

BA English w/Teacher Certification

Annual Program Report Template

Year:	2021-22
Program:	BA in English w/ Teacher Certification
Contact Person (include email & phone#)	Jim Sanderson

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Our outcomes represent a baseline for English students. We constantly adjust, change, or improve our offerings, schedule, or policies based partially upon assessment. Over time, not just since our last assessment, we have used the “skills” based measurements of our outcomes to develop courses, to alter our present ones, and to adjust our entire curriculum. We use our outcomes and thus our assessments to acquaint new faculty with our programs and requirements. We use our results to emphasize analysis in our 3000 level courses and research in our 4000 level courses. We use our outcomes and desire results in creating new courses. We are searching to find ways to have more of our students pass the LU and state teacher education test. We are offering classes in diversity and inclusion and classes that encourage student “more” engagement. All of our classes, for a long while, offer some student engagement.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

We are trying to find balances for online and face to face courses, for morning and afternoon classes, for evening and daytime classes. We have changed course descriptions and titles for several classes. We have revised outcomes to more thoroughly distinguish between 4000 and 5000 level classes. We have deleted courses that have not been taught in some time. We have set up a rotation of courses. Most of our 4000/5000 level are “directed studies” courses, so we change emphasis, content, or topic on a regular basis.

Please see attached rubric. We are attempting in our B.A. and M.A. to measure our scheduling and curriculum.

Respond here:

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
	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.	essays	After assessment norming sessions, instructors, before, after, or during grading semester-end essays fill out a rubric for each student. Then instructors compile score and send results to chair.	We expect that Instructors will rate at least 75% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.	See document “ENGL BA & MA Assessment 2021-2022” Target Met: Both face to face and online	We arrived at our expectations over years of looking for some consistency. We may increase our expectations in the future.
	Advanced students in the Lamar University B. A. in English program will demonstrate considerable skill in focused literary or rhetorical criticism.	essays	After assessment norming sessions, instructors, before, after, or during grading semester-end essays fill out a rubric for each student. Then instructors compile score	Target: We expect that Instructors will rate at least 75% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.	See document “ENGL BA & MA Assessment 2021-2022” Target Met: Both face to face and online	We arrived at our expectations over years of looking for some consistency. We may increase our expectations in the future.

			and send results to chair			
	Advanced students in the Lamar University B.A. in English program will demonstrate considerable skill in integrating research into critical essays.	essays	After assessment norming sessions, instructors, before, after, or during grading semester-end essays fill out a rubric for each student. Then instructors compile score and send results to chair	Target: We expect that Instructors will rate at least 75% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.	See document “ENGL BA & MA Assessment 2021-2022” Target Met: Both face to face and online	We arrived at our expectations over years of looking for some consistency. We may increase our expectations in the future. We look at 4000 level essays. We have not reported but have independently assessed our 3000 level classes. We try to emphasize “Writing for an audience and purpose” and “literary” analysis at the 3000 level and put less weight on research. And then to take research up again at the 4000 level.
	Students will pass the Lamar pre-test and the State ELAR test for certification.	Lamar Proficiency Exam TEXES 4-8 ELAR Certification exam	After assessment norming sessions, instructors, before, after, or during grading semester-end essays fill out a rubric for each student. Then instructors compile score and send results to chair	Target: 80% students should pass ELAR	Target Met: Number of students who took test and passed: 5 Students took the ELAR test sponsored by Lamar. All five passed the state ELAR test. We were not as successful last year.	Writing Director Adrienne Blackwell-Starnes got copies of the essay portion of Lamar’s test. She met with all test takers and coached writing an essay. As a result, all 5 passed.
	For writing Students: In sample proposals, reports, essays, stories, or poems, advanced students in the B. A. in English program will demonstrate a high-level of proficiency in	Poem, story, technical report, essay	After assessment norming sessions, instructors, before, after, or during grading semester-end	Target: We expect that 65% of the writing samples will be judged proficient in style, audience, and awareness of the	See document “ENGL BA & MA Assessment 2021-2022.” Target Met: Both face to face and online	These results fluctuate from year to year. The students’ maturity and sophistication vary according to their taking previous writing courses. As non-required courses that students from all disciplines take, we have a wide variety of

	the use of literary or rhetorical techniques associated with the genre.		essays fill out a rubric for each student. Then instructors compile score and send results to chair	genre. We expect that 60% will be proficient in maturity and completeness.		results. We have found that offering our 4000 level writing course in the day, instead of night, attracts more students with the 3000 level course. Therefore the students perform better.
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Increase ELAR Certification Test pass rate	C	Writing Director Adrienne Blackwell-Starnes got copies of the essay portion of Lamar's test. She met with all test takers and coached writing an essay. As a result, all 5 passed.
We arrived at our expectations over years of looking for some consistency. We may increase it in the future.	N, yet	Considering for 22-23 goals.
Keep outcomes.	N	Our Outcomes are a baseline for our majors. We don't anticipate changing them.
To meet college goals of diversity/inclusion/equity and for enhancement, we hope to offer classes encompassing both.	P	Previously, we developed classes in Academic Writing and in Alternative Literatures. We have offered or have scheduled to offer 2-3 classes in diversity. And other "hands On" writing or rhetoric courses that rely more completely on student enhancement.
Degree plans	C, P	We structured our degree plan to give students a variety of options and to allow them to graduate on time. We are now adapting and advising community college degree plans and dual enrollment credit hours to our very flexible degree plan.

Appendix I: Rubric for ENGL course offerings

For the B.A. and M.A. students in English, the department should offer courses that meet the students’ needs and their timely graduations and the missions of the department and the university.

The advanced course committee, the Chair, The Writing Director, or an Assessment Coordinator should determine these outcomes through the rubrics below and should use a departmental questionnaire delivered to students.

B.A. to be completed by departmental assessor

Course(s):_____

Improvement/Comment

B.A	1 Unacceptable	2 Marginal	3 Proficient	4 exemplary	score
<p>The department should schedule classes that meet the needs of the students.</p> <p><i>Total # of advanced classes this semester.</i></p> <p>_____</p>	Three or more classes did not make.	Two or more classes did not make.	One or two classes did not make.	All classes made.	
	Students' choices of classes were limited.	Students did not have full opportunities to meet degree or concentration options.	Students had opportunities to meet degree or concentration options.	Students had a variety of choices among our concentrations.	
	Classes were not spread across convenient times and lacked face to face or online offerings.	Classes were not spread across convenient times and face to face and online classes were offered.	Classes were offered at mostly convenient times and face to face and online	Classes were offered online, face to face, and during times that students could take them.	
The department should offer classes that engage students.	Students found little opportunity of engagement.	Student engagement was spread unequally across our class offerings	Most instructors sought to engage students.	All classes engage their students	
The Department should offer classes that include diversity.	No courses were offered that paid attention to diversity. And less than half of the courses included diversity in students' readings and writing.	Courses included diversity in students' readings and writings.	Courses were offered that directly addressed diversity. And a majority of the courses included diversity in students' readings or writings.	Course were offered that directly addressed diversity. And all courses included diversity in students' readings or writing.	

M.A. Graduate to be completed by departmental assessor.

Course(s): _____

M.A.	1 Unacceptable	2 Marginal	3 Proficient	4 exemplary	score
The department should schedule classes that meet the needs of the students. <i>Total # of advanced classes this semester.</i> _____	Three or more classes did not make.	Two or more classes did not make.	One or two classes did not make.	All classes made.	
	Students' choices of classes were limited.	Students did not have full opportunities to meet degree or concentration options.	Students had opportunities to meet degree or concentration options.	Students had a variety of choices among our concentrations.	
	Classes were not spread across convenient times and lacked face to face or online offerings.	Classes were not spread across convenient times and face to face and online classes were offered.	Classes were offered at mostly convenient times and face to face and online	Classes were offered online, face to face, and during times that students could take them.	
The department should offer classes that engage students.	Students found little opportunity of engagement.	Student engagement was spread unequally across our class offerings	Most instructors sought to engage students.	All classes engage their students	
The Department should offer classes that include diversity.	No courses were offered that paid attention to diversity. And less than half of the courses included diversity in students' readings and writing.	Courses included diversity in students' readings and writings.	Courses were offered that directly addressed diversity. And a majority of the courses included diversity in students' readings or writings.	Course were offered that directly addressed diversity. And all courses included diversity in students' readings or writing.	

Improvement/Comment:

Student questionnaire:

Instructors should deliver the two questionnaires below students by through Blackboard, email, or paper. Students should return to instructors. Instructors should return the results to assessment coordinator.

Course: _____

	1 Unacceptable	2 Marginal	3 Proficient	4 exemplary	score
This course contained diversity.	The course had no diversity.	The course topic had little opportunity for diversity.	The course had readings or writing assignments that presented diverse points of views.	The course dealt directly with diversity.	
I felt engaged and involved in this course.	I did not feel engaged or involved in this course.	I found it difficult to be involved or engaged in this course.	I course offered opportunities for me to feel engaged and involved.	I felt very much engaged and involved in this course.	
The course presented and required material appropriate for its academic level: 3000, 4000, 5000.	The course was not challenging for its level	The course was challenging for me at times.	The course was appropriate for it level.	The course was very challenging for the level that I took it.	
The course presented and required material appropriate for its academic level: 3000, 4000, 5000—	The course was far too difficult for me. The expectations were very difficult compared to like courses.	The course was very difficult for me at the level that I was taking it. The reading or writing was too difficult or to much.	The course was very challenging for the level that I took it.	The course was appropriate for it level.	

Overall, I felt the department offered courses that allowed me to progress toward my degree, my interests, or my concentration.	I don't believe that the department offered enough courses.	I don't believe that I had many courses to choose from.	I am satisfied with the offerings that the department offered.	I believe that the department is doing a good job of offering choices that are interesting and allow me to progress toward my degree.	
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Undergraduate or Graduate _____

	1	2	3	4	5	6	7	
The Department offered courses and convenient times for me.	More evening courses	More online course	More afternoon courses	More morning classes	More TR classes	More MWF classes	I believe that the course offerings are adequate.	

Student Questionnaire Summary:

The assessment Coordinator will compile the scores of students' returned documents in the following summary document.

	1 Unacceptable	2 Marginal	3 Proficient	4 exemplary	Total proficient or exemplar y
This course contained diversity.	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:
I felt engaged and involved in this course.	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:
The course presented and required material appropriate for its academic level: 3000, 4000, 5000.	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:
The course presented and required material appropriate for its academic level: 3000, 4000, 5000—	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:
Overall, I felt the department offered courses that allowed me to progress toward my degree, my interests, or my concentration.	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:	Number: Percent:

Improvement/comment: