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| 2021 Academic Program Assessment Report | | Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2014/plans/English52114.pdf |
| **English** | | Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/english-ba-assessment-report-2020.pdf |

Report Completed By:	
Date Report Completed:	
Faculty members involved in this Assessment:	

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

| Brief Statement of Program Mission and Goals: | |

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
Demonstrates knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies. (assessed spring 2013; next assessment spring 2018)	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A
Conducts, analyzes, and integrates academic research. (assessed spring 2012; next assessment spring 2017)	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A
Applies strategies of critical theory. (assessed spring 2014; next assessment spring 2018)	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A
Analyzes literature and synthesizes ideas with clarity, accuracy, and coherence in speech and writing. (assessed spring 2011; next assessment spring 2015)	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A
Uses a range of English syntactic structures effectively. (assessed spring 2011; next assessment spring 2015)	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A
Constructs a convincing argument using a range of rhetorical strategies in speech and writing. (assessed spring 2011; next assessment spring 2015).	SLO was updated and discontinued, effective Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A

Demonstrate and apply traditional and contemporary knowledge in cultural contexts.	New SLO, effective Fall 2020, Assessed Spring 2021	Three faculty members reviewed ENG 201 and ENG 493 papers with rubric, rated on a scale 0-4.	29 student papers from English 201-Intro to Literary Theory student papers and 9 English 493-Senior Seminar were reviewed to assess student entering and compileing the English program.	We expect 75% of the ENG 201 students to score a 3 or higher on a 4 point scale. We expect 75% of the ENG 493 students to score 3 or higher.	All ENG 201 students scored a 2 or higher, and 77% scored a 3 or higher. 88% of ENG 493 students scored 3 or higher.	The students starting and completing the program are meeting and exceeding expectations with the new department SLOs. There is also an indication of growth and progress with student performance when they exit the program.	We will continue to implement a new rotation for the new department SLOs, update the department curriculum map, and the proper success rate for our students.
Conduct, analyze, evaluate, and integrate academic research and theory.	New SLO, effective Fall 2020, next Assessment TBD						
Construct and deconstruct arguments using a range of rhetorical strategies.	New SLO, effective Fall 2020, next Assessment TBD						
Utilize innovative creative, technological, and literacy skills to foster career and community growth.	New SLO, effective Fall 2020, next Assessment TBD						
Comments on part I:	Assessment indicates we outperformed our goals for ENG 201 and 493 students, which shows success, growth, and improvement in the classroom for students entering and exiting the program. Due to COVID-19, plans to update the curriculum map were not complete, and we will move forward with doing this in the coming academic year. Additionally, the department will determine the rotation for assessing the new SLOs. Rubrics can be found in this folder: https://drive.google.com/drive/folders/1a-85N_gBS64qF-0I2-rTeEvQbGAAZP6Y?usp=sharing						

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?			
Demonstrate and apply traditional and contemporary knowledge in cultural contexts.	SLO was updated and discontinued, effective Fall 2020, which is the first time it is being assessed.	Previous recommendations were to make stricter or more challenging standards, clarify the new SLOs changes, and to reference previous assessment procedures.	We have included the new SLOs, slightly increased the expected proficiency level from 2 to 3, and cited the previous assessment cycle.	The results of the changes were successful overall for student success. We anticipate further improvements when the SLO rotation is established and the curriculum map is updated.			
Comments on part II:	Overall, the assessment process has been successful, and it shows improvements in student performance from when they start and complete the program. It also shows that the new SLOs will be easier to assess and rotate since it has been reduced from 6 to 4. Due to COVID 19, the curriculum map still needs to be updated, and it will be done in time for next year's assessment cycle. Another recommendation is to resume exit interview for graduating students and better establish a network to stay in touch with students as they become alumni. This will help us gather more data to recruit, retain, and promote our program.						

Assessment Rubric				
Student: _____ Scorer: _____				
Rate each essay in each category on a scale of 1 to 4, 4 being the highest.				
	1	2	3	4
Demonstrate and apply traditional and contemporary knowledge in cultural contexts.				
Conduct, analyze, evaluate, and integrate academic research and theory.				
Construct and deconstruct arguments using a range of rhetorical strategies.				
Utilize innovative creative, technological, and literacy skills to foster career and community growth.				
Notes:				

English 114-Introduction to Creative Writing Workshop Final Notebook Evaluation Sheet

Notebook Number: _____ Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest.

0 1 2 3 4

Demonstrate and apply traditional and contemporary knowledge in cultural contexts.				
Conduct, analyze, evaluate, and integrate academic research and theory.				
Construct and deconstruct arguments using a range of rhetorical strategies.				

Utilize innovative creative, technological, and literacy skills to foster career and community growth.						
Notes:						