



Planning and Evaluation Tracking

College Year: 2010-11

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>2009 Results: 93.8% of the essays received a 3 or higher.</p> <p>2010 Results: 97% of the essays received a 3 or higher.</p> <p style="text-align: center;">Breakdown of Checklist Results</p> <p><u>2009 Results:</u></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><u>2010 Results:</u></p> <p>73% utilized third person pronouns 95% used the library's online databases 92% used MLA format correctly 90% had thesis statements 93% had introductions, body paragraphs, and conclusions</p>	<p><u>Analysis</u></p> <ul style="list-style-type: none"> Overall our results are much better than last year. However, this year we also labeled the essays as to type of instructor: dual credit, dc online, adjunct, full-time. Drilling down revealed a problem in both dual credit areas in the category: use of third person. Only 66% of dc artifacts demonstrated proper use of third person. The checklist was adequate for assessment; however, the committee agreed to tweak the wording and define concepts clearly for more accurate assessment next year. <p><u>Action Plan</u></p> <ul style="list-style-type: none"> These results will be distributed to all English faculty: full-time, adjunct, 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 continue to be labeled as to their instructional origin (adjunct, dual credit, dc online, and full-time) in order to target specific areas that need instructional improvement. The process will continue to be studied as will the influence of our new Writers' Corner established in part because of assessment.