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| **19/20 Program Assessment Report : { English }**  |
|  | (Non-AA in English)Program Outcome #1:**Consistency across the various offerings of ENGL1010 (fall) and ENGL1030 (spring) and any other ENGL courses being reviewed** | (Non-AA in English)Program Outcome #2:**Effective Support of the Technical Programs via the instruction offered in ENGL1010 and 1030** | (AA in English)Program Outcome #3:**Demonstrate an understanding of the writing process and its recursive nature, including the ability to plan, organize, and develop written compositions in a variety of expository and argumentative modes** | **Comments/ Action Plan** |
| **Course name and number**: ENGL1010**Assessment tool:** “Group Grading Exercise #1”**Faculty involved:**  All those, full-time and adjunct faculty and CCP teachers, engaged in teaching ENGL1010 (Fall 2019)**Benchmark**: 100% participation and 100% within 10% points or less**Number of faculty:**  | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Within 10% points or fewer:Paper A\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Paper B\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Paper C\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_% | ------- | ------- |  |
| **Course name and number**: ENGL1010**Assessment tool:** “Group Grading Exercise #2”**Faculty involved:**  All those, full-time and adjunct faculty and CCP teachers, engaged in teaching ENGL1010 (Fall 2019)**Benchmark**: 100% participation and 100% within 10% points or less**Number of faculty:**  | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Within 10% points or fewer:Paper A\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Paper B\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Paper C\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_% | ------- | ------- |  |
| **Course name and number**: ENGL1030**Assessment tool:**“Group Grading Exercise #1”**Faculty involved:** All those, full-time and adjunct faculty and CCP teachers, engaged in teaching ENGL1030 (Spring 2020)**Benchmark:** 100% participation and 100% within 10% points or less**Number of faculty:**  | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Within 10% points or fewer:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_% | ------- | ------- |  |
| **Course name and number**: ENGL1030**Assessment tool:**“Group Grading Exercise #2”**Faculty involved:** All those, full-time and adjunct faculty and CCP teachers, engaged in teaching ENGL1030 (Spring 2020)**Benchmark:** 100% participation and 100% within 10% points or less**Number of faculty:**  | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Within 10% points or fewer:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_% | ------- | ------- |  |
| **Programs being focused on this cycle in connection with Program Outcome #2:**All Technical Programs**Assessment tool:**“Survey of Full-Time Technical Program Faculty”**Faculty involved:** Full-time English faculty and full-time faculty in the above departments**Benchmark:** 100% participation and 75% of writing skills identified as important and applicable to technical programs**Number of faculty:** | **-------** | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%Full time faculty in each of the technical programs would be sent a survey, asking them to evaluate how important or applicable writing skills, based on the English Departments Essay Evaluation Rubric, are to their respective programs. | **-------** |  |
| **Assessment Tool:** “Survey of AA in English Graduates”**Faculty Involved**: All full time faculty that serve as advisors for students in the AA in English program**Benchmark**: 100% participation and 100% of student responses indicate a clear understanding of the writing process as outlined in the program outcome**Number of Students:**  | **-------** | **-------** | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%A survey asking students various questions to test their understanding of the writing process would be sent to students toward the end of their final semester in the program. |  |
| **Assessment Tool:**“Continuous Portfolio of AA in English Students’ Written Work”**Faculty Involved**: All full time faculty that serve as advisors for students in the AA in English Program**Benchmark:** 100% participation and 100% of students ending the program with at least B-level scores (85% or higher) on writing assignments**Number of Students:** | **-------** | **-------** | Participation:\_\_\_\_\_ out of \_\_\_\_ , \_\_\_\_\_%As each new student joins the AA in English program, they will be contacted by a full-time faculty member and asked to provide the department with a copy of each essay they write in their English courses.The department will maintain, both electronically and in hard copy, these continuous portfolios. |  |