Colorado State University – Pueblo Undergraduate Program Assessment Report for AY 2011-2012 Due June

Due June 1, 2012

Program:_____English-Creative Writing_____

Date: ____05/30/2012_____

Completed by:_____J. Morales______

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

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

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

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

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

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)	B. When was this SLO	C. What were the	D. Were the	E. What were the results of the
did you	last assessed?	recommendations for change	recommendations for	changes? If the changes were not
address?		from the previous	change acted upon? If not,	effective, what are the next steps or
		assessment?	why?	the new recommendations?
Demonstrates	Established May 2010	The original recommendation	Creative Writing outcomes	Changes establish a good starting
a working	and assessed again in	that "Establishment of	are crucial in conjunction	method for evaluation in creative
vocabulary for	May 2011 & May	assessment crucial for the	with existing English	writing. Continued investigation in
critical	2012.	academic year with a review	outcomes and assessment,	order to connect them to tangible
analysis		of the first attempt to ensure	and it is recommending for	actions will be necessary for the next
through		it remains thorough and does	next the next assessment	assessment cycle. It is apparent more
theoretical		not add extra work for	cycle that final projects be	workshop time and attention to editing
venues as well		professors involved" remains	investigated further to	and publishing work needs to
as in-depth		a priority. After conferring	ensure they reflect SLO's.	considered in future courses.
study of		with the Creative Writing		
terminology		Committee (CWC), it remains		Additionally, last year's assessment
and form		important that the course		procedures indicated the need for
within creative		professors of 114 and 414		English 414 to be moved from the
works to		courses complete the		spring to fall semester to help students
develop		assessment process while		connect their final Creative Writing
strong		grading final notebooks and		Program experience better to the
critiquing skills		manuscripts. Further changes		prospect of graduate school and
in the		will be considered to make		graduate school applications. This
workshop		sure student projects remain		necessity will be explored further in the
environment.		practical and connects to		coming academic year.
		writing, publishing, and		
		design.		
Produces	Established May 2010	The original recommendation	Creative Writing outcomes	Changes establish a good starting
writing	and assessed again in	that "Establishment of	are crucial in conjunction	method for evaluation in creative
competitive at	May 2011 & May	assessment crucial for the	with existing English	writing. Continued investigation in
a publishable	2012.	academic year with a review	outcomes and assessment,	order to connect them to tangible
level, which		of the first attempt to ensure	and it is recommending for	actions will be necessary for the next
reflects an		it remains thorough and does	next the next assessment	assessment cycle. It is apparent more
understanding		not add extra work for	cycle that final projects be	workshop time and attention to editing
of the creative		professors involved" remains	investigated further to	and publishing work needs to

writing	a priority. A	fter conferring	ensure they reflect SLO's.	considered in future courses.
genres, the	with the Cro	eative Writing		
business of	Committee	(CWC), it remains		
writing, and	important t	hat the course		
the drafting	professors of	of 114 and 414		
and revision	courses con	plete the		
process for	assessment	process while		
individual and	grading fina	I notebooks and		
collections of	manuscript	s. Further changes		
works.	will be cons	idered to make		
	sure studer	t projects remain		
	practical an	d connect to		
	writing, put	lishing, and		
	design.			

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.

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

Deveele Muiting Chille Annuenuists to			1
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.