

**Northern Oklahoma College**  
**English**  
**Option: Creative Writing**  
**Program Assessment**  
**June 2017**

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 21<sup>st</sup> 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:

A low productivity report was requested for the A.A. degree in English in 2012. The 5-year productivity report at that time showed there was a 5-year average of 6.4 graduates and 28.8 majors; however, there were years in which there were as few as 2 graduates (2011-2012) and 19 majors (2008-2009). A request was submitted to OSRHE to continue the program based on the justification category that it is a Liberal Arts and Sciences Program with all faculty in the

division teaching required general education courses (ENGL 1113 English Composition I and ENGL 1213 English Composition II) and/or courses needed for remediation. In addition, the program courses serving the A.A. in English degree (LIT 2413 Intro to Literature, LIT 2543 Survey Brit Lit. to 1800, LIT 2653 Survey Brit Lit. from 1800, LIT 2773 Survey American Lit. to 1877, and LIT 2883 Survey American Lit. from 1877) also serve as humanities electives for all majors.

An electronic delivery request was also submitted to OSRHE for this degree program in February 2016.

### **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):**

All NOC transfer degree programs collect program data annually to review learner outcomes. The A.A. in English degree and the A.A. in English-Creative Writing Option degree are reviewed annually—see examples below based on 2016-2017 review:

<b><u>English</u></b>	
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"> <li>• Essays</li> <li>• Journals</li> <li>• In-class essay exams</li> <li>• Reading responses</li> <li>• Prewriting/drafts</li> </ul>
Measurement	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.
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.
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"> <li>1. Annotated bibliographies</li> <li>2. Research papers</li> <li>3. Pro/con position papers</li> </ol>
Measurement	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.
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
Date	<b>5/24/2017</b>
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	ENGL 1213 - Rubrics will be applied

Evaluation Criteria	ENGL 1213 - Students should score at least 70% on assigned work.
Results	Out of 599 students 97% of the students scored 70% or better on the assignment.
Date	<b>5/24/2017</b>
Competency # and Description	4. Analyze literary genres
Course	LIT 2413-Intro to Literature
Activity	Exams
Measurement	Essay questions on exams
Evaluation Criteria	75% or more of students tested will be proficient with a pass/fail
Results	Out of 123 students, 88% of students tested at proficient on activity.

**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
<b>Total</b>	<b>35/8</b>	<b>39/10</b>	<b>41/12</b>	<b>43/7</b>	<b>53/3</b>

**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
<b>Total</b>		<b>1251</b>	<b>1173</b>	<b>828</b>	<b>915</b>	<b>834</b>

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

The Language Arts Division has 15 full-time faculty members. Ten of those faculty members have taught program courses supporting the A.A. in English and A.A. in English-Creative Writing degree, but all also teach general education courses (Freshman Composition I and II, Oral Communication). Courses listed above are offered to support the AA in English and AA in English-Creative Writing Option; however, all courses can also be used to meet general education requirements as noted below.

The cost for the program-specific courses listed above can be calculated as follows:  
 92 program-specific 3-credit hour courses X \$7067 average cost (salary and fringe) for instruction within division= \$650,164. All costs are also in support of the general education core with program courses counting as humanities electives.

**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
<b>Total</b>		<b>9285</b>	<b>8715</b>	<b>8586</b>	<b>8532</b>	<b>7545</b>

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:

<b>Faculty</b>	<b>Credential</b>	<b>Institution that granted degree</b>
Paul Bowers	Ph.D. in English	Oklahoma State University
Tammy Davis	M.Ed, English emphasis	Kansas State University
Stacey Frazier	Ed.D., English emphasis, antic. 7/17	North Central University
DeLisa Ging	Ed.D., Curriculum, literature emphasis	Oklahoma State University
Brandon Hobson	Ph.D. in English	Oklahoma State University
Stephanie Scott	MA in English	University of Arkansas
Alicia Sharp	M.A. in English	University of North Texas
Don Stinson	Ph.D. in English	Oklahoma State University
Jeff Tate	Ph.D. in English	Oklahoma State University
Diana Watkins	MS in Ed, Reading and Literacy emphasis	Oklahoma State University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Degree is designed for transfer only.

g. If available, information about the success of students from this program who have transferred to another institution:

As one indication of student success, Northern receives annual reports of transfer students' performance in the NOC-Gateway program in Stillwater through the Memo of Understanding. In the last two years, this report has indicated that the retention rate of NOC transfer students is greater than the first year at OSU retention rate of other transfer students for each of the years studied indicating that NOC graduates are well prepared for continued success at the four-year institution.

### **B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:***Address Duplication:*

N/A—program courses address general education needs

*Address Demand:*

In addition to providing transfer coursework for students wishing to major in education, the A.A. degree in English provides a background in communication that serves many career plans.

**B.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Students majoring in English may pursue careers in writing, publishing, and teaching; in addition, pre-law students often complete coursework in English before transfer.

**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.

In addition to the direct pipeline into teaching, an English degree also complements fields in which strong communication skills are essential.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

NA

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

The Chikaskia Literary Festival has been hosted by the Language Arts Division for the past two years and is planned for Fall 2017 as well. This brings in creative writers (professional, faculty, and student) across the state for a two-day conference.

In 2016-2017, the Division also assisted in hosting the National Association for Developmental Education (NADE) national conference in Oklahoma City. Language Arts Division Chair, Dr. Cathy Moore, served as co-chair for the conference.

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

All program courses for the A.A. in English degree are offered via interactive television (ITV) between the Enid and Tonkawa locations to serve more students. Program courses for the A.A. in English-Creative Writing option are offered either via ITV or online each semester.

**B.6. Effective Use of Resources:**

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Program uses institutional resources effectively in that all required program classes function to meet general education requirements for non-majors as well.

**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)

<b>Recommendations</b>	<b>Implementation Plan</b>	<b>Target Date</b>
Program competencies will continue to be reviewed annually based on the following timeline.	See below.	See below.

<b>Program Objectives Associate in Arts- English</b>	<b>Course Mapping</b>	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>2018- 2019</b>	<b>2019- 2020</b>
<b>Objective 1:</b> Write proficiently	ENGL 1113	X			X	
<b>Objective 2:</b> Demonstrate proper research skills	ENGL 1213	X			X	
<b>Objective 3:</b> Understand the connection between audience, subject,	ENGL 1113 ENGL 1213		X			X



and purpose, and adapt writing style accordingly						
<b>Objective 4:</b> Analyze literary genres	LIT 2413 LIT 2543 LIT 2653 LIT 2773 LIT 2883			X		
<b>Associate in Arts – Creative Writing</b>						
<b>Objective 1:</b> Write proficiently	ENGL 1113	X				X
<b>Objective 2:</b> Analyze literary genres	LIT 2413		X			
<b>Objective 3:</b> Demonstrate fundamental critical thinking skills in the analysis of creative work	ENGL 2413			X		
<b>Objective 4:</b> Develop creative writing from conception to publication	ENGL 2413				X	

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

#### Summary of Recommendations:

	Department	Institutional
<b>Possible Recommendations:</b>		
	Faculty in division reviewed program data and recommended that program courses be offered online every other semester.	