



<b>2021 Academic Program Assessment Report</b>	<b>Program current assessment plan here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/creative-writing-minor-assessment-plan-2020.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/creative-writing-minor-assessment-plan-2020.pdf</a>
<b>Creative Writing Minor</b>	<b>Program prior assessment report here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/creative-writing-minor-assessment-report-2020.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/creative-writing-minor-assessment-report-2020.pdf</a>

<b>Report Completed By:</b>	Iver Arnegard
<b>Date Report Completed:</b>	5/21/21
<b>Faculty members involved in this Assessment:</b>	Professors Victoria Beckman, Juan Morales, Jason Saphara, Dorothy Heedt, Justin Brown, and Max Mendieta.

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.

<b>Brief Statement of Program Mission and Goals:</b>	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 4 sections (FA '20 3 sections & SP '2021 sections), & 1 414 section (Spring '21), 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 57 students, 53 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 2021-22 AY.
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.	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 4 sections (FA '20 3 sections & SP '20 21 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 9 students completed a score of 4.0. 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 2021-22 AY.
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		Each 114 student produces a final notebook.					

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		Please see the attached rubric.						
Constructs an original and convincing argument using a range of rhetorical strategies in speech and writing.								
<b>Comments on part I:</b>	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.							
<b>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.</b>								
<b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b>	<b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b>	<b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b>	<b>D. How were the recommendations for change acted upon?</b>	<b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b>				
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.	Five-Year Review processed completed in 2018-19, and it we are continuing to finalize new SLOs in time for assessment for the 2021-22 AY.	In 114, we continue to see positive performances compared to last year's assessment. In 414 we also continue to see positive performances.				
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 2021-22 AY.					
<b>Comments on part II:</b>	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.							