

Program: \_\_\_\_\_ English-Creative Writing \_\_\_\_\_

Date: \_\_\_\_ 05/30/2012 \_\_\_\_\_

Completed by: \_\_\_\_\_ J. Morales \_\_\_\_\_

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2011. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

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

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements 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	Established May 2010 and assessed again in May 2011 & May 2012.	For Creative Writing emphasis and minor students. 414 students produce creative writing manuscripts, which include creative work and a reflective paper. 114	English 114 & 414 Students in the Spring 2012 semester. This allows the CW Program to assess entering and exiting Creative Writing students.	All students should at least meet minimums and complete a score of 2.5 in 114 courses. Meanwhile, at least 75% of the 414 students should achieve at least 2.75, a .25 increase from previous assessment.	In 414, 14 students completed a score of 2.5 with at least six at 3.5. Two did not complete a 2.5.  In 114, out of 20 students, 19 completed a 2.5. 12 students	Overall, student performance in English 414 had satisfactory results, but students need to be guided toward improving use of terminology and critiquing skills in the workshop environment.  Overall, student performance in English 114 had	Assessment methods were established last year and attempted for the second time. Director of Creative Writing will be work with colleagues on the Creative Writing Committee to assess if current methods are working and how to help students reach higher scores in assessment while encouraging more daily activities to help meet goals. Upon

strong critiquing skills in the workshop environment.		students produce a final notebook representing all four genres (fiction, nonfiction, drama, poetry) along with a reflective paper.			completed a 3.5 or better. One student did not complete a 2.5.	positive results, but students need to be guided toward improving critiquing skills in the workshop environment.	reviewing the first year of assessment, the CW Director and CWC agreed English 114 should also be evaluated, but it should continue to be done primarily through the courses with the professor completing the assessment work. To improve, data collection needs to be revisited due to the IT Blackout during the Spring 2012 semester, which jeopardized 414 and 114 course data.
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	Established May 2010 and assessed again in May 2011 & May 2012.	For Creative Writing emphasis and minor students. 414 students produce creative writing manuscripts, which include creative work and a reflective paper. 114 students	English 114 & 414 Students in the Spring 2012 semester. This allows the CW Program to assess entering and exiting Creative Writing students.	All students should at least meet minimums and complete a score of 2.5 in 114 courses. Meanwhile, 75% of the 414 students should perform at 2.75 or higher, a .25 increase from previous assessment.	All students completed a score of 2.5 with at least three at 3.5.	Overall, student performance in English 414 had satisfactory results, but students need to work harder to approach a publishable level and implementation of the revision process.	Assessment methods were established last year and attempted for the second time. Director of Creative Writing will be work with colleagues on the Creative Writing Committee to assess if current methods are working and how to help students reach higher scores in assessment while encouraging more daily activities to help meet goals. Upon reviewing the first year of

works.		produce a final notebook representing all four genres (fiction, nonfiction, drama, poetry) along with a reflective paper.					assessment, the CW Director and CWC agreed English 114 should also be evaluated, but it should continue to be done primarily through the courses with the professor completing the assessment work. To improve, data collection needs to be revisited due to the IT Blackout during the Spring 2012 semester, which jeopardized 414 and 114 course data.
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Comments:

Due to the Spring 2012 campus-wide blackout during Finals Week, some data was compromised or lost, but enough data was saved to ensure accurate assessment numbers and data were recorded.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address?	B. When was this SLO last assessed?	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?
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.	Established May 2010 and assessed again in May 2011 & May 2012.	The original recommendation that “Establishment of assessment crucial for the academic year with a review of the first attempt to ensure it remains thorough and does not add extra work for professors involved” remains a priority. After conferring with the Creative Writing Committee (CWC), it remains important that the course professors of 114 and 414 courses complete the assessment process while grading final notebooks and manuscripts. Further changes will be considered to make sure student projects remain practical and connects to writing, publishing, and design.	Creative Writing outcomes are crucial in conjunction with existing English outcomes and assessment, and it is recommending for next the next assessment cycle that final projects be investigated further to ensure they reflect SLO’s.	Changes establish a good starting method for evaluation in creative writing. Continued investigation in order to connect them to tangible actions will be necessary for the next assessment cycle. It is apparent more workshop time and attention to editing and publishing work needs to be considered in future courses.  Additionally, last year’s assessment procedures indicated the need for English 414 to be moved from the spring to fall semester to help students connect their final Creative Writing Program experience better to the prospect of graduate school and graduate school applications. This necessity will be explored further in the coming academic year.
Produces writing competitive at a publishable level, which reflects an understanding of the creative	Established May 2010 and assessed again in May 2011 & May 2012.	The original recommendation that “Establishment of assessment crucial for the academic year with a review of the first attempt to ensure it remains thorough and does not add extra work for professors involved” remains	Creative Writing outcomes are crucial in conjunction with existing English outcomes and assessment, and it is recommending for next the next assessment cycle that final projects be investigated further to	Changes establish a good starting method for evaluation in creative writing. Continued investigation in order to connect them to tangible actions will be necessary for the next assessment cycle. It is apparent more workshop time and attention to editing and publishing work needs to

writing genres, the business of writing, and the drafting and revision process for individual and collections of works.		a priority. After conferring with the Creative Writing Committee (CWC), it remains important that the course professors of 114 and 414 courses complete the assessment process while grading final notebooks and manuscripts. Further changes will be considered to make sure student projects remain practical and connect to writing, publishing, and design.	ensure they reflect SLO's.	considered in future courses.
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**English 414-Advanced 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. 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:







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.

## Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods

4. The notebook reflects proficiency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
3. The notebook reflects acceptable competency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
2. The notebook is weakened by inadequate skill in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
1. The notebook contains significant errors in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
0. The notebook does not manifest college-level skills in writing process, creative writing conventions, or in analyzing and synthesizing ideas.

## Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops

4. The notebook manifests a sophisticated level of language awareness, as reflected in the sophisticated use of effective syntactic structures utilized in creative writing workshops.
3. The notebook manifests a satisfactory level of language awareness, as reflected in the acceptable use of effective syntactic structures in creative writing workshops.
2. The notebook is weakened by inadequate mastery of English syntactic structures and elements of creative writing workshops.
1. The notebook makes significant errors in syntax and creative writing workshop elements.
0. The notebook does not manifest college-level skills in English syntax or the elements of creative writing workshops.