



2022 Academic Program Assessment Report	Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/creative-writing-minor-assessment-plan-2020.pdf
Creative Writing Minor	Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/creative-writing-minor-2021-assessment-report.pdf

Report Completed By:	Iver Arnegard
Date Report Completed:	June 6th
Faculty members involved in this Assessment:	Vicci Beckman, Max Mendieta, Iver Arnegard

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:	Our program mission is to provide creative writing courses to a larger body of students so that English majors and non majors alike can benefit from the analytical and critical thinking skills that come from studying poetry and prose. Years ago my predecessor, Juan Morales, made English 114: Introduction to Creative Writing a general elective, which allowed many more CSU-Pueblo students access to Creative Writing. To further that mission I have started working with English 114 instructors to create an Online Education Resource to act as a more affordable textbook for students of creative writing. This should further encourage both English majors and non-majors to benefit from our creative writing courses.
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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 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.	May 2020	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 and 414 students. All students are required to submit a final notebook which is what we use for assessments.	414 students should complete a 2	In 414 all 17 students received a score above 3.0. In 114, 38 out of 46 students received a score over 2.75	Overall, 414 student performance in English 414 exceeded performance goals. Overall, 114 students met assessment goals.	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.
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.							
Understands and writes using a variety of literary genres.							
Demonstrates knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies.							
Conducts, analyzes, evaluates, and integrates academic research							
Understands and applies strategies of critical theory.							
Develops general communication and learning skills and understands the value of ongoing critical reading, thinking, and writing.							
Analyzes literature and synthesizes ideas with clarity, accuracy, and coherence in speech and writing							

Constructs an original and convincing argument using a range of rhetorical strategies in speech and writing.									
Comments on part I:	During this academic year, performance numbers in English 114 and 414 met assessment goals.								
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?					
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 2020	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. To make creative writing more accessible to the general student population.	They'll be part of our next five-year review process.	We continue to see positive performance in both 114 and 414.					
Comments on part II:									
The assessment process has helped a lot, and it shows improvements in student performance. It also shows that the new SLOs will be easier to assess and rotate since it has been reduced. Due to the pandemic, the curriculum map still needs to be updated, and it will be done in time for next year's assessment cycle									

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:

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