

BA English w/Teacher Certification

Annual Program Report Template

Year:	2022-2023
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. Overtime, not just since our last assessment, we have used the “skills” based measurements of our outcomes to develop courses and to alter our present ones. 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.

Please see attached documents with comments. Since our last assessment, we saw improvement in our writing courses. But we need to more firmly establish which courses should be considered for this rubric.

Our passing rate for the state required English and Language Arts improved, for the second year, achieved 100%.

Commentary from attached:

“I cannot account for the discrepancy in numbers for each outcome. Instructors chose which items were applicable to their courses. Not all instructors filled in in all categories. We raised our expectations this year because we met our expectations for the last several years. Our sweet spot is within 75% and 80%. The number of marginal and unacceptable are probably the same students. They may not be majors. We shall meet to decide how to approach these students (writing center help, individual counseling, re-writing). Ironically, our online course and instructor assessment showed better results in meeting outcomes with more consistency than our face to face courses. We shall also discuss this result. “

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 day time 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.

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 80% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.	See Attached document Target Partially Met face to face. Target met online course.	We raised our expectations this year because we met our expectations for the last several years. Our sweet spot is within 75% and 80%. The number of marginal and unacceptable are probably the same students. They may not be majors. We shall meet to decide how to approach these students (writing center help, individual counseling, re-writing). Ironically, our online course and instructor assessment showed better results in meeting outcomes with more consistency than our face to face courses. We shall also discuss this result.
	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	Target: 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.	See Attached document Target Partially Met face to face. Target met online course.	We raised our expectations this year because we met our expectations for the last several years. Our sweet spot is within 75% and 80%. The number of marginal and unacceptable are probably the same students. They may not be majors. We shall meet to decide how to approach these students (writing center help, individual counseling, re-writing). Ironically, our online course and instructor assessment showed

			instructors compile score and send results to chair			better results in meeting outcomes with more consistency than our face to face courses. We shall also discuss this result.
	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 80% of the research papers from their classes at “proficient” or “exemplary” in each category of the rubric.	See attached document Target Met: Both face to face and online	We raised our expectations this year because we met our expectations for the last several years. Our sweet spot is within 75% and 80%. The number of marginal and unacceptable are probably the same students. They may not be majors. We shall meet to decide how to approach these students (writing center help, individual counseling, re-writing). Ironically, our online course and instructor assessment showed better results in meeting outcomes with more consistency than our face to face courses. We shall also discuss this result.
	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: See attached. Number of students who took test and passed: 21 Students took the ELAR test sponsored by Lamar. All passed the state ELAR test	Dr. Blackwell Starnes’ coaching and testing corrected our past failure rates. We are required by the state to track this statistic and to use it as an outcome. It is good to see that we had 21 students. We had only 5 the year before.
	In sample proposals, reports, essays, stories, or poems, advanced	Poem, story, technical report, essay	After assessment norming	Target: We expect that 70% of the writing	See attached document “	We had far more responses and far better results than in the last several years. Thus I grew suspect.

	<p>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.</p>		<p>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</p>	<p>samples will be judged proficient in style, audience, and awareness of the genre. We expect that 65% will be proficient in maturity and completeness.</p>	<p>Target Met: Both face to face and online</p>	<p>We reserve this outcome for our advanced rhetoric and creative/technical writing courses. The instructors choose whether to fill this out or not. I saw inconsistencies. So I eliminated outliers. Those numbers are represented here. We shall meet in the future to decide what courses we should assess and decide upon some assessment norming. As reflected in our expectations, students were weakest in “maturity” and “completeness,” and here, in “awareness of craft.” As usual the number of students in “marginal” and “unacceptable” are probably the same students who struggled in all categories. However, reflecting the improvement is the fact that, in two of our classes in creative writing, the undergraduate students had a previous class in that genre. Through scheduling and advising, we will try to get students into 3000 level courses before taking 4000 level courses. This is an ongoing difficulty for us.</p>
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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	Number of test takers increased and all passed for second year
Increased expected outcomes by 5% in all areas	P	We raised our expectations this year because we met our expectations for the last several years. Our sweet spot is within 75% and 80%. The number of marginal and unacceptable are probably the same students. They may not be majors. We shall meet to decide how to approach these students (writing center help, individual counseling, re-writing). Ironically, our online course and instructor assessment showed better results in meeting outcomes with more consistency than our face to face courses. We shall also discuss this result.
Met Target in Writing outcome/stand alone minor. However we had far more responses than expected.	p	We had far more responses and far better results than in the last several years. Thus I grew suspect. We reserve this outcome for our advanced rhetoric and creative/technical writing courses. The instructors choose whether to fill this out or not. I saw inconsistencies. So I eliminated outliers. Those numbers are represented here. We shall meet in the future to decide what courses we should assess and decide upon some assessment norming. As reflected in our expectations, students were weakest in "maturity" and "completeness," and here, in "awareness of craft." As usual the number of students in "marginal" and "unacceptable" are probably the same students who struggled in all categories. However, reflecting the improvement is the fact that, in two of our classes in creative writing, the undergraduate students had a previous class in that genre. Through scheduling and

		advising, we will try to get students into 3000 level courses before taking 4000 level courses. This is an ongoing difficulty for us.