

Degree: B.A. In English (Teacher Certification) 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #1</b>	Advanced students in the Lamar University B. A. in English program will demonstrate the ability to write purposefully within the discipline for an educated audience.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 3000 and 4000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that Instructors will rate at least 80% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.
	<b>Results of Assessment</b>	<b>Target Mostly Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Student work assessed involved essays in various forms and text structures, including literary analysis in British and American literature, written work concerning grammatical and rhetorical concepts, and writing concerning opportunities in the profession. The work was deemed largely proficient in the areas specified in the departmental rubric: command of audience and purpose, thesis and organization, overall development, conventions (grammar and proofreading) and maturity, style, and critical analysis. Assessment revealed that a portion of students performed unsuccessfully or marginally in all areas of the rubric; however, the target was still met, with a majority of student work deemed either proficient or exemplary in all areas. Students for the most part agreed or strongly agreed that the assessed courses required them to “employ critical/creative thinking to address issues and problems” asked them to “use analytical

**Commented [JR1]:** As with the non-cert feedback. It is helpful to put the actual result

		reasoning to approach problems,” required them to “communicate ideas effectively” in various formats and that they were given the opportunity to “gain considerable knowledge in the subject matter.” In some courses, students indicated that they were able to develop “as a member of a team or as a leader,” though this last aspect of the course experience was not a requirement in all courses.
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	For 2024-2025, we will work on developing a more relevant secondary method of assessment, refining the questions to be given to students. Given that the target was for the most part met with student work generally being assessed as proficient or exemplary, it seems reasonable to continue with similar goals and assignments, perhaps focusing more attention on mastery of audience and development.

Degree: B.A. In English (Teacher Certification) 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #2</b>	Advanced students in the Lamar University B. A. in English program will demonstrate considerable skill in focused literary or rhetorical criticism.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 3000 and 4000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that Instructors will rate at least 80% of the papers from their classes at “proficient” or “exemplary” in each category of the rubric.
	<b>Results of Assessment</b>	<b>Target Mostly Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Student work for this outcome was determined to be largely either proficient or exemplary in the rubric areas of comprehension, interpretation, and strength of argument. There were some essays deemed marginal or unacceptable in all areas, though the number of these did not jeopardize meeting the target. Students for the most part agreed or strongly agreed that the assessed courses required them to “employ critical/creative thinking to address issues and problems” asked them to “use analytical reasoning to approach problems,” required them to “communicate ideas effectively” in various formats and that they were given the opportunity to “gain considerable knowledge in the subject matter.” In some courses, students indicated that they were able to develop “as a member of a team or as a leader,” though this last aspect of the course experience was not a requirement in all courses.

ACT	Improvement Plan for 2024-2025	<p>For 2024-2025, we will work on developing a more relevant secondary method of assessment, refining the questions to be given to students. Given that the target was for the most part met with student work generally being assessed as proficient or exemplary, it seems reasonable to continue with similar goals and assignments, focusing also on the three rubric areas and allowing students to familiarize themselves with the rubric in the courses that produce work judged by that rubric.</p>
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Degree: B.A. In English (Teacher Certification) 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #3</b>	Advanced students in the Lamar University B. A. in English program will demonstrate considerable skill in integrating research into critical essays.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 3000 and 4000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that Instructors will rate at least 80% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.
	<b>Results of Assessment</b>	<b>Target Mostly Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	In courses focusing on British and American literature and also expository writing, faculty noted that students by and large met proficient or exemplary status according to the rubric in the following areas: research, synthesis, and adherence to MLA conventions. Students for the most part agreed or strongly agreed that the assessed courses required them to “employ critical/creative thinking to address issues and problems” asked them to “use analytical reasoning to approach problems,” required them to “communicate ideas effectively” in various formats and that they were given the opportunity to “gain considerable knowledge in the subject matter.” In some courses, students indicated that they were able to develop “as a member of a team or as a leader,” though this last aspect of the course experience was not a requirement in all courses.

ACT	Improvement Plan for 2024-2025	<p>For 2024-2025, we will work on developing a more relevant secondary method of assessment, refining the questions to be given to students. The number of marginal and unacceptable scores was fairly uniform across the rubrics, and so no one areas stood out as needing further pedagogical intervention in these courses.</p>
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Degree: B.A. In English (Teacher Certification) 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #4</b>	<p>Advanced students in the Lamar University B. A. in English program with teacher certification are expected to perform well both on the Lamar Local Subject Area Exam in English and on the state certification exam for English Language Arts and Reading 7-12</p> <p>Context and rationale: Literature, writing, and language students expecting to teach must be approved for teacher certification in Texas.</p> <p>We expect that 80% of our students will pass the English Language Arts and Reading 7-12.</p>
PLAN	<b>Assessment Method(s)</b>	English Language Arts and Reading 7-12 exam results.
	<b>Proficiency</b>	Proficiency is based on ELAR test results.
DO	<b>Benchmark</b>	We expect that 80% of our students will pass the English Language Arts and Reading 7-12.
	<b>Results of Assessment</b>	<b>Target Not Met for Lamar Proficiency Exam. Target met for TExES State Exam for ELAR 7-12.</b>
S T U D Y	<b>Analysis of Results</b>	Of the 4 Lamar students who took the ELAR 7-12 Lamar Proficiency Exam during the 2023-2024 academic year, two failed and two passed. 2023 TExES State Exam test data for ELAR 7-12 students for the 2023-2024 academic year indicated that two students took the test in late 2023 and passed it. One of those includes a student who had previously failed the ELAR 7-12 Lamar Proficiency Exam.

ACT	Improvement Plan for 2024-2025	Addressing the low pass rate on the English Language Arts and Reading 7-12 Lamar Proficiency Exam for students seeking certification will involve intervention this coming Fall 2024 semester. Our writing director will offer a series of ELAR workshops for students.
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	<b>Student Learning Outcome #5</b>	<i>Applies to students taking writing courses</i>  In sample proposals, essays, stories, or poems, advanced students in the B. A. in English program will demonstrate a high-level of proficiency in the use of literary or rhetorical techniques associated with the genre.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 3000 and 4000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 70% of the writing samples will be judged proficient in style, audience, and awareness of the genre. We expect that 65% will be proficient in maturity and completeness.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	In courses such as our fiction writing workshop, expository writing, and introduction to the profession, students largely mastered proficient or exemplary scores in the areas of style, understanding of audience and purpose, maturity, awareness of form or craft or genre or demands of course, and completion of the assignment. The numbers of unacceptable and marginal scores were spread pretty evenly among the rubrics, and so no one area emerged as needing particular attention going into the 2024-2025 academic year. Students for the most part agreed or strongly agreed that the assessed courses required them to “employ critical/creative thinking to address issues and problems” asked them to “use analytical reasoning to approach problems,” required them to

		<p>“communicate ideas effectively” in various formats and that they were given the opportunity to “gain considerable knowledge in the subject matter.” In some courses, students indicated that they were able to develop “as a member of a team or as a leader,” though this last aspect of the course experience was not a requirement in all courses.</p>
ACT	Improvement Plan for 2024-2025	<p>For 2024-2025, we will work on developing a more relevant secondary method of assessment, refining the questions to be given to students. The number of marginal and unacceptable scores was fairly uniform across the rubrics, and so no one areas stood out as needing further pedagogical intervention in these courses.</p>

Degree: 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #6</b>	Students will effectively recognize implications of texts for contexts outside the explicit message, illustrate genre awareness, evaluate texts for scholarly significance using knowledge of analytical and interpretive strategies, and illustrate the ability to discuss texts as part of an ongoing scholarly conversation.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Faculty will use the four-point AACU “Reading Value Rubric.” Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that Instructors will rate at least 80% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric related to evidence of reading efficiency.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>In courses such as Modern American Literature, Teaching of Writing, Language and Linguistics, Advanced Expository Writing, and Studies in Rhetoric, students produced texts that for the most part illustrated the following attributes as outlined in the Reading Value Rubric:</p> <p>Comprehension</p> <p>Genre Awareness</p> <p>Relationship to Texts</p> <p>Analysis</p> <p>Interpretation</p>

		<p>Reader's Voice</p> <p>Students for the most part agreed or strongly agreed that the assessed courses required them to “employ critical/creative thinking to address issues and problems” asked them to “use analytical reasoning to approach problems,” required them to “communicate ideas effectively” in various formats and that they were given the opportunity to “gain considerable knowledge in the subject matter.” In some courses, students indicated that they were able to develop “as a member of a team or as a leader,” though this last aspect of the course experience was not a requirement in all courses.</p>
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ACT	Improvement Plan for 2024-2025	<p>For this outcome, since it has just been added for 2023-2024, going into the 2024-2025 year, advanced course faculty will discuss which courses to assess for this outcome. Courses were not necessarily planned in advance with this outcome in mind, and though many of the aspects of the rubric are broadly relevant to many projects assigned in our advanced courses, a stronger assessment of this outcome can be achieved by considering which assignments best illustrate these aspects of genre awareness and close reading. Some project assignments might be made stronger by revising their goals to fit more specifically within all aspects of the Reading Value Rubric.</p>
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