

## Identification

- English B.A., Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Katherine Frank, Chairperson of English and Foreign Languages
- May 2010
- Primary contact for assessment: Katherine Frank, Chairperson of English and Foreign Languages

## Mission, goals and student learning outcomes

- Program mission and linkages to department and university mission:

The major in English contributes to the provision of “a firm grounding in the liberal arts” by providing students with an understanding of language and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The English program also includes “a strong professional focus.” The critical, analytical, and composition skills students learn provide excellent preparation for professional careers in teaching, writing, editing and publishing, business, media, public service, law, and the arts.

- Student Learning Outcomes

1. Demonstrates knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies.
2. Conducts, analyzes, evaluates, and integrates academic research.
3. Understands and applies strategies of critical theory.
4. Analyzes literature and synthesizes ideas with clarity, accuracy, and coherence in speech and writing
5. Understands and writes using a variety of literary genres.
6. Constructs an original and convincing argument using a range of rhetorical strategies in speech and writing.
7. Develops general communication and learning skills and understands the value of ongoing critical reading, thinking, and writing.

- Performance level: Essays written for English 493 (Senior Seminar) are collected and scored holistically by a team of readers (faculty members and lecturers). Each essay is evaluated by two readers in each of four categories keyed to the stated English Program’s SLOs as listed in the catalogue. A score of 2.5 or above indicates satisfactory achievement. A score of 3.5 or above indicates outstanding achievement.
- Learning outcomes are currently listed in the course catalogue; developed by department faculty; and communicated to students in courses.

## Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes (informal and formal writing, independent and group projects, exams, service-learning projects, capstone seminar projects).

### **Assessment methods**

- Assessment Methods:
  1. Regular review of department syllabi and requirements.
  2. Questionnaires administered to graduating seniors annually.
  3. Evaluation of capstone senior seminar essays against a grid of rubrics reflecting program goals, conducted each summer by the Chair of English and Foreign Languages and a committee of faculty members and reported to faculty and administration.
  4. Periodic implementation of a questionnaire to graduates of the program, responses compiled and reported to faculty and administration by the Chair of English and Foreign Languages.
- Program Review (2010-2011):
  1. Thorough assessment of program using methods described above and department sub-committee work.
  2. Development of a complete curriculum map that aligns course curricula with student learning outcomes and identifies assessment measures.
  3. Identification of areas of success and needs.
  4. Identification of next steps and five-year goals.
- Faculty are responsible for assessing student learning in individual courses.
- Students assess teaching and learning at the conclusion of each course.
- Students complete an exit survey that assesses their learning and experience in the program upon graduation.

### **Assessment results**

- The Chairperson of English and Foreign Languages generates an annual assessment report that is distributed to the faculty.
- Following the program's next five-year review (2010-2011), the program will consider report more carefully each year and apply relevant changes.
- The program faculty considers data in light of intersections between program goals and the University's Strategic Plan.
- The program faculty will meet following the five-year review to generate plans for ongoing assessment and improved inclusion of all stakeholders.

### **Continuous processes**

- Annual Update Measures: Annual assessment report, university reporting cycle, scheduled faculty meetings.

- Responsible Parties for Assessment, Implementation, and Follow-Up:  
Department chairperson and faculty.