Academic Program Assessment Report for AY 2019-2020

Program:___English Program___ **(Due: June 1, 2020) Date report completed:** ___June 1, 2020_____

Completed by:_____Professor Juan Morales_____

Assessment contributors (other faculty involved): ____Courses taught by Dr. Kevin Van Winkle (ENG 493) & Professor Juan Morales (ENG 201). Assessment Completed by Professor Juan Morales_____.

Brief statement of Program mission and goals:

During the 2019-20 academic year, the English Program continued revising its curriculum based on the results of its Five-Year Program Review, conducted during the 2018-19 AY. The continued curriculum work included updating our department SLOs, updating our department course offerings, and updating our major and minor requirements. These changes were all submitted in the Fall 2019 semester and approved by CAPBoard. The changes will be implemented in the 2020-21 AY. Specifically, our department:

• Courses Offerings-We placed over 40 courses on reserve, selected courses to update and add, and selected new courses to help us complete student assessment.

• The Department's new SLOs were approved by CAPBoard and reduced from 6 to 4.

• New Graduation Requirements-These new categories will strengthen our department's values and improve recruitment, job placement, student success, and closely links to CSU-Pueblo's mission and #VISION2028 initiatives.

• Values Statement-The values statement will reflect our program's vision, showcase our student success, and assist us with recruitment, promotion, and visibility.

• In 2018-19, we listed the following assessment goals: 1) we will confirm we are assessing the correct classes in our program (ENG 114, ENG 201, ENG 414, & ENG 493); 2) Determine if final notebooks and portfolios are still the best assessment practices for student success and to close the loop; 3) Determine if our SLOs have measurable outcomes, and if new SLOs are measuarable; 4) Better integrate assessment into our Curriculum Map. At this time, only Goal #3 was successfully completed, and we will complete Goals 1, 2, & 4 during the upcoming AY.

Overall, our curriculum changes were successfully completed and will take effect in Fall 2020. This progress will allow us to update our Graduation Planning Sheets, curriculum maps, and update our assessment procedures to see if they match our updated SLOs.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
#1 Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature	Summer 2016	Evaluation of incoming majors and minors in ENG 201 and graduating seniors in ENG 493 (final papers were used for assessment).	Fall 19 ENG 201 students (22 students). Fall 19 and Spring 2020 ENG 493 students (11 students).	We expect 75% of the ENG 201 students to score a 2 or higher on a 4 point scale. We expect 75% of the ENG 493 students to score 2.5 or higher.	All ENG 201 students scored a 2 or higher. The average score was 3.5 out of 4. All ENG 493 students scored 2.5 or higher. The average score was 3.72 out of 4.	The ENG 201 and ENG 493 students outperformed our expectations on this SLO. This indicates students are successfully demonstrating this SLO.	The department's new SLOs were approved and will be implemented during the 2020-21 AY. The department course offerings were also updated and "cleaned-up" in the catalog. This will allow us the department to efficiently update the curriculum map and assessment procedures for the next AY.

#3 Applies Techniques of Critical Theory	Summer 2018	Evaluation of incoming majors in ENG 201 and graduating seniors in ENG 493 (final papers were used for assessment).	Fall 19 ENG 201 students (22 students). Fall 19 and Spring 2020 ENG 493 students (11 students).	We expect 75% of the ENG 201 students to score a 2 or higher on a 4 point scale. We expect 75% of the ENG 493 students to score 2.5 or higher.	All ENG 201 students scored a 2 or higher, except 1 student. The average score was 3.22 out of 4. All ENG 493 students scored 2.5 or higher. The average score was 3.09 out of 4.	The ENG 201 and ENG 493 students outperformed our expectations on this SLO. However, the average score was lower than last year, indicating that the teaching of critical theory can be improved in our courses.	The department's new SLOs were approved and will be implemented during the 2020-21 AY. The department course offerings were also updated and "cleaned-up" in the catalog. This will allow us the department to efficiently update the curriculum map and assessment procedures for the next AY.

Comments:

Assessment indicates we outperformed our goals for ENG 201 and 493 students, which shows success in the classroom for students entering and exiting the program. However, these results also indicate a small decline in performance of SLO #3. The assessment process will be updated this coming academic year based on the newly-approved department SLOs to better serve changes to the major and our program. These updates will also be used to update our curriculum map and assessment procedures which will be better connected to the assessment process. The updated curriculum map will also help our department determine specifically where SLOs are being introduced and reinforced in all existing courses. This could allow us to investigate assessment opportunities of courses beyond English 201 and 493 courses.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
		To improve assessment process, SLOs will be reduced from 6 to 4. Updated SLOs will also reflect more dimensions of the English major and minor.	Five-Year Review processed completed in 2018-19, and it will allow us to finalize new SLOs in time for assessment for the 2019-20 AY.	Updated SLOs, graduation requirements, and program updates were approved by CAPBoard and will be implemented in Fall 2020. This will allow new SLOs to be assessed in the 2020-21 AY.
		Curriculum Map should be updated to assess student performance entering, in the middle of, and completing the English major. Also, it should be updated to better connect to assessment process.	The Curriculum Map will be updated and connected to assessment during the 2019-20 AY.	English course offering were updated to place 40+ courses on hiatus, the updating of key classes, and the creation of 3 classes. Course changes were approved by CAPBoard for Fall 2020. Curriculum Map will updated based on these changes for 2020-21 Assessment.

		New Graduation Requirements updated for English major, Creative Writing Emphasis, English with Secondary Education Minor, English Minor, and English CW Minor.	All graduation requirements for these five areas need to be updated.	All graduation requirements have been updated and approved by CAP-Board and take effect in Fall 2020.

Comments:

English Program successfully updated SLOs, graduation requirements, and made significant course updates, which will take effect in Fall 2020. The updates should allow the Department's Curriculum Map to be updated for all courses. Additionally, this will allow department faculty to plan and review assessment's best practices with the new SLOs for the 2020-21 AY.

Assessment Rubric

Student:_____   Scorer:_____

Rate each essay in each category on a scale of 1 to 4, 4 being the highest. The rubrics are explained on the reverse.

	1	2	3	4
Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature				
*Conducts, Evaluates, and Integrates Academic Research				
Applies Techniques of Critical Theory				
*Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy				
Uses a Range of English Syntactic Structures Effectively				
Constructs a Convincing Argument Using a Range of Rhetorical Techniques				

Notes:

Assessment Rubric Guidelines

Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature.

4. The paper reflects and makes effective use of accurate knowledge about relevant literary, historical, and cultural contexts.
3. The paper makes no significant errors regarding such contexts.
2. The paper is weakened by lack of knowledge and understanding of relevant contexts.
1. The paper contains significant errors regarding literary, historical, and cultural contexts.

Conducts, Evaluates, and Integrates Academic Research.

4. The paper incorporates relevant academic research in a correct and professional manner.
3. The paper incorporates relevant academic research in a satisfactory manner.
2. The paper is weakened by inadequate or unskillful use of academic research.
1. The paper makes significant errors in using academic research.

Applies Techniques of Critical Theory.

4. The paper reflects and makes appropriate use of an understanding of critical theory.
3. The paper makes no significant errors in using critical theory.
2. The paper is weakened by inadequate knowledge or use of critical theory.
1. The paper contains significant errors regarding critical theory or its use.

Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy.

4. The paper reflects proficiency in writing about literature and in analyzing and synthesizing ideas.
3. The paper reflects acceptable competency in writing about literature and in analyzing and synthesizing ideas.
2. The paper is weakened by inadequate skill in writing about literature or in analyzing and synthesizing ideas.
1. The paper contains significant errors in writing about literature or in analyzing and synthesizing ideas.

Uses a Range of English Syntactic Structures Effectively.

4. The paper manifests a sophisticated level of Language awareness, as reflected in the sophisticated use of effective syntactic structures.
3. The paper manifests a satisfactory level of language awareness, as reflected in the acceptable use of effective syntactic structures.
2. The paper is weakened by inadequate mastery of English syntactic structures.
1. The paper makes significant errors in syntax.

Constructs a Convincing Argument Using a Range of Rhetorical Techniques.

4. The paper conducts a convincing argument, employing a range of appropriate rhetorical techniques in a professional manner.
3. The paper conducts a convincing argument, employing a range of appropriate rhetorical techniques at satisfactory levels for a college senior.
2. The paper is weakened by lack of persuasiveness in its argument or by inadequate or inappropriate use of rhetorical techniques.
1. The paper manifests significant flaws in argument.

NEW: Student Learning Outcomes

Upon completion of the B.A. in English Major, students will be able to:

1. Demonstrate a substantive understanding of the English language and its use in writing and other modes of human communication taking place in a variety of cultures and contexts.

2. Conduct, analyze, evaluate, and integrate academic research in order to support academic arguments made in writing and other modes of human communication.

3. Analyze and construct classical and contemporary writing and other modes of human communication relative to their cultural contexts using a range of rhetorical strategies and theory.

4. Utilize critical thinking, creative innovation, current technology, and English language expertise to foster personal, professional, and public development.

Effective Fall 2020