#### Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014

Program:	English M.A.	Date: _	_May 5, 2016

Completed by: Scott Gage

Please complete this form for <u>each undergraduate, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 1, 2015. You'll also find the form at the assessment website at <a href="http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx">http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx</a>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

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

#### A. Assessment of Theses (and Defenses) by Thesis Directors and Committee Members

A. Which of the	B. When	C. What	D. Who was	E. What is	F. What were	G. What were	H. What
program SLOs	was this	method was	assessed?	the expected	the results of	the department's	changes/improvements
were assessed	SLO last	used for	Please fully	achievement	the	conclusions	to the <u>program</u> are
during this	assessed?	assessing the	describe the	level and	assessment?	about student	planned based on this
cycle? Please	Please	SLO? Please	student	how many or		performance?	assessment?
include the	indicate	include a copy	group(s) and	what			
outcome(s)	the	of any rubrics	the number	proportion of			
verbatim from	semester	used in the	of students	students			
the assessment	and year.	assessment	or artifacts	should be at			
plan.		process.	involved.	it?			

Due: June 1, 2016

1.Demonstrates professional level of competency in the study of literature.	2015- 2016, summer, fall, and spring (at thesis defenses)	Students' M.A. theses or independent research project essays were evaluated by the thesis director and committee members against student learning outcomes using the "Thesis or Independent Research Project	5 M.A. candidates	Average rating of between 3 and 4 and 100% of graduating M.A. students should be at this level.	80% (4/5) scored > 3.	Expectations were met. Students are performing as desired.	None.
	2015	Evaluation Sheet"	5.04.0	A	000( /4 /5)	Fun antation a	None
2. Incorporates Theories and Techniques of Literary Criticism at a Professional Level (if relevant).	2015- 2016, summer, fall, and spring (at thesis defenses)	As for SLO #1 (see above).	5 M.A. candidates	Average rating of between 3 and 4 and 100% of graduating M.A. students should be at this level.	80% (4/5) scored > 3.	Expectations were met. Students are performing as desired.	None.

3. Reveals	2015-	As for SLO #1	5 M.A.	Average	60% (3/5)	Expectations	None.
professional-	2016,	(see above).	candidates	rating of	scored > 3.	were met.	
level	summer,			between 3		Students are	
understanding	fall, and			and 4 and		performing as	
of theories of	spring (at			100% of		desired.	
writing and	thesis			graduating			
rhetoric (if	defenses)			M.A.			
relevant).				students			
Televallej.				should be at			
				this level.			
4. Reveals	2015-	As for SLO #1	5 M.A.	Average	40% (2/5)	Expectations	The English M.A.
professional-	2016,	(see above).	candidates	rating of	scored > 3.	were not met.	program is not
level writing	summer,			between 3		Three students	accepting new graduate
skills	fall, and			and 4 and		did not perform	students, and all
appropriate to	spring (at			100% of		as desired.	students currently
the genre(s) of	thesis			graduating			enrolled are completing
the work.	defenses)			M.A.			theses and independent
				students			study projects. As such,
				should be at			no changes to the
				this level.			program will be made at
							this time. The graduate
							program coordinator
							will identify students
							whose thesis or
							independent study
							projects are relevant to
							this outcome and will
							talk with their
							committee chairs about
							strategies for helping
							students in this area.

5. Employs research strategies for English studies in a professional manner.	2015- 2016, summer, fall, and spring (at thesis defenses)	As for SLO #1 (see above).	5 M.A. candidates	Average rating of between 3 and 4 and 100% of graduating M.A. students should be at this level.	40% (2/5) scored > 3.	Expectations were not met. Three students did not perform as desired.	The English M.A. program is not accepting new graduate students, and all students currently enrolled are completing theses and independent study projects. As such, no changes to the program will be made at this time. The graduate program coordinator will identify students whose thesis or independent study projects are relevant to this outcome and will talk with their committee chairs about strategies for helping students in this area.
6. Manifests professional understanding of pedagogical theories and strategies appropriate to English.	2015- 2016, summer, fall, and spring (at thesis defenses)	As for SLO #1 (see above).	5 M.A. candidates	Average rating of between 3 and 4 and 100% of graduating M.A. students should be at this level.	60% (3/5) scored > 3.	Expectations were met. Students are performing as desired.	None.

Comments: All the assessment goals were met. Every student performed at the desired level with respect to every one of the SLOs.

# B. Assessment of Skills and Knowledge by Audience Members at Oral Defenses

A. Which of the	B. When	C. What	D. Who was	E. What is	F. What were	G. What were	H. What
program SLOs	was this	method was	assessed?	the expected	the results of	the department's	changes/improvements
were assessed	SLO last	used for	Please fully	achievement	the	conclusions	to the <u>program</u> are
during this	assessed?	assessing the	describe the	level and	assessment?	about student	planned based on this
cycle? Please	Please	SLO? Please	student	how many or		performance?	assessment?
include the	indicate	include a copy	group(s) and	what			
outcome(s)	the	of any rubrics	the number	proportion of			
verbatim from	semester	used in the	of students	students			
the assessment	and year.	assessment	or artifacts	should be at			
plan.		process.	involved.	it?			

The candidate	2015-	All audience	5 M.A.	75% of the	Average	All students were	None.
has developed	2016,	members at	Candidates	students	ratings are	rated below 3.00	
knowledge and	summer,	the oral		should be	shown	for this SLO	
skills to	fall, and	defenses of		rated lower	below.	except for SLO #6	
professional	spring (at	theses or		than 3.00. (1		below, where	
levels in the	thesis	independent		= strongly		students 75% of	
following:	defenses)	research		agree; 2 =		students scored	
	,	project papers		agree; 3 =		below 3.00.	
		comment in		disagree.)		Students are	
		writing on the		,		performing as	
		students' skills				desired.	
		and knowledge					
		as evidenced in					
		their					
		performance,					
		and their					
		responses are					
		tabulated					
		cumulatively.					
the study of	2015-	All audience	5 M.A.	75% of the	Ratings for 4	All students were	None.
literature in	2016,	members at	Candidates	students	candidates:	rated below 3.00	
depth	summer,	the oral		should be	1.14, 3.00,	for this SLO.	
	fall, and	defenses of		rated lower	1.00, 2.00	Students are	
	spring (at	theses or		than 3.00. (1		performing as	
	thesis	independent		= strongly	One student	desired.	
	defenses)	research		agree; 2 =	was not		
		project papers		agree; 3 =	evaluated on		
		comment in		disagree.)	this SLO.		
		writing on the					
		students' skills					
		and knowledge					
		as evidenced in					

aspects of literary history and cultural studies	2015- 2016, summer, fall, and spring (at thesis defenses)	their performance, and their responses are tabulated cumulatively. All audience members at the oral defenses of theses or independent research project papers comment in writing on the students' skills and knowledge as evidenced in their performance, and their responses are tabulated cumulatively.	5 M.A. Candidates	75% of the students should be rated lower than 3.00. (1 = strongly agree; 2 = agree; 3 = disagree.)	Ratings for 4 candidates: 1.57, 3.00, 1.00, 2.00  One of the students was not evaluated on this SLO.	All students were rated below 3.00 for this SLO. Students are performing as desired.	None.
literary criticism and theories of reading and interpretation	2015- 2016, summer, fall, and spring (at thesis defenses)	All audience members at the oral defenses of theses or independent research	5 M.A. Candidates	75% of the students should be rated lower than 3.00. (1 = strongly agree; 2 =	Ratings for 4 candidates: 1.71, 3.00, 2.50, 2.00  One student was not	All students were rated below 3.00 for this SLO. Students are performing as desired.	None.

		project papers comment in writing on the students' skills and knowledge as evidenced in their performance, and their responses are tabulated		agree; 3 = disagree.)	evaluated on this SLO.		
theories of writing and rhetoric	2015- 2016, summer, fall, and spring (at thesis defenses)	cumulatively.  All audience members at the oral defenses of theses or independent research project papers comment in writing on the students' skills and knowledge as evidenced in their performance, and their responses are tabulated cumulatively.	5 M.A. Candidates	75% of the students should be rated lower than 3.00. (1 = strongly agree; 2 = agree; 3 = disagree.)	Ratings for 3 candidates: 1.50, 2.50, 2.00  Two students were not evaluated on this SLO.	All students were rated below 3.00 for this SLO. Students are performing as desired.	None.

practical writing	2015-	All audience	5 M.A.	75% of the	Ratings for 3	All students were	None.
skills in a range	2016,	members at	Candidates	students	candidates:	rated below 3.00	ivone.
			Candidates				
of professional	summer,	the oral		should be	1.80, 1.00,	for this SLO.	
and creative	fall, and	defenses of		rated lower	1.50	Students are	
genres	spring (at	theses or		than 3.00. (1		performing as	
	thesis	independent		= strongly	Two students	desired.	
	defenses)	research		agree; 2 =	were not		
		project papers		agree; 3 =	evaluated on		
		comment in		disagree.)	this SLO.		
		writing on the					
		students' skills					
		and knowledge					
		as evidenced in					
		their					
		performance,					
		and their					
		responses are					
		tabulated					
		cumulatively.					

research techniques for studying and understanding the discipline of English studies	2015- 2016, summer, fall, and spring (at thesis defenses)	All audience members at the oral defenses of theses or independent research project papers comment in writing on the students' skills and knowledge as evidenced in their performance, and their responses are tabulated cumulatively.	5 M.A. Candidates	75% of the students should be rated lower than 3.00. (1 = strongly agree; 2 = agree; 3 = disagree.)	Ratings for 4 candidates: 1.57, 4.00, 1.00, 2.00  One student was not evaluated on this SLO.	75% of students were rated below 3.00 for this SLO. Students are performing as expected.	None.
pedagogical theories and techniques for various aspects and levels of English studies	2015- 2016, summer, fall, and spring (at thesis defenses)	All audience members at the oral defenses of theses or independent research project papers comment in writing on the students' skills and knowledge as evidenced in	5 M.A. Candidates	75% of the students should be rated lower than 3.00. (1 = strongly agree; 2 = agree; 3 = disagree.)	Ratings for 2 candidates: 1.57, 1.33  Three students were not evaluated on this SLO.	All students were rated below 3.00 for this SLO. Students are performing as desired.	None.

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res	esponses are		
	bulated		
cu	ımulatively.		

## Comments:

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)	B. When was this	C. What were the	D. Were the	E. What were the results of the
did you address?	SLO last assessed?	recommendations for change	recommendations for	changes? If the changes were not
Please include	Please indicate the	from the previous	change acted upon? If not,	effective, what are the next steps or
the outcome(s)	semester and year.	assessment?	why?	the new recommendations?
verbatim from				
the assessment				
plan.				
NA	NA	None	NA	NA

Comments: