	2022-2023
	BA in English w/ Teacher Certification
	Jim Sanderson

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 velop 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

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:

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.

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

samples will be judged proficient in style, audience, and awareness of the genre. We expect that 65% will be proficient in maturity and completeness.

Target Met: Both face to face and online

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

Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.	*C=Complete* *P=Progressing* *N=No Action Taken*	*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.*
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 fa