



Planning and Evaluation Tracking

College Year: 2009-10

Division of: Language, Comm. & Fine Arts

Person Responsible: Robert Boyd

Department of: English

Person Responsible: Dan Ferguson

Purpose Statement: Educate students in writing and literature to enhance their academic, professional, and personal growth.

Goal Statements	Objectives/Outcomes (including assessment tools/ and standards)	Results	Use of Results (including improvements and revisions)
<p>1. Students will write effectively and think critically.</p>	<p>1. Upon completion of ENGL 1301, at least 70% of a 50 student sample will achieve a score of 3/5 on a persuasive essay as measured by a Department Checklist.</p>	<p>93.8% of the essays received a 3 or higher.</p> <p>Breakdown of Checklist Results</p> <p>67.9% utilized third person pronouns, 61.7% used the library's online databases. 76.5% used MLA format correctly. 95.1% had thesis statements. 95.1% had introductions, body paragraphs, and conclusions.</p>	<p>Analysis</p> <ul style="list-style-type: none"> While we met our overall goal, we certainly want to see better numbers with third person use and online database use. The checklist proved adequate for quick and accurate scoring in terms of meeting the requirements we established, but it doesn't quite tell the whole story in terms of an essay's quality. <p>Action Plan</p> <ul style="list-style-type: none"> These results will be distributed to all English faculty: full-time, part-time, and dual credit. The department chair will instruct dual credit faculty to turn in essays that better meet the requirements of the essay assessed. Essays turned in for scoring will be labeled as to their instructional origin (part-time, dual credit, and full-time) in order to target specific areas that need instructional improvement. We will continue to assess the assessment process and may eventually go to a rubric instead of a checklist. We are studying the possibility of establishing a Writing Center in order to better help students individually.