

BA English w/Teacher Certification

Annual Program Report Template

Year:	2021-22
Program:	

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.

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Advanced students in the Lamar University B.A. in English program will demonstrate considerable skill in integrating research into critical essays.

essays

and send results to chair
After assessment norming sessions, instructors, before, after, or during grading semester-end essays fill out a rubric for each student. Then instructors

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.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT

Actions/Goals Based on Data Results

**Copy last cycle's actions/goals and report on*

Appendix I: Rubric for ENGL course offerings on US

For the B.A. and M.A. s Ma B

B.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.	

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: _____

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

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 exemplary
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:	