

PLANNING/OUTCOMES DOCUMENT: 2004-2005

Name of person(s) completing form:			Owen Gibby	Curriculum/Department:	English/Humanities
Purpose/Mission Statement:				Vision Statement: (3-5 years)	
The purpose of the Humanities/Social Sciences Department is to provide a broad-based education that will equip students with competencies in oral and written communication, an historical and contemporary awareness of the world, an increased sensitivity of cultural differences, and means to comprehend and evaluate information in a variety of disciplines.				Students who successfully complete humanities/social sciences courses will more effectively meet the challenges of a multi-cultural, global workforce. These students will obtain the skills necessary to communicate with clarity and purpose through collaborative learning, an emphasis on literary analysis, intensive practice in applied and written communications, and the use of technology such as computers. Classroom instruction will be enhanced by the use of multi-media resources and research, all directed toward a better appreciation of diverse schools of thought and behavior. Students will then successfully pursue degrees at four-year colleges and universities.	
Goal	Values for Teaching	College Goals	2004-2005 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)
1.	1 2 3 4 5 7	1 2 4 5 7	Continue 2003-04 goal to review and determine the effectiveness of technology-centered course; i.e., distance learning, tele-web, web-enhanced, web-centered, and ITV courses to ensure standards, with an emphasis on new courses: Fall Semester – ENG 113 (ITV), ENG 114 (online); Spring Semester-ENG 113 (online).	Attrition in these courses will not exceed ten percent, and seventy-five percent of students who complete the courses will receive grades of C or better.	Analyze data from student opinion surveys and grade reports. The department will evaluate course syllabi and meet regularly to review areas of concern such as enrollment, course content and retention.
2.	1 2 3 4 5 6 7 8 9	1 2 7	Increase enrollment in ENG 113 (Literature-Based Research) classes	One hundred percent of students who transfer will satisfy the composition requirement. The department will regularly schedule a minimum of six sections of ENG 113, with an average enrollment of fifteen students per class.	Increase awareness for ENG 113 by providing advisors with criteria emphasizing the transferability of the course. Promote the course before and during registration periods. Meet regularly to assess this plan
3.	1 2 3 4 5 6 7 8 9	1 2 4 7	Continue 2003-04 goal to ensure academic rigor of English/Humanities courses to increase success rate for all students, with a more comprehensive study of students who transfer to four-year colleges and universities.	Eighty-four percent of students who transfer to four-year colleges and universities will maintain a GPA of 2.0 or better.	Work closely with the Institutional Research and Planning Office to measure success of student transfers. Hopefully, follow-up analysis of transfer student criteria can be expedited. Continue to meet on a regular basis to compare and evaluate class assignments and to clarify both individual and group instructional standards.

4.	1 2 3 4 5 6 7 8 9	1 2 7	Identify a more uniform set of course competencies and requirements that should be emphasized by faculty teaching ENG 111 (Expository Writing) and ensure that these standards are being achieved according to the course descriptions.	One hundred percent of students who successfully complete ENG 111 will meet requirements of the course description based upon the faculty's more uniform plan for measuring and achieving competency.	Establish a set of competencies for ENG 111, based upon the course description, and meet with adjuncts to compare course syllabi and ensure that these competencies are being achieved.
5.	1 2 3 4 6 7 9	3 5 7	Contingent upon funding, coordinate the publication of <u>Milestone</u> , the annual SCC periodical for art and literature.	The 2004-05 edition of <u>Milestone</u> will be published, with a minimum of 500 copies distributed.	Secure funding for the periodical as well as assist the <u>Milestone</u> advisors and editor with publicity, solicitation of submissions, selection of submissions, and awarding of prizes.

Mid-point Review

<p>Progress Notes:</p> <ol style="list-style-type: none"> 1. According to grade reports from Spring Semester 2004, 86.5% of students who completed distance education courses earned a C or better. The attrition rate was 11%. Grade reports for Fall Semester 2004 indicated an increase in success rate at 90.6%. However, the attrition rate increased to 15.3%. For ENG 113 (TW1), the attrition rate was 34% and the completion rate was 83%. For ENG 114 (HY1), the attrition rate was 16% and the completion rate was 87.5% 2. Will be addressed in end-of-year analysis 3. Information not yet available 4. Will be addressed in end-of-year analysis 5. The department has secured funding, promoted the publication, secured a vendor for printing and received and selected submissions for publication. All deadlines have been met.
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Criteria Results Be sure to utilize most current data available	End of Year Analysis (Goals achieved, impact of equipment purchased, improvements to your program, contingencies, etc.) Describe how you used the results to improve your program
	<ol style="list-style-type: none"> 1. Grade reports for Spring, 2005 are not available; this data will be interpreted at the beginning of Fall 2005. However, although attrition rates for Spring 2004 and Fall 2004 semesters slightly exceeded the 10% benchmark, the 13% rate for this cycle represented an improvement of 6% over the previous year. Also, the rate of successful completers for this cycle improved by approximately 11%, exceeding significantly the standard of 75%. Specifically, the attrition rates in the online sections of ENG 113 and 114 averaged 25%, but the success rate of completers was 85%. The department will continue to evaluate the effectiveness of distance education in attempts to meet the standards specified.

	<p>2. Five sections of ENG 113 were offered Fall Semester 2004, with an average enrollment of eight students, while 10 sections (including Huskins classes) were offered Spring Semester 2005, with an average enrollment of ten students. The department did meet the standard of sections offered. Although the enrollment standard was not met (15 students per section), this year's average did exceed that of the previous year, by two students per section. Also, the number of sections offered this year, 15, significantly exceeded the figure of 9 in 2003-04. These numbers should continue to increase as the Arts and Sciences Division strongly encourages college transfer students to opt for ENG 113 rather than ENG 114. The department will continue to monitor and promote ENG 113 as the best option for transfer students.</p>
	<p>3. For this end-of-cycle analysis from the NCCC System Office is not yet available, although data from the previous cycle indicated a significant improvement of transfer success rates. The department will provide analysis when the data is published and will continue to address this goal next year.</p>
	<p>4. The department has been unable to meet this goal for the 2004-05 academic year and will thus continue to pursue plans for next year, which includes (a) recommending a mandatory meeting at the beginning of Fall Semester 2005 for all full-time and part-time English instructors to discuss and implement a uniform plan for measuring and achieving competency, based upon course descriptions; (b) updating course outlines as a component of the current SACS study, and (c) conferring regularly with part-time instructors to assess the plan.</p>
	<p>5. The 2004-05 edition of <u>Milestone</u> was published. Over 500 copies were printed and the department is currently distributing them to students, organizations and various interested parties throughout the service community.</p>