

Bachelor of Arts in English

Student Learning Outcome Assessment Plan

College of Humanities, Arts, and Social Sciences

Colorado State University, Pueblo

Preliminary Assessment Plan: 6/1/2025

Program Assessment Contact: Professor Doug Eskew

Mission

The Bachelor of Arts in English program teaches students to read, write, and think with precision and imagination. Students learn to close read a variety of texts—from poetry and news to film and social media—as they attend to social, historical, aesthetic, and cultural contexts. Throughout the program, students develop analytical and expressive skills that lead to meaningful lives, careers, and social action.

English Program Assessment Plan Summary

SLOs	Measures	Expected Proficiencies
<ul style="list-style-type: none">• Recognize historical and cultural contexts of diverse literary traditions.• Demonstrate understanding of current issues in English studies.• Apply rhetorical, literary, and critical theories to analyze various texts.• Evaluate and conduct research.• Construct persuasive and coherent arguments.	<ul style="list-style-type: none">• Final essays from ENG 201 (Introduction to Literary Studies) are evaluated by two faculty members, using a rubric keyed to program SLOs.• Results are submitted to program coordinator, who tabulates and develops a baseline.• Final essays from ENG 493 (Senior Seminar) are evaluated by two faculty members, using a rubric keyed to program SLOs.• Results from ENG 493 are submitted to program coordinator, who tabulates and compares results to those of ENG 201.• Students complete exit survey keyed to the SLOs.• Survey solicits input regarding curriculum and co-curricular activities.	<ul style="list-style-type: none">• A score of 2.5 or above indicates satisfactory achievement.• A score of 3.5 or above indicates outstanding achievement.• At least 75% of the students are expected to score 2.5 or above.• Failure to meet benchmark triggers a revision of the English curriculum to address the deficiency.

Rubrics

Contexts and Diversity

SLO #1

Student: _____

Scorer: _____

Recognize historical and cultural contexts of diverse literary traditions and texts.

	1	2	3	4
Proficiency Levels	Not proficient		Proficient	
Identify historical contexts of literary traditions and texts.				
Identify cultural contexts and values of literary traditions and texts.				
Engage with diverse literary traditions and texts.				

Total: _____

Identify historical contexts of literary traditions and texts.

- 4 The paper demonstrates sophisticated abilities to identify and explain historical contexts that shape and inform diverse literary traditions.
- 3 The paper demonstrates developing abilities to identify and explain historical and cultural contexts that shape and inform diverse literary traditions.
- 2 The paper demonstrates underdeveloped abilities to identify historical and cultural contexts within diverse literary traditions, with limited understanding or relevance.
- 1 The paper fails to identify meaningful historical or cultural contexts in relation to literary texts.

Identify cultural contexts and values of literary traditions and texts.

- 4 The paper demonstrates sophisticated abilities to identify and explain cultural contexts and values of literary traditions and texts.
- 3 The paper demonstrates developing abilities to identify and explain cultural contexts and values of literary traditions and texts, with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to identify and explain cultural contexts and values of literary traditions and texts, with limited understanding or relevance.
- 1 The paper fails to identify meaningful cultural contexts and values of literary traditions and texts.

Engage with diverse literary traditions and texts.

- 4 The paper demonstrates sophisticated abilities to engage with diverse literary traditions and texts.
- 3 The paper demonstrates developing abilities to engage with diverse literary traditions and texts. with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to engage with diverse literary traditions and texts, with limited understanding or relevance.
- 1 The paper fails to engage meaningfully with diverse literary traditions and texts.

English Studies

SLO #2

Student: _____

Scorer: _____

Demonstrate understanding of current issues in English Studies.

	1	2	3	4
Proficiency Levels	Not proficient		Proficient	
Engage with issues of disciplinary identity and value.				
Engage with issues of technology and media.				
Engage with issues of literary and critical theory.				

Total: _____

Engage with issues of disciplinary identity and value.

- 4 The paper demonstrates sophisticated abilities to engage with issues of disciplinary identity and value.
- 3 The paper demonstrates developing abilities to engage with issues of disciplinary identity and value.
- 2 The paper demonstrates underdeveloped abilities to engage with issues of disciplinary identity and value, with limited understanding or relevance.
- 1 The paper fails to engage with issues of disciplinary identity and value.

Engage with issues of technology and media.

- 4 The paper demonstrates sophisticated abilities to engage with issues of technology and media.
- 3 The paper demonstrates developing abilities to engage with issues of technology and media, with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to engage with issues of technology and media, with limited understanding or relevance.
- 1 The paper fails to engage with issues of technology and media.

Engage with issues of literary and critical theory.

- 4 The paper demonstrates sophisticated abilities to engage with issues of literary and critical theory.
- 3 The paper demonstrates developing abilities to engage with issues of literary and critical theory, with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to engage with issues of literary and critical theory, with limited understanding or relevance.
- 1 The paper fails to engage meaningfully with literary and critical theory.

Theory

SLO #3

Student: _____

Scorer: _____

Utilize rhetorical, literary, and critical theories to analyze texts.

	1	2	3	4
Proficiency Levels	Not proficient		Proficient	
Use rhetorical theory to analyze texts.				
Use literary theory to analyze texts.				
Use critical theory to analyze texts.				

Total: _____

Use rhetorical theory to analyze texts.

- 4 The paper demonstrates sophisticated abilities to use rhetorical theory to analyze texts.
- 3 The paper demonstrates developing abilities to use rhetorical theory to analyze texts.
- 2 The paper demonstrates underdeveloped abilities to use rhetorical theory to analyze texts, with limited understanding or relevance.
- 1 The paper fails to use rhetorical theory to analyze texts.

Use literary theory to analyze texts.

- 4 The paper demonstrates sophisticated abilities to use literary theory to analyze texts.
- 3 The paper demonstrates developing abilities to use literary theory to analyze texts, with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to use literary theory to analyze texts, with limited understanding or relevance.
- 1 The paper fails to use literary theory to analyze texts.

Use critical theory to analyze texts.

- 4 The paper demonstrates sophisticated abilities to use critical theory to analyze texts.
- 3 The paper demonstrates developing abilities to use critical theory to analyze texts, with some analytical insight.
- 2 The paper demonstrates underdeveloped abilities to use critical theory to analyze texts, with limited understanding or relevance.
- 1 The paper fails to use critical theory to analyze texts.

Research

SLO #4

Student: _____

Scorer: _____

Evaluate and conduct research.

	1	2	3	4
Proficiency Levels	Not proficient		Proficient	
Locate relevant, credible, and appropriate sources.				
Integrate sources effectively into analysis or argument.				
Evaluate sources critically for authority and usefulness.				

Total: _____

Locate relevant, credible, and appropriate sources.

- 4 The paper demonstrates sophisticated abilities to locate relevant, credible, and appropriate sources.
- 3 The paper demonstrates developing abilities to locate relevant, credible, and appropriate sources.
- 2 The paper demonstrates underdeveloped abilities to locate relevant, credible, and appropriate sources, with limited understanding or relevance.
- 1 The paper fails to locate relevant, credible, and appropriate sources.

Integrate sources effectively into analysis or argument.

- 4 The paper demonstrates sophisticated abilities to integrate sources effectively into analysis or argument.
- 3 The paper demonstrates developing abilities to use literary theory to integrate sources effectively into analysis or argument.
- 2 The paper demonstrates underdeveloped abilities to integrate sources effectively into analysis or argument, with limited understanding or relevance.
- 1 The paper fails to integrate sources effectively into analysis or argument.

Evaluate sources critically for authority and usefulness.

- 4 The paper demonstrates sophisticated abilities to evaluate sources critically for authority and usefulness.
- 3 The paper demonstrates developing abilities to evaluate sources critically for authority and usefulness.
- 2 The paper demonstrates underdeveloped abilities to evaluate sources critically for authority and usefulness, with limited understanding or relevance.
- 1 The paper fails to evaluate sources critically for authority and usefulness.

Argument

SLO #5

Student: _____

Scorer: _____

Construct coherent and persuasive arguments.

	1	2	3	4
Proficiency Levels	Not proficient		Proficient	
Articulate a clear and rhetorically situated thesis.				
Argue with clarity, coherence, and purpose.				
Persuade a distinct audience through appeals and evidence.				

Total: _____

Articulate a clear and rhetorically situated thesis

- 4 The paper demonstrates sophisticated abilities to articulate a clear and rhetorically situated thesis.
- 3 The paper demonstrates developing abilities to articulate a clear and rhetorically situated thesis.
- 2 The paper demonstrates underdeveloped abilities to articulate a clear and rhetorically situated thesis.
- 1 The paper fails to articulate a clear and rhetorically situated thesis.

Argue with clarity, coherence, and purpose.

- 4 The paper demonstrates sophisticated abilities to argue with clarity, coherence, and purpose.
- 3 The paper demonstrates developing abilities to argue with clarity, coherence, and purpose.
- 2 The paper demonstrates underdeveloped abilities to argue with clarity, coherence, and purpose.
- 1 The paper fails to argue with clarity, coherence, and purpose.

Persuade a distinct audience through appeals and evidence.

- 4 The paper demonstrates sophisticated abilities to persuade a distinct audience through appeals and evidence.
- 3 The paper demonstrates developing abilities to persuade a distinct audience through appeals and evidence.
- 2 The paper demonstrates underdeveloped abilities to persuade a distinct audience through appeals and evidence.
- 1 The paper fails to persuade a distinct audience through appeals and evidence.

Curriculum Map

	Recognize historical and cultural contexts of diverse literary traditions and texts.	Demonstrate understanding of current issues in English Studies.	Utilize rhetorical, literary, and critical theories to analyze texts.	Evaluate and conduct research.	Construct coherent and persuasive arguments.
ENG 106 Language , Thought & Culture	N/A	N/A	N/A	N/A	N/A
ENG 115 Technical Writing	N/A	N/A	Writing use rhetorical tools and perform rhetorical analysis	Research-based and theoretically informed writing.	Writing uses theories of persuasion.
ENG 130 Intro to Literature	Analysis of literary texts within historical and cultural contexts.	N/A	N/A.	Essays use and evaluate research.	Essays construct arguments.
ENG 201 Intro English Studies	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 204 (CID 204) Intro to Rhetoric	Analysis of rhetorical texts within historical and cultural contexts.	N/A	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 210 American Literature I	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 212 American Literature II	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 220 (CS 220) Survey of Chicano/ a/x Literature	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 231 British Literature I	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.

ENG 232 British Literature II	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 241 (WS 241) Women in Literature	Analysis of literary texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 291 Special Topics	N/A	N/A	N/A	N/A	N/A
ENG 302 Grant Writing	N/A	N/A	Grants inclusive of research and utilize rhetorical theory.	Grants use and evaluate research.	Grants construct arguments.
ENG 303 Advanced Rhetoric & Writing	N/A	Research-based and theoretically informed essays.	Rhetorical and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 305 Technical & Scientific Report Writing	N/A	Analysis of professional texts within rhetorical and cultural contexts.	Reports inclusive of research and utilize rhetorical theory.	Professional texts utilize and evaluate research.	Professional texts construct arguments.
ENG 306 Visual Rhetoric	N/A	Analysis of visual texts within rhetorical and cultural contexts.	Rhetorical and critical theoretical analysis	Assignments use and evaluate research.	Assignments construct arguments.
ENG 328 Contemporary Literature	Research-based and theoretically informed essays.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 352 English Syntax and Usage	N/A	N/A	N/A	N/A	N/A
ENG 360 Topics in American Literature	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 361 Topics in Western Literature	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.

ENG 362 Topics in Non- Western Literature	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 312 Young Adult Literature	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 341 Chaucer	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 381 Shakespeare	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 384 Studies in Major Writers	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 385 Literary Criticism & Theory	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 491 Special Topics		N/A	N/A	N/A	N/A
ENG 492 Research	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis	Essays use and evaluate research.	Essays construct arguments.
ENG 493 Senior Seminar	Analysis of a wide-range of texts within historical and cultural contexts.	Research-based and theoretically informed essays.	Rhetorical, literary, and critical theoretical analysis.	Essays use and evaluate research.	Essays construct arguments.
ENG 494 Field Experience		N/A	N/A	N/A	N/A
ENG 495 Independent Study		N/A	N/A	N/A	N/A