

Program/Unit IE Plan - 3 Year Comparison

Record ID : 3193

Associated ID : 3772

Unit Number : 107.1.1

Program/Dept Name : AS/AA Program - Language

Person Responsible : Andy Scates

Plan Entered By :

Selected Term : 2010-2011

Record ID : 3772

Associated ID : 4331

Record ID : 4331

Associated ID : 0

Plan Entered By : Susan

Plan Term : 2011-2012

Plan Entered By : Andy Scates & Samantha Vance

Plan Term : 2012-2013

Program/Unit Goal : Students will improve their ability to communicate through writing, reading, speaking, performing, or presenting using a variety of methods.

Program/Option : Associates Arts/Science

Scheduled Completion : Spring 2011

Outcome Type : Student Learning Objective/Outcome

General Ed Outcome : The student will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.

Institutional Goal : To offer high-quality educational programs.

Strategic Initiative : Strategic Initiative II: Pursue excellence in instruction

Expected Outcome : Students will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.

Action Plan : English Composition I will provide instruction and practice in the writing of at least six extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the library usage. English Composition II will provide instruction and practice in the writing of at least six extended compositions and the development of analytical and

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Program/Option : Associates Arts/Science

Scheduled Completion : Spring 2012

Outcome Type : Student Learning Objective/Outcome

General Ed Outcome : The student will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.

Institutional Goal : To offer high-quality educational programs.

Strategic Initiative : Strategic Initiative II: Pursue excellence in instruction

Expected Outcome : Students will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.

Action Plan : To address documentation of external sources the department members agreed to vary instructional strategies to include the following areas: annotated bibliographies, documented scavenger hunts, group information gathering, or documentation quizzes which much be retaken until mastery is achieved. To address the major/minor mechanical and grammatical

Program/Unit Goal : Students will improve their ability to communicate through writing, reading, speaking, performing, or presenting using a variety of methods.

Program/Option : Associates Arts/Science

Scheduled Completion : Spring 2013

Outcome Type : Student Learning Objective/Outcome

General Ed Outcome : The student will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.

Institutional Goal : To offer high-quality educational programs.

Strategic Initiative : Strategic Initiative I: Grow the college to serve the community

Expected Outcome : Students will write sentences and paragraphs in standard English that are sequential, logical, organized, and properly documented.

Action Plan : Composition instructors will intensify the use of writing lab referrals and supplemental instructional strategies focusing on the elimination of major and minor grammatical errors. Each instructor will contribute to the Writing Lab specified major error worksheets that contain explanations of the error and a culminating activity that will allow the attending student an opportunity to practice elimination of the error. Students will receive feedback from the English tutor and the Writing Lab staff. English instructors will contribute the

critical reading skills and basic reference and documentation skills in the composition process. The course may also include instruction and practice in library usage.

Assessment Measure : English 101, English Composition I, and English 102, English Composition II, through the use of a departmentally developed course rubric evaluating student's ability in sentence construction, critical thinking, and diction using fifty random papers.
See rubric.
See tally sheet.
Benchmark: 80%

Assessment Results : In Fall 2010, sixty-seven percent (67%) of English composition students were able to demonstrate their ability in sentence construction, critical thinking, and diction based on the departmental rubric, fifty-four percent (54%) in Spring 2011, and forty-nine percent (49%) in Summer 2011. In Fall 2010, sixty percent (60%) of students enrolled in English composition classes demonstrated they had mastered the competencies based on the departmental rubric, sixty-five percent (65%) in Spring 2011, and sixty-four percent (64%) in Summer 2011.

Analysis of Results : Observed student weaknesses centered around three areas: improper use of documentation, mechanical/grammatical errors, and lack of adequate support in developing a thesis or topic sentences.

Analysis Attachments :
Outcome Met : NO

Use of Results : To address documentation of external sources the department members agreed to vary instructional strategies to include the following areas: annotated bibliographies, documented scavenger hunts, group information gathering, or documentation quizzes which must be retaken until mastery is achieved.

To address the major/minor mechanical and grammatical errors faculty members agreed to make written referrals to the Writing Lab staffed by English instructors for students demonstrating problems with major/minor error. Faculty will work on improving the online Writing Lab by posting Camtasia videos, PowerPoint presentations, and hyperlinks to information and practice exercises related to grammar and mechanics as well as correct documentation.

Action Taken for Improvement : Developed Writing Lab referrals. Implemented additional research and documentation activities. Continued use of supplemental worksheets for major and minor errors through the Writing Lab.

Future Action : Review student folders and end of course statistics for English Composition I & II, individually and collectively to verify improvement in grammatical skills and research documentation.

errors faculty members agreed to make written referrals to the Writing Lab staffed by English instructors for students demonstrating problems with major/minor error. Faculty will work on improving the online Writing Lab by posting Camtasia videos, PowerPoint presentations, and hyperlinks to information and practice exercises related to grammar and mechanics as well as correct documentation

Assessment Measure : Instructors in English 101, English Composition I, and English 102, English Composition II, will use a departmentally developed course rubric to evaluate students' ability in identified areas by examining fifty random failing papers.
See rubric.
See tally sheet.
Benchmark: 80%

Assessment Results : The sample of composition (ENG 101* & 102**) papers indicated that the papers indicated that the commission of major errors increased from 54% to 62%, a rise of 8%. The sample also indicated that the commission of minor errors increased from 52% to 70%, an increase of 18%. The sample further indicated that the commission of documentation errors remained steady at 70%. *English 101 Major Errors - 68% of failing papers contained major errors. Minor Errors - 63% of failing papers contained minor errors. Documentation - 70% of failing papers contained minor errors **English 102 Major Errors - 60% of failing papers contained major errors. Minor Errors - 72% of failing papers contained minor errors. Documentation - 66% of failing papers contained documentation errors

Analysis of Results : Students continue to struggle with major and minor grammatical errors and inadequate documentation.

Analysis Attachments :
Outcome Met : NO

Use of Results : Composition instructors will intensify the use of writing lab referrals and supplemental instructional strategies focusing on the elimination of major and minor grammatical errors. Each instructor will contribute to the Writing Lab specified major error worksheets that contain explanations of the error and a culminating activity that will allow the attending student an opportunity to practice elimination of the error. Students receive feedback from the English tutor and the Writing Lab staff. In addition, we will implement MyWritingLab on a trial basis. English instructors will contribute the following:
A. Andy Scales--subject/verb agreement
B. Anne Messner--fragments
C. Susan Lockwood--comma splice
D. Greg Spence--fused sentence
E. Amy Porche--verb forms

Action Taken for Improvement : Have increased the use of writing lab referrals. Implemented the use of worksheets in the Writing Lab that focused on specific errors. Piloted the use of MyWritingLab. Used research & documentation activities in the classroom.

Future Action : Record & document of the above strategies, conduct end of semester assessment to determine effectiveness.

- following:
- A. Andy Scales--subject/verb agreement
- B. Anne Messner--Fragments
- C. Susan Lockwood--comma splice
- D. Greg Spence--fused sentence
- E. Amy Porche--verb forms

Budget Considerations : None

Assessment Measure : Instructors in English 101, English Composition I, and English 102, English composition II, will use a departmentally developed rubric to evaluate students' ability in sentence construction, critical thinking, and diction by examining a selection of failing papers from both ENG 101 & 102.
See rubric.
See tally sheet.
Benchmark: 80%

Assessment Results : The sample of composition (ENG 101* & 102**) papers indicated that the commission of major errors decreased from 62% to 60%, a fall of 2%. The sample also indicated that the commission of minor errors increased from 70% to 81%, a rise of 11%. The sample further indicated that the commission of documentation errors increased from 70% to 76%, an increase of 6%. *English 101 Major errors - 62% of failing papers contained major errors. Minor errors - 62% of failing papers contained minor errors. Documentation - 62% of failing papers contained documentation errors **English 102 Major errors - 41% of failing papers contained major errors. Minor errors - 82% of failing papers contained minor errors. Documentation - 73% of failing papers contained documentation errors

Analysis of Results : Students continue to struggle with major and minor grammatical errors and faulty documentation.

Analysis Attachments :
Outcome Met : NO

Use of Results : Writing instructors will further intensify the use of writing lab referrals and supplemental instruction strategies focusing on the elimination of major and minor grammatical errors. Instructors will continue to develop and contribute worksheets that remediate major and minor grammatical errors. Instructors will also continue in-class activities that focus on improving student research and documentation procedures. In addition, instructors will explore utilizing digital publications and publishing practices such as blogging, turnitin.com, blackboard, and online writing labs to further address student deficiencies in target areas.

Action Taken for Improvement : Instructors have created online enhancement activities, implemented our access to a CVCC online writing lab, and supplemented developmental activities and materials in the on-campus writing lab.

Future Action : We will suspend the use of MyWritingLab due to several factors: 1. voluntary student participation is below 50% in most cases 2. the program is cost-prohibitive for many students 3. logistical challenges such as lack of available computer lab space. In addition, we will reconfigure our assessment criteria and procedures to better represent student achievement and inadequacies by expanding our pool of sample papers to include all achievement levels instead

of limiting our resources to failing papers only.

Budget Considerations : None

Resources Needed : None

Resource [ENG102 paper review tally sheetsummary of results.docx](#)

Attachments : [Eng_Talley_Sheet_10-11.pdf](#)
[gened_goal_sheet_adapted_for_LFAr.docx](#)

Budget Considerations : None

Resources Needed : None

Resource [ENG102 Pass Rate \(FA11\).msg](#)

Attachments : [Eng_Talley_Sheet_11-12.pdf](#)

Budget Considerations : None

Resources Needed : None

Resource [Comma Splices \(Lockwood\).docx](#)

Attachments : [Comma Splice_Review \(Lockwood\).docx](#)
[Documentation Ex. Works Cited \(Lockwood\).docx](#)
[Fused Sentence - Major Error Worksheet 1-1 \(Spence\).docx](#)

[Fused Sentence Major Error Worksheet \(Spence\).pptx](#)

[Links to English Blogs.docx](#)

[Practice sheet on fragments.docx](#)

[Practice sheet on fragments answers and explanations.docx](#)

[Proofreading for fragments.doc](#)

[Research and Documentation Practice \(Scales\).doc](#)

[Sentence Strips.pptx](#)

[S.V. Agr. PresentationWorksheet \(Scales\).docx](#)
[Verb forms \(Porche\).docx](#)