

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

Division of: **Language, Comm. & Fine Arts**

Person Responsible for this Division: **Robert Boyd**

Department of: **English**

Person Responsible for this Form: **Dr. Daniel Ferguson**

Purpose Statement (With Last Updated Date): **Educate students in writing and literature to enhance their academic, professional, and personal growth.**

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**Goal Statement #1:**

Certify quality instruction and academic support services (*AC Strategic Plan through 2015: Strategy 1.3*).

**Outcome/Objective Statement**

**(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):**

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 (*AC Strategic Plan through 2015: Task 1.3.1.1*).

**Exact Wording of Strategic Plan:** After receiving and discussing assessment analysis of common course sections, all faculty will revise course sections for consistency in student learning outcomes regardless of delivery method or faculty status across the curriculum.

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

2010 Results: 97% of the essays received a 3 or higher.

2011 Results: 98% of the essays received a 3 or higher.

<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>2011 Results:</u></p> <p>76% utilized third person pronouns            92% used credible sources            94% used MLA format correctly            88% had thesis statements            92% had introductions, body paragraphs, and conclusions</p>
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- **Analysis**

- Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

Last year we had an issue with dual credit students and third person usage (66%), but this year's assessment was much better at 85%. The problem we found this year is that only 40% of students taught by adjunct faculty used third person. It should also be noted that students in this category were considerably lower in every area.

- **Improvements**

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:

This year the committee tweaked the wording of the checklist in order to clarify concepts for those assessing documents.

- Evaluate Why Improvements Were Successful/Were Not Successful:  
Added clarity, but should not affect results.
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):  
No budgeted money is currently available to improve this problem with adjuncts. The English Department Chair has requested one more full-time faculty in order to get numbers closer to the 65 full-time/35 part-time ratio college administration seeks according to the minutes of the February 16, 2011, Dean's Council meeting. English is nowhere near this ratio with **13** full-time faculty and **30** part-time faculty, which is a 30 full-time/70 part-time ratio, clearly almost backwards compared to what it should be.
  - Recommendations/Actions for 2011-2012
    - Person Responsible (Who will complete the action?):  
Dr. Daniel Ferguson
    - Action Plan:
      - Results will be distributed to all English faculty. The department chair will instruct adjunct faculty to turn in essays that better meet the requirements of the essay assessed and will commend dual credit faculty on much better scores.
      - The committee is considering a recommendation to revise the outcome for the assessment in order to push the department a little more.
      - The process will continue to be studied as will the influence of our new Writers' Corner established in part because of assessment.
      - English 1301 is being revised via the NCAT method for a Title V grant. We will keep these principles in mind as we revise and look to see if our assessment results improve.
    - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):  
Results are distributed in August meetings to all faculty.  
Committees will revise assessment in fall and implement in spring.  
Course revision will be studied in fall and implemented in spring.
    - Budget Information Needed for Future Action (Cost/Details):  
No budgeted money is needed for communication, process review, and implementation. Title V is currently funding revisions and implementation.
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