

PET FORM
Planning and Evaluation Tracking
(2011-2012 Assessment Period)

Department of English and Modern Languages

Person Responsible for this Department: Dr. Dan Ferguson

Developmental English Program

Person Responsible for this Form: Dr. Judith L. Carter

Purpose Statement (With Last Updated Date): Educate students in writing to enable them to succeed in college-level English composition courses. (Updated 3/2011)

Goal Statement #1:

Adjust instruction based on assessment data (*AC Strategic Plan through 2015: Strategy 1.1*).
Developmental English 0301 students will demonstrate grammar and writing skill improvement.

Outcome/Objective Statement:

Students who do not meet Texas Success Initiative (TSI) requirements will demonstrate competency in study skills during required developmental courses (*AC Strategic Plan through 2015: Task 1.1.1.6.1*).

The AC English Department assesses a sample of ENGL 0301 finals according to predetermined Written Communication Competency forms. The documents are gathered at the end of the Fall Semester. The Developmental English Course Committee assesses the documents in the Spring Semester. The Developmental English Program Coordinator reports the results of the assessment to the English Department Chair.

Upon completion of English 0301, at least 60% of a student sample (a 25 item minimum sample) will score a 3 or better on a final according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.

Results (Provide Numbers and Percentages for Quantitative Data)

2009-2010 Data:

20 of 25 or 80% scored a 3 or above on the written communication rubric.

Breakdown of the sample:

5 of 25 or 8% scored a 5 – excellent

4 of 25 or 16% scored a 4 – good

14 of 25 or 56% scored a 3 – average

5 of 25 or 20% scored a 2 – marginal

0 of 25 or 0% scored a 1 – poor

2010-2011 Data:

24 out of 30 or 80% scored a 3 or above on the written communication rubric.

Breakdown of the sample:

0 of 30 or 0% scored a 5 – excellent
10 of 30 or 33% scored a 4 – good
14 of 30 or 47% scored a 3 – average
2 of 30 or 20% scored a 2 – marginal
0 of 30 or 0% scored a 1 – poor

Part-time Faculty Results:

7 of 9 or 73% Score of 3-5
2 of 9 or 27% Score of 1-2

Full-time Faculty Results:

17 of 21 or 72.5% Score of 3-5
4 of 21 or 27.5% Score of 1-2

Analysis

The objective for English 0301 was met.

There was no significant difference between the analysis of the part-time and full-time faculty.

Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - This year, the breakdown includes scores for part-time and full-time faculty.
 - Instructors were encouraged to devise a tutoring program for their classes and emphasize using the Writers' Corner.
- Evaluate Why Improvements Were Successful/Were Not Successful:
 - The goal was met, so the improvement was successful.
 - There is no significant difference in the scoring for full-time and part-time faculty.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): **None.**

Recommendations/Actions for 2011-2012

- Person Responsible: The Developmental English Program Coordinator will oversee this plan.
- Action Plan:

The outcomes analysis revealed that 20% of ENGL 0301 students scored into the marginal or poor range. This did not change from last year. The grade distribution report revealed that 30% of ENGL 0301 student are making below a C. Looking at these results, the curriculum needs to be revised to emphasize grammar through editing and writing. Grammar drills, exams, and finals will be eliminated as a major focus of the curriculum. Study skills, as a major emphasis of the curriculum, will be eliminated so that instructors can concentrate more on teaching writing.
- Expected Time Frame Needed to Implement Action Plan:

In the Spring 2011 semester, the ENGL 0301 instructors will revise the curriculum for the course. The new curriculum will be implemented in the Fall 2011 semester.
- Budget Information Needed for Future Action (Cost/Details): **None.**

Goal Statement #2:

Adjust instruction based on assessment data (*AC Strategic Plan through 2015: Strategy 1.1*)
Developmental English 0302 students will demonstrate grammar and writing skill improvement.

Outcome/Objective Statement:

Students who do not meet Texas Success Initiative (TSI) requirements will demonstrate competency in study skills during required developmental courses. (*AC Strategic Plan through 2015: Task 1.1.1.6.1*)

The AC English Department assesses a sample of ENGL 0302 finals according to predetermined Written Communication Competency forms. The documents are gathered at the end of the Fall Semester. The Developmental English Course Committee assesses the documents in the Spring Semester. The Developmental English Program Coordinator reports the results of the assessment to the English Department Chair.

Upon completion of English 0302, at least 60% of a student sample (a 50 item minimum sample) will score a 3 or better on a final according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.

Results (Provide Numbers and Percentages for Quantitative Data)**2009-2010 Data:**

37 of 54 or 69% scored a 3 or above on the written communication rubric.

Breakdown of the sample:

0 of 54 or 0% scored a 5 – excellent
9 of 54 or 17% scored a 4 – good
28 of 54 or 52% scored a 3 – average
14 of 54 or 26% scored a 2 – marginal
3 of 54 or 5% scored a 1 – poor

2010-2011 Data:

40 of 55 or 73% scored a 3 or above on the written communication rubric.

Breakdown of the sample:

0 of 55 or 0% scored a 5 – excellent
8 of 55 or 14.6% scored a 4 – good
32 of 55 or 58.2% scored a 3 – average
13 of 55 or 23.6% scored a 2 – marginal
2 of 55 or 3.6% scored a 1 – poor

Part-time Faculty Results:

11 of 15 or 72.5% Score of 3-5
4 of 15 or 27.5% Score of 1-2

Full-time Faculty Results

29 of 40 or 73% Score of 3-5

11 of 40 or 27% Score of 1-2

Analysis

The objective for English 0302 was met.

There was no significant difference between the analysis of the part-time and full-time faculty.

In the analysis, 27% of ENGL 0302 students scored into the marginal or poor range. This was an improvement over last year's 31%. There was also an improvement from 69% to 73% in students who scored a 3 or above on the written communication rubric.

Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - This year, the breakdown includes scores for part-time and full-time faculty.
 - This academic year instructors utilized tutoring in the Writers' Corner.
- Evaluate Why Improvements Were Successful/Were Not Successful:

The goal was met, so the improvement was successful. Increased availability to tutoring might have influenced this increase. A mid-term grade notification program, instituted in Fall 2010, also might have helped the increase.

This year, the breakdown includes scores for part-time and full-time faculty. The difference in the scoring was 3%. This is not a significant difference.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): **None.**

Recommendations/Actions for 2011-2012

- Person Responsible: The Developmental English Program Coordinator will oversee this plan.
- Action Plan:

Tutoring will remain a major emphasis of 0302. Study skills, as a major emphasis of the curriculum, will be eliminated so that instructors can concentrate more on teaching writing. Developmental English instructors will revise the course curriculum with an emphasis on instructional software and with streamlining the course to align it more with ENGL 1301.
- Expected Time Frame Needed to Implement Action Plan:

In the Spring 2011 semester, the ENGL 0302 instructors will revise the curriculum for the course. The improvements to the curriculum will be implemented in the Fall 2011 semester.
- Budget Information Needed for Future Action (Cost/Details): **None.**