



Program Name	Date Completed
Creative Writing Minor	June 1, 2026
Report Completed By	Report Contributors
Darci Schummer	Darci Schummer and Tomie Bitton
Brief Statement of Program Mission and Goals	
<p>Mission:</p> <p>To prepare students to write, workshop, and publish their original creative work.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Read literature as a writer with particular attention to style, context, and elements of craft. 2. Practice writing and revision in multiple genres with attention to elements of craft and style. 3. Develop the critical, analytical, and editing skills necessary to evaluate works in progress and participate in a creative writing community. 4. Demonstrate an awareness of the literary, cultural, and historical contexts within which creative writing occurs including the influence of the past and present on artistic choices. 5. Generate an original body of creative writing culminating in a manuscript-length work of poetry, fiction, creative nonfiction, or a hybrid genre. 6. Demonstrate basic knowledge of literary publishing. 	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Student Learning Outcome 2: Practice writing and revision in multiple genres with attention to elements of craft and style.
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
This is a new SLO and has not been addressed before this cycle.



C. What were the recommendations for change in the previous cycle?

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.

D. How were the recommendations for change acted upon?

All changes described above have been successfully implemented.

E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?

The revisions to our SLOs provide a clearer roadmap for students so that they understand what they will actually be doing in the creative writing program. Since they more closely align with what we do in the creative writing program, our assessments will be more accurate and meaningful moving forward. The revised curriculum has simplified the minor while giving students flexibility and choice. It is now 18 credits versus 21.

Enter Comments on Table I Closing the Loop Below

During this academic year, students met the assessment goals. However, since the SLOs have been updated, I think the coming years will be crucial in evaluating the program as a whole. An important SLO to be assessed will be *SLO 1: Read literature as a writer with particular attention to style, context, and elements of craft*. Since we know our students have struggled with their critical reading skills, assessing this goal – especially in the English 114 classes – will be key in learning how our students are developing as readers. A way to assess this will be through reading quizzes or reading responses versus final projects.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Student Learning Outcome 2: Practice writing and revision in multiple genres with attention to elements of craft and style.
B. Semester and year this SLO was previously reported on before this cycle.
This is a new SLO and hasn't been completed before.
C. Describe the assessment method for this SLO(s).
The rubric is pasted below. Final projects in both English 114 Intro to Creative Writing and English 414 Advanced Creative Writing Workshop were assessed. In both courses, the final project is a portfolio of student work that has been edited and revised throughout the semester with feedback from classmates and the instructor.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
48 students from 3 sections of ENG 114 and 9 students from ENG 414 to assess students at the start and finish of the program.
E. Explain the expected proficiency level and proportion of students who should reach this level.
All 414 students should score a 3. In 114, all students should score a 2 or better.
F. Provide Assessment results and number of students who met defined proficiency level.
In 414, 9 of 9 students scored a 3. In 114, out of 48 students, 42 students scored a 2 or better. 3 students scored a 0, and 3 students scored a 1.
G. Describe what the results or trends indicate about student performance.
Overall, the students did well; however, we still want to meet the goal of having no students score a 0.
H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.
The new SLOs we developed are more accurate at assessing the program. This first year is showing good results, and the tool better fits the courses and learning outcomes; however, next year we will use a different SLO, which will help us further assess the program as a whole. Also, the department will continue to think of ways to keep 114 students engaged and attending class regularly, which has been a challenge, as it can be with all first-year students.



Enter Comments on Table II AY 2026 Assessment Below

I am pleased with our assessment results overall, but I am looking forward to our coming assessment cycles and to gathering data related to our other SLOs.



Student Learning Outcome 2: Practice writing and revision in multiple genres with attention to elements of craft and style.

Student: _____

Scorer: _____

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
Write and revise original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre				

Total: _____

Write and revise original creative work in multiple genres, successfully employing elements of craft and style.

3: The work demonstrates writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

2: The work demonstrates developing abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

1: The work demonstrates underdeveloped abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.

0: The work fails to demonstrate any abilities in writing & revising original creative work in multiple genres, successfully employing elements of craft and style appropriate for that genre.