Academic Program Assessment Report for AY 2019-2020

Program:___English Creative Writing____   **(Due: June 1, 2020) Date report completed:** ___May 21, 2020_____

Completed by:_____Professor Iver Arnegard_____

Assessment contributors (other faculty involved): ____Courses taught and Assessment Completed by Professors Dorothy Heedt & Juan Morales._____.

Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2020. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

Brief statement of Program mission and goals:

The English Program has been undergoing a Five-Year Program Review, which will be influential in our updates of our assessment practices. Based on the recommendations of our Program Reviewer, Dr. Carol Erwin of Eastern New Mexico University, we will be updating our curriculum map to add more clarity to how our classes address our department's SLOs. This will help us clarify when students are introduced to an SLO and when they are meant to complete it while they work through our program. I am currently working on our rubric for next year, one that will more of a distinction between 414 and 114 learning outcomes.

We've proposed changes to the English major in several key areas:

- Courses Offerings-We have identified over twenty courses to place on reserve, courses to revamp and revitalize, courses to add, and courses important to student assessment.

- SLOs-The Committee has drafted new SLOs.

- New Graduation Requirements-These new categories will strengthen our department's values and improve recruitment, job placement, and student success.

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

Going forward in support of assessment activities: 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.

Please describe the 2019-20 assessment activities for your program in Part I. Use Column H to describe improvements planned for 2020-2021 based on the assessment process. In Part II, please describe activities engaged in during 2019-2020 designed to close-the-loop (improve student learning in the program) based on assessment activities and the information gathered in precious cycles. Thank you.

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

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 that level?	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?

As stated in the catalog, the SLO is as follows: [Student] demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.	Last completed May 2019.	For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414). Each 414 student produces a final notebook. Each 114 student produces a final notebook. Please see the attached rubric.	English 114's 4 sections (FA '18 3 sections & SP '20 2 sections), & 1 414 section (Spring '20), allowing the CW Program to assess students at the start and finish of the program.	414 students should complete a 2.75, the same number from previous assessment. In 114, all students should at least meet minimums and complete a score of 2.75.	In 414, all students (12) completed a score above 3.0. In 114, out of 65 students, 64 students exceeded 2.75, which 99% of students.	Overall, 414 student performance in English 414 exceeded performance goals. Overall, 114 students met assessment goals.	Assessment in English 114 and 414 have been met and show good overall student performance. However, the department recently completed a five-year program review and will be updating our SLOs, curriculum map, course offerings, and assessment procedures with the goal of incorporating new assessment goals for the 2020-21 AY.

As stated in the catalog, the SLO is as follows: [Student] produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.	Last completed May 2019.	For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414). Each 414 student produces a final notebook. Each 114 student produces a final notebook. Please see the attached rubric.	English 114's 4 sections (FA '18 3 sections & SP '20 2 sections), & 1 414 section (Spring '20), allowing the CW Program to assess students at the start and finish of the program.	414 students should complete a 2.75, the same number from previous assessment. In 114, all students should at least meet minimums and complete a score of 2.75.	In 414, all students (12) completed a score above 3.0. In 114, out of 65 students, 64 students exceeded 2.75, which 99% of students.	Overall, 414 student performance in English 414 exceeded performance goals. Overall, 114 students met assessment goals.	Assessment in English 114 and 414 have been met and show good overall student performance. However, the department recently completed at five-year program review and will be updating our SLOs, curriculum map, course offerings, and assessment procedures with the goal of incorporating new assessment goals for the 2020-21 AY.

Comments on part I:

During this academic year, performance numbers in English 114 and 414 met assessment goals. However, the assessment process will be updated this coming year based on new department SLOs to better serve changes to the major and our program, based on the results of our five-year program review process. We will also be updating our curriculum map, which is not strongly linked to the assessment process. If the curriculum map were better connected to the assessment process, it would allow us to better serve our students and lead to thorough curriculum changes. This may also result in updated SLOs that are shared with the English major.

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2019-2020 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?
As stated in the catalog, the SLO is as follows: [Student] demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.	Last completed May 2018.	To improve assessment process, SLOs will be reduced from 6 to 4. Updated SLOs will also reflect more closely with the SLOs of the English major and minor.	Five-Year Review processed completed in 2018-19, and it we are continuing to finalize new SLOs in time for assessment for the 2020-21 AY.	In 114, we saw dramatic improvement in performances compared to last year's assessment. Our 414 course shows improvement in overall performance.

As stated in the catalog, the SLO is as follows: [Student] produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.	Last completed May 2018.	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 2020-21 AY.	

Comments on part II:

The results of 2019-2020 AY indicate that the overall performance of creative writing students remains strong in our program with some clear goals moving forward.

The assessment process has been effective in the last few years. Additionally, it is an appropriate time to revise our department assessment based on our five-year program review. This includes connecting CW Program outcomes more closely with English Program's updated SLOs (dropped from 6 to 4), revised curriculum map (per recommendation of External Reviewer), and maintaining a streamlined assessment process, which will continue be done by the professor while grading final papers in each class.

Additional updates include revising the English Major, Minor, Creative Writing emphasis, and overall course categories to better connect our major to innovations and trends in the major as well as better connect to university's Vision 2028 goals.

English 114/414-Final Notebook Evaluation Sheet

Notebook Number: _____   Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest. The rubrics are explained on the reverse.

	0	1	2	3	4
Reveals Writing Skills Appropriate to the Work's Genre(s) and Proper Use of Conventions, Terminology, and Traditions					
Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work					
Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods					
Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops					

Notes:

English 114 & 414-Advanced Workshop Final Notebook Evaluation Standards for Program Assessment

Reveals Creative Writing Appropriate to the Work's Genre(s) and Proper Use of Conventions, Terminology, and Traditions Approaching a Publishable Level

4.   The creative writing reflects and makes effective use of accurate knowledge and originality within the genre's conventions, terminology, and traditions.
3.   The writing makes no significant errors regarding such contexts.
2.   The writing is weakened by lack of knowledge and understanding of relevant contexts.
1.   The writing contains significant errors regarding genre's conventions, terminology, and traditions and shows little originality.
0.   The paper reveals little or no familiarity with any conventions, terminology, and traditions or very limited originality.

Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work

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