



Academic Program Assessment Report for AY 2024-2025

Program: __Creative Writing

minor__

(Due: June 1, 2025)

Date report completed: _May 28, 2025__

Completed by: ____Darci Schummer_____

Assessment contributors (other faculty involved): __Professors Electra Aguirre, Tomie Bitton, and Darci Schummer_____

Please describe the 2023-2024 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., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2023. 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:

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 2023-2024 based on the assessment process.

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 <u>last</u> 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 <u>program</u> are planned based on this assessment?
Demonstrate and apply traditional and contemporary knowledge in	I did not see this SLO listed on the previous assessments	For Creative Writing emphasis and minor students starting the	44 students from 3 sections of ENG 114 and 8	414 students should score a 4. In 114, all students should score a 3 or better.	In 414, 8 of 8 students scored a 4. In 114, out of 57 students, 50 students	Overall, the students did well; however, it would be good to reduce the number of 114 students who did not meet the	The assessments in English 114 and 414 show good overall student performance. However, the SLOs for the program have now been rewritten and a new

cultural contexts.	on the website, so I am not sure.	CW Program (ENG 114) and finishing the CW Program (ENG 414). Each 414 student produces a final project. Each 114 student produces a final project. Please see the rubric below.	students from ENG 414 to assess students at the start and finish of the program.		scored a 3 or better. 9 students scored less than 3, including 1 student who scored a 0 as they did not complete the final project.	target and to see no scores of 0.	<p>assessment plan has been created. This will allow us to better assess student progress and performance since the new SLOs and plan more closely align with what happens in our courses and in the creative writing program.</p> <p>Further, the department will continue to think of ways to keep 114 students engaged and motivated to meet the SLOs. This might include strategies such as updating assignments and teaching methods to address our ever-changing student population.</p> <p>Also, we have hired a new lecturer who will be teaching creative writing courses and who will bring fresh ideas and perspectives to the department.</p> <p>Finally, we will begin holding more regular CW department meetings to make our department more cohesive and ensure consistency of quality across the curriculum.</p>

Comments on part I: During this academic year, students in English 114 and 414 were close to meeting assessment goals. However, SLOs need to be rethought now that the department has changed considerably. Further, the assessment process expectations need to be made clear at the beginning of the academic year so more data is collected.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2022-2023 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 the outcome(s) verbatim from the assessment plan.	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?
Demonstrate and apply traditional and contemporary knowledge in cultural contexts.	I did not see this SLO listed on the previous assessments on the website, so I am not sure.	"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 next year."	Our new assessment plan with new SLOs and a new curriculum map has been created and submitted for review. The creative writing minor and major have been updated and all changes have been approved.	Based on growing enrollment in the CW minor and in our courses, I do think some of the changes we have been making are working. We need to continue to keep our offerings current, relevant, and clear.

Comments on part II:

Assessment Rubric

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:

