

PET FORM
Planning and Evaluation Tracking
(2012-2013 Assessment Period)

Department: English and Modern Languages

Person Responsible for this Department: Dr. Dan Ferguson

Program: Developmental English

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

Purpose Statement (With Last Updated Date):

Teach students writing skills to enable them to complete their developmental English courses and to succeed in college-level English composition courses. (Updated 9/2012)

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

- **2011-2012 Data:**
 - 15 out of 25 or 60% scored a 3 or above on the written communication rubric.
 - Breakdown of the sample:**
 - 0 of 25 or 0% scored a 5 – excellent
 - 2 of 25 or 8% scored a 4 – good
 - 13 of 25 or 52% scored a 3 – average
 - 10 of 25 or 40% scored a 2 – marginal
 - 0 of 25 or 0% scored a 1 – poor
 - Part-time Faculty Results:**
 - 15 of 25 or 60% Score of 3-5
 - 10 of 25 or 40% Score of 1-2
 - Full-time Faculty Results:**
 - 0 of 25 or 0% Score of 3-5
 - 0 of 25 or 0% Score of 1-2

Analysis

The objective for English 0301 was met.

Only part-time faculty taught ENGL 0301 during the Fall 2011 semester, so there are no comparisons with full-time faculty.

Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2009-2010** PET Results:
Instructors were encouraged to include more editing practices in their lessons.
- Evaluate Why Improvements Were Successful/Were Not Successful:
The goal was met, but it was just met. The Developmental English committee needs to evaluate whether the new editing emphasis was as effective as the old grammar exercises were.
- 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. The Developmental English Committee will develop the plan.
 - Action Plan:
The outcomes analysis revealed that 40% of ENGL 0301 students scored into the marginal or poor range. This was a 20% decrease from last year. The grade distribution report revealed that 28% of ENGL 0301 student are making below a C. This is a 2% decrease over last year. The Developmental English Committee will use these results to improve the course as we go through course redesign of ENGL 0301 over the next year.
 - Expected Time Frame Needed to Implement Action Plan:
In the Fall 2012 semester, the Developmental English committee will begin course redesign. The new curriculum will be implemented in the Fall 2013 semester.
 - Budget Information Needed for Future Action (Cost/Details): None.
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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

○ **2011-2012 Data:**

35 of 50 or 70% scored a 3 or above on the written communication rubric.

Breakdown of the sample:

0 of 50 or 0% scored a 5 – excellent

7 of 50 or 14% scored a 4 – good

28 of 50 or 56% scored a 3 – average

12 of 50 or 24% scored a 2 – marginal

3 of 50 or 6% scored a 1 – poor

Part-time Faculty Results:

9 of 21 or 58% Score of 3-5

12 of 21 or 42% Score of 1-2

Full-time Faculty Results

17 of 29 or 42% Score of 3-5

12 of 29 or 58% Score of 1-2

Online Course Results

7 of 19 or 38% Score of 3-5

12 of 19 or 62% Score of 1-2

On-Campus Course Results

19 of 31 or 62% Score of 3-5

12 of 31 or 38% Score of 1-2

Analysis

The objective for English 0302 was met.

In the analysis, the objective was down 3% from last year.

30% of ENGL 0302 students scored into the marginal or poor range. This was an increase of 3% over last year's 27%.

There was a significant difference between the analysis of the part-time and full-time faculty this year as opposed to last year. The part-time pass rate is 16% above the full-time pass percentage this year.

This is the first time a break down was made of online courses compared to on-campus courses. The pass rate for online is 24% lower than on-campus courses.

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 online and on-campus courses.
- Evaluate Why Improvements Were Successful/Were Not Successful:
The goal was met, but the pass rate was down 3 % from last year. We changed books that semester and added an online grammar component to the course. Instructors may have had difficulty incorporating these changes into the program.
- 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. The Developmental English Committee will develop the plan.
- Action Plan:
The outcomes analysis revealed that 30% of ENGL 0302 students scored into the marginal or poor range. This was a 3% increase from last year. The grade distribution report revealed that 27% of ENGL 0302 student are making below a C. The difference in pass rates for online as opposed to on-campus courses will also be examined. We will also consider whether we want to increase the percentage of the goal to 65 or 70%. The Developmental English Committee will use these results to improve the course as we go through course redesign of ENGL 0301 over the next year.
- Expected Time Frame Needed to Implement Action Plan:
In the Fall 2012 semester, the Developmental English committee will begin course redesign. The new curriculum will be implemented in the Fall 2013 semester.
- Budget Information Needed for Future Action (Cost/Details): **None**.

Goal Statement #3:

Monitor Program Effectiveness for No Excuses Goal #1 (*No Excuses Plan*)

Completion of developmental courses and progressions to credit bearing courses

Outcome/Objective Statement:

The Developmental English Program Coordinator and Developmental English Committee will monitor the progress of students from developmental English courses to college-level English Courses and their completion within a five-year time period.

The objective for ENGL 0301 is for 30% of students to progress to college level in 5 years.

The objective for ENGL 0302 is for 45% of students to progress to college level in 5 years.

Results (Provide Numbers and Percentages for Quantitative Data)

There is only data from the No Excuses Data Plan. See attached chart.

Analysis

This is the first time the goal has been used. There is not data to analyze.

Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: This is the first time the goal has been used. There are no results yet.
- Evaluate Why Improvements Were Successful/Were Not Successful:
This is the first time the goal has been used. There are no results yet.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): None.
This is the first time the goal has been used. There are no results yet.

Recommendations/Actions for 2011-2012

- Person Responsible: The Developmental English Program Coordinator will oversee this plan. The Developmental English Committee will develop a plan.
- Action Plan:
This is the first time the goal has been used. There are no results yet.
- Expected Time Frame Needed to Implement Action Plan:
This is the first time the goal has been used. Results will be analyzed next year.
- Budget Information Needed for Future Action (Cost/Details): None.

Goal Statement #4:

Monitor Program Effectiveness for No Excuses Goal #3 (*No Excuses Plan*)

No Excuses Goal 3: completion of attempted courses with a C or better

Outcome/Objective Statement:

The Developmental English Program Coordinator and Developmental English Committee will monitor the data on course completion of attempted Developmental Courses with a C or better.

The objective for ENGL 0301 is for 60% of students will pass their Developmental English class with a C or better.

The objective for ENGL 0302 is for 60% of students will pass their Developmental English class with a C or better.

Results (Provide Numbers and Percentages for Quantitative Data)

Data from the grade distribution report dated January 24, 2012 was used to create the attached chart.

Analysis

The pass rate of A-C for ENGL 0301 is 62%. This is 10% below the English and Modern Languages A-C rate, 11% below the Division A-C rate, and 13% below the Institutional A-C rate.

The pass rate of A-C for ENGL 0302 is 58%. This is 14% below the English and Modern Languages A-C rate, 15% below the Division A-C rate, and 17% below the Institutional A-C rate.

Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: This is the first time the goal has been used. There are no results yet.
- Evaluate Why Improvements Were Successful/Were Not Successful: This is the first time the goal has been used. There are no results yet.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): None. This is the first time the goal has been used. There are no results yet.

Recommendations/Actions for 2011-2012

- Person Responsible: The Developmental English Program Coordinator will oversee this plan. The Developmental English Committee will develop a plan
- Action Plan: The Developmental English committee needs to analyze this data and develop a plan for improvement. This plan will be incorporated in this year's redesign of the Developmental English Courses.
- Expected Time Frame Needed to Implement Action Plan: This is the first time the goal has been used. Results will be analyzed next year.
- Budget Information Needed for Future Action (Cost/Details): None.