient with a pass/fail. LIT 2653 – 75% or more of students tested will be proficient with a pass/fail. LIT 2773 – 75% or more of students tested will be proficient with a pass/fail. LIT 2883 – 75% or more of students tested will be proficient with a pass/fail.
Last Semesters results	N/A
Results	LIT 2413 – Out of 123 students, 88% of students tested at proficient on activity.
Summary of previous changes	N/A
Recommendation for changes	Lit 2413 - Faculty will meet in the Fall before classes begin to discuss any changes

Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
<u>Creative Writing</u>	
Date	10/17/2016
Competency # and Description	1. Write Proficiently
Course	ENGL 1113 – Composition I
Activity	Instructors will use one or a combination of all of the following activities: <ul style="list-style-type: none"> • Essays • Journals • In-class essay exams • Reading responses • Prewriting/drafts
Measurement (attached copy of instrument with point distribution)	Rubrics will be applied for basic research skills and original thought each paper should demonstrate
Evaluation Criteria	75% or more of students tested will be rated at “competent” (level 4 of 6) or above.
Last Semesters results	N/A
Results	Out of 111 students, 68% of the students tested at a “competent” (level 4 or 6) or above Fall 2015 Out of 283 students, 81% of the students tested at a “competent” or above for Spring 2016
Summary of previous changes	N/A
Recommendation for changes	No changes at this time.
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
<u>Creative Writing</u>	
Date	5/24/2017
Competency # and Description	2. Analyze literary genres
Course	LIT 2413 – Intro to Literature
Activity	Exams
Measurement (attached copy of instrument with point distribution)	Essay questions on exams
Evaluation Criteria	75% or more of students tested will be proficient with a pass/fail.

Last Semesters results	N/A
Results	Out of 123 students, 88% of students tested at proficient on activity.
Summary of previous changes	N/A
Recommendation for changes	Faculty will met in the Fall before classes begin to discuss any changes.
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
Spring 2018	
Date	Spring 2018
Competency # and Description	3. Demonstrate fundamental critical thinking skills in the analysis of creative work
Course	ENGL 2413 – Creative Writing
Activity	Written Assignments
Measurement (attached copy of instrument with point distribution)	Check sheet
Evaluation Criteria	75% of students tested will score at a passing grade.
Last Semesters results	N/A
Results	
Summary of previous changes	N/A
Recommendation for changes	
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.
Spring 2019	
Date	Spring 2019
Competency # and Description	4. Develop creative writing from conception to publication
Course	ENGL 2413 – Creative Writing
Activity	Original works of writing
Measurement (attached copy of instrument with point distribution)	Checklist: (Yes/No) Sufficient number of pages for assignment Sufficient number of drafts/revisions Acceptable final copy of original work
Evaluation Criteria	75% of students writing will score at a passing grade.
Last Semesters results	N/A

Results	
Summary of previous changes	N/A
Recommendation for changes	
Timeline for Review	Fall/spring data will be collected and reviews in the spring by instructors from all campuses will determine needed adjustments.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count/Graduates				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	33/8	37/8	34/9	33/5	39/3
Creative Writing	2/0	2/2	7/3	10/2	14/0
Total	35/8	39/10	41/12	43/7	53/3

B.4. Other Quantitative Measures:

a. Number of courses taught **exclusively** for the major program for each of the last five years and the size of classes:

Course Number	Course Name	Sections/Average Size of Class				
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
LIT 2413	Intro to Literature	14/21.2	14/19.6	12/17.1	12/18.9	9/19.8
LIT 2543	Survey Brit Lit to 1800	1/18	1/16	1/13	1/19	1/20
LIT 2653	Survey Brit Lit from 1800	1/16	1/18	1/10	1/9	1/14
LIT 2773	Survey Am Lit to 1877	1/15	1/17	1/7	1/9	1/18
LIT 2883	Survey Am Lit from 1877	1/21	1/26	1/15	1/15	1/25
ENGL 2413	Creative Writing	3/16.7	3/13.3	2/12	2/13	1/23

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Course Number	Course Name	Hours Generated				
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
LIT 2413	Intro to Literature	891	822	615	681	534
LIT 2543	Survey Brit Lit to 1800	54	48	39	57	60

LIT 2653	Survey Brit Lit from 1800	48	54	30	27	42
LIT 2773	Survey Am Lit to 1877	45	51	21	27	54
LIT 2883	Survey Am Lit from 1877	63	78	45	45	75
ENGL 2413	Creative Writing	150	120	72	78	69
Total		1251	1173	828	915	834

c. Direct instructional costs for the program for the review period:

The program cost for the English degree and option with salary and fringe benefits was \$5358 average per 3-credit hour class taught.

\$5358 X 92 sections of 3-credit hour courses = \$492,900

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Course Number	Course Name	Hours Generated				
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
ENGL 1113	English Comp I	4599	4419	4356	4428	3744
ENGL 1213	English Comp II	4566	4182	4143	3972	3684
ENGL 2233	Engl Gram for Educators	27	36	12	48	30
ENGL 2423	Intro to Fiction Writing	60	54	48	63	63
ENGL 2433	Intro to Poetry Writing	33	24	27	21	24
Total		9285	8715	8586	8532	7545

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Paul Bowers	PhD in English	Oklahoma State University
Tammy Davis	MEd, English Emphasis	Kansas State University
Stacey Frazier	EdD, English emph antic. 5/17	North Central University
DeLisa Ging	EdD, Curriculum, English emph	Oklahoma State University

Scott Haywood	MA in Communication	Northeastern Oklahoma State
Brandon Hobson	PhD in English	Oklahoma State University
Cathy Moore, Chair	EdD in Curriculum/ Reading Instruction	Oklahoma State University
Lisa Nordquist	MEd in Educ Admin	Southwestern Oklahoma State
Dean Percy	MEd, plus Broadcast Experience, and grad hrs in communication	Northwestern Oklahoma State
Starla Reed	MS in Ed/Reading	Concordia University
Stephanie Scott	MA in English	University of Arkansas
Alicia Sharp	MA in English	University of North Texas
Don Stinson	PhD in English	Oklahoma State University
Jeff Tate	PhD in English	Oklahoma State University
Diana Watkins	MS in Ed, Reading and Literacy emphasis	Oklahoma State University

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Oklahoma's Northwest Workforce Investment Area Occupation Projections for 2012-2022 indicate a 5.5% increase with 80 new positions anticipated for secondary school teachers in all areas except special and career/technical education. Students who complete their associate degrees in English and then go on to complete a bachelor's degree in English Education can expect to earn an average of \$40,920. An English degree also serves as an appropriate undergraduate major for professional fields such as pre-law with a 10% increase anticipated in job openings within the next 10 years.

The English degree is a transferable degree that will lead to a variety of career opportunities depending on the baccalaureate path chosen.

2016-2025 OK labor market projections

Proofreaders or Copy Markers - Bachelor's Degree

Median Salary - \$15.58/hr.

Growth - 5%

10 year change in jobs - 3

English Teacher - Bachelor's Degree

Median Salary - \$17.35/hr.

Growth - 9%

10 year change in jobs - 399

Lawyer - Doctoral or Professional Degree

Median Salary - \$41.97/hr.

Growth - 10%

10 year change in jobs - 999

--

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
2016-2017 <ul style="list-style-type: none"> Phase out Basic Composition and go to supplemental for all students is a deficiency in writing. 	Yearly Review	2017-2019

Program Objectives Associate in Arts- English	Course Mapping	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Objective 1: Write proficiently	ENGL 1113	X			X	
Objective 2: Demonstrate proper research skills	ENGL 1213	X			X	
Objective 3: Understand the connection between audience, subject, and purpose, and adapt writing style accordingly	ENGL 1113 ENGL 1213		X			X
Objective 4: Analyze literary genres	LIT 2413 LIT 2543 LIT 2653 LIT 2773 LIT 2883			X		
Associate in Arts – Creative Writing						
Objective 1: Write proficiently	ENGL 1113	X				X
Objective 2: Analyze literary genres	LIT 2413		X			
Objective 3: Demonstrate fundamental critical thinking skills in the analysis of creative work	ENGL 2413			X		
Objective 4: Develop creative writing from conception to publication	ENGL 2413				X	

Note: Course competencies are reinforced through additional coursework beyond course designated for assessment purposes.