

Program: _____ English-Creative Writing _____

Date: ____ 06/01/13 _____

Completed by: _____ Juan 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 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?
As stated in the catalog, the SLO is as follows: [Student] demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of	Established in May 2010 to accompany the seven English major SLO's, to further distinguish CW skills. This outcome is reviewed annually in	For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414). Each 414 student produced a	English 114 (Spring 2013) & 414 (Fall 2012). This allows the CW Program to assess entering and exiting Creative Writing students and to see overall growth and	414 students should complete a 2.75, a .25 increase from previous assessment. In 114, all students should at least meet minimums and complete a score of 2.5.	In 414, 10 students completed a score of 2.75 with six at 3.5. One did not complete a 2.5. In 114, out of 18 students, 18 completed a 2.5. 14 students	Overall, student performance in English 414 had improved overall performance from the previous year's results, but students' critiquing skills should be improved and investigated for next year's assessment cycle. Overall, student performance in	Assessment methods were updated based on received feedback to help clarify our methodology. The Director of Creative Writing continues to work with Creative Writing professors to assess current methods and to address areas of improvement for students in assessment. This included more daily exercises, more time for small and full class

terminology and form within creative works to develop strong critiquing skills in the workshop environment.	May.	<p>final notebook, which included a manuscript in their genre of expertise (fiction, nonfiction, poetry, or drama) and a reflective analysis of their overall coursework in the areas of process, growth as a writer, and efforts in publication. The final manuscript is submitted as an electronic document and as a bound book.</p> <p>Each 114 student produced a final notebook,</p>	progress through the program's courses.		completed a 3.5 or better.	<p>English 114 had strong results, but students' workshop and critiquing skills need to be improved in preparation for next year's assessment cycle. This is a similar result to the 2012 assessment in this class.</p>	<p>workshop, publication assignments, concentrated focus on readings, which gave students more writing and research time.</p> <p>It is agreed that English 114 and English 414 should both continue to be reviewed and to evaluate student progress in the start and finish of the program with the Director of Creative Writing and the professor completing the assessment work together.</p> <p>In response to 2012 lost data, new and alternative methods of data collection were implemented successfully.</p>
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		which included a writing assignment in all four genres (fiction, nonfiction, drama, poetry) along with a reflective paper. The reflection required the students to discuss their writing process, revision techniques, overall growth in the course, and a personal assessment of their course performance.					
As stated in the catalog, the SLO is as follows:	Established in May 2010 to accompany the seven	For Creative Writing emphasis and minor students	English 114 (Spring 2013) & 414 (Fall 2012). This allows	414 students should complete a 2.75, a .25 increase from previous	In 414, 10 students completed a score of 2.75 with six at	In 414, students' overall performance had strong results, but students'	Assessment methods were updated based on received feedback to help clarify our methodology.

<p>[Student] 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.</p>	<p>English major SLO's, to further distinguish CW skills.</p> <p>This outcome is reviewed annually in May.</p>	<p>starting the CW Program (ENG 114) and finishing the CW Program (ENG 414).</p> <p>Each 414 student produced a final notebook, which included a manuscript in their genre of expertise (fiction, nonfiction, poetry, or drama) and a reflective analysis of their overall coursework in the areas of process, growth as a writer, and efforts in publication. The final manuscript is</p>	<p>the CW Program to assess entering and exiting Creative Writing students and to see overall growth and progress through the program's courses.</p>	<p>assessment.</p> <p>In 114, all students should at least meet minimums and complete a score of 2.5.</p>	<p>3.5. One did not complete a 2.5.</p> <p>In 114, out of 18 students, 18 completed a 2.5. 14 students completed a 3.5 or better.</p>	<p>implementation of the revision process needs to be a focus for next year's course in preparation for assessment.</p> <p>In 114, students successfully met these goals for the entrance of the CW Program. They show potential to grow in the areas of writing quality, revision, and publication.</p>	<p>The Director of Creative Writing continues to work with Creative Writing professors to assess current methods and to address areas of improvement for students in assessment. This included more daily exercises, more time for small and full class workshop, publication assignments, concentrated focus on readings, which gave students more writing and research time.</p> <p>It is agreed that English 114 and English 414 should both continue to be reviewed to evaluate student progress in the start and finish of the program with the Director of Creative Writing and the professor completing the assessment work together.</p> <p>In response to 2012 lost data, new and alternative methods of data</p>
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		<p>submitted as an electronic document and as a bound book.</p> <p>Each 114 student produced a final notebook, which included a writing assignment in all four genres (fiction, nonfiction, drama, poetry) along with a reflective paper. The reflection required the students to discuss their writing process, revision techniques, overall growth in the</p>					collection were implemented successfully.
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		course, and a personal assessment of their course performance.					
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Comments:

Overall methods of assessment were maintained from the previous year since our SLO's for the English 114 and English 414 have not changed. However, teaching areas and units were revised to focus on areas that students demonstrated a need to improve. Additionally, this year's assessment report includes clarified language based on the feedback we received regarding our program's assessment methods in 2012 since reports indicated some areas were Unclear and In-Progress. We also completed a Curriculum Map this year, which will help us clarify other procedures to give our students knowledge and expertise as they complete the Creative Writing Emphasis or Minor.

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?
As stated in the catalog, the SLO is as follows: Demonstrates a working vocabulary for critical analysis through	Established in May 2010 to accompany the seven English major SLO's, to further distinguish CW skills. This outcome is reviewed annually in May with the most recent being May	Last year's recommendations asked for further clarification of the SLO's and how they are being assessed. We worked to address that through our explanation in this and similar documents. Additionally, more specific assignments were given to students to further strengthen "quality" over "quantity," which gave	Updates and changes were included in this year's assessment, but the biggest step was further clarification of our methods, assignments, and assessment techniques. This was done to help reviewers better understand how the outcomes were met by	As mentioned, assignments were reduced to help with professors effectively organize and manage time that comes with the pressures of teaching a manuscript workshop in 414 and four creative writing genres in 114. This allowed more time for workshop time and attention to editing and publishing assignments. We were successful in these changes that were mentioned in 2012's assessment.

theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.	2012.	<p>professors more time to adequately teach all course materials in a less hurried pace. It remains important that the course professors of 114 and 414 courses complete the assessment process while grading final notebooks and manuscripts.</p> <p>One reviewer recommended we complete a curriculum map, which was done in February 2013, in conjunction with our departments performance review. This helped specify which assignments connect tangibly to SLO's in the CW Program.</p>	specific assignments and not as "in-progress" as interpreted.	<p>The creation of an updated Curriculum Map for creative writing courses has also show there is a need for a new course to be created and to also ensure all students take English 414 as the capstone class. It was recently discovered that some students were taking English 325-Nature Writing in the West to fulfill that course requirement. Changes will be made to ensure students complete ENG 414.</p> <p>The CW Program will benefit with more focus and approach on revision projects, helping students with critiquing skills in the workshop, and the continued approach toward giving students practical applications of creative writing, whether that be publication or graduate school.</p> <p>Finally, we are discussing the need to revise our evaluation rubrics for 114 and 414 based on this assessment cycle. Both are the same form but catered toward the different course levels.</p>
As stated in the catalog, the SLO is as follows: Produces	Established in May 2010 to accompany the seven English major SLO's, to further distinguish CW skills.	Last year's recommendations asked for further clarification of the SLO's and how they are being assessed. We worked to address that through our explanation in this and similar	Updates and changes were included in this year's assessment, but the biggest step was further clarification of our methods, assignments, and	As mentioned, assignments were reduced to help with professors effectively organize and manage time that comes with the pressures of teaching a manuscript workshop in 414 and four creative writing genres in 114.

<p>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.</p>	<p>This outcome is reviewed annually in May with the most recent being May 2012.</p>	<p>documents. Additionally, more specific assignments were given to students to further strengthen “quality” over “quantity,” which gave professors more time to adequately teach all course materials in a less hurried pace. It remains important that the course professors of 114 and 414 courses complete the assessment process while grading final notebooks and manuscripts.</p> <p>One reviewer recommended we complete a curriculum map, which was done in February 2013, in conjunction with our departments performance review. This helped specify which assignments connect tangibly to SLO’s in the CW Program.</p>	<p>assessment techniques. This was done to help reviewers better understand how the outcomes were met by specific assignments and not as “in-progress” as interpreted.</p>	<p>This allowed more time for workshop time and attention to editing and publishing assignments. We were successful in these changes that were mentioned in 2012’s assessment.</p> <p>The creation of an updated Curriculum Map for creative writing courses has also show there is a need for a new course to be created and to also ensure all students take English 414 as the capstone class. It was recently discovered that some students were taking English 325-Nature Writing in the West to fulfill that course requirement. Changes will be made to ensure students complete ENG 414.</p> <p>The CW Program will benefit with more focus and approach on revision projects, helping students with critiquing skills in the workshop, and the continued approach toward giving students practical applications of creative writing, whether that be publication or graduate school.</p>
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reports indicated some areas were Unclear and In-Progress. We also completed a Curriculum Map this year, which will help us clarify other procedures to give our students knowledge and expertise as they complete the Creative Writing Emphasis or Minor.

English 114-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.

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.
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