

Program: _____ English-Creative Writing _____

Date: ____ 05/15/14 _____

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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of 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 to the program are planned based on this assessment?
As stated in the catalog, the SLO is as follows: [Student]	Established in May 2010 to accompany the seven English	For Creative Writing emphasis and minor students starting the	English 114 (Spring 2013) & 414 (Fall 2012). This allows the CW Program to assess entering and exiting	414 students should complete a 2.75, the same number from previous	In 414, 15 students completed a score of 2.75 with nine at 3.5. One did	Overall, student performance in English 414 had improved their full	Assessment methods were updated based on received feedback to help clarify our methodology; however, assessment protocol will

demonstrate 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.	major SLO's, to further distinguish CW skills. This outcome is reviewed annually in May, with the last being May 2013.	CW Program (ENG 114) and finishing the CW Program (ENG 414). 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 submitted as	Creative Writing students and to see overall growth and progress through the program's courses. Specific to the Spring 2014 semester, 15 students were assessed in English 414 (all senior level students) and 17 students in English 114 (with 50% freshmen, 25% sophomores/junior, and 25% seniors).	assessment. In 114, all students should at least meet minimums and complete a score of 2.5.	not complete a 2.5. In 114, out of 17 students, 16 completed a 2.5. The 1 student in question stop attending class after six weeks in the class and did not withdraw. 13 students completed a 3.5 or better.	performance from the previous year's results. Previously, their critiquing skills were in need of improvement, and they were improved with more class time dedicated toward small group workshop time. In contrast to last year, writing quality slightly dipped with more students committing surface level errors (typos, punctuation, etc.) and MLA formatting issues. Overall, student performance in English 114	have to be revisited for English 114 since it will not have Humanities-Expression and Arts designation. This will change the student demographic for the course and create excellent recruiting opportunities. It may also lead to less prepared students taking the course. Meanwhile, the recent English 414 points to more attention being given to publication opportunities and exploration for students with individual and manuscript sized pieces. 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
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		<p>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 course, and a</p>				<p>workshop and critiquing skills need to be improved in preparation for next year's assessment cycle. These are similar results to the previous two years and will be addressed with more classes period dedicated to introducing workshop protocol to students, new to this method of learning.</p>	<p>assignments, concentrated focus on readings, which gave students more writing and research time.</p> <p>Both courses should continue to be used 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>
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		personal assessment of their course performance .					
As stated in the catalog, the SLO is as follows: [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.	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 last being May 2013.	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 final notebook, which included a manuscript in their genre of expertise (fiction, nonfiction, poetry, or drama) and a reflective	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 progress through the program's courses. Specific to the Spring 2014 semester, 15 students were assessed in English 414 (all senior level students) and 17 students in English 114 (with 50% freshmen, 25% sophomores/junior, and 25% seniors).	414 students should complete a 2.75, the same number from previous assessment. In 114, all students should at least meet minimums and complete a score of 2.5.	In 414, 15 students completed a score of 2.75 with nine at 3.5. One did not complete a 2.5. In 114, out of 17 students, 16 completed a 2.5. The 1 student in question stop attending class after six weeks in the class and did not withdraw. 13 students completed a 3.5 or better.	In 414, students' overall performance had strong results, but students' implementation of the revision process needs to be a focus for next year's course in preparation for assessment. In 114, students successfully met these goals for the entrance of the CW Program. They show potential to grow in the areas of writing	Assessment methods were updated based on received feedback to help clarify our methodology; however, assessment protocol will have to be revisited for English 114 since it will not have Humanities-Expression and Arts designation. This will change the student demographic for the course and create excellent recruiting opportunities. It may also lead to less prepared students taking the course. Meanwhile, the recent English 414 points to more attention being given to publication opportunities and exploration for students with individual and manuscript sized pieces.

		<p>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, which included a writing assignment in all four genres (fiction, nonfiction, drama, poetry) along with a reflective</p>				<p>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>Both courses should continue to be used 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>
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		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 .					
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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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	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?
<p>As stated in the catalog, the SLO is as follows:</p> <p>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</p>	<p>Established in May 2010 to accompany the seven English major SLO's, to further distinguish CW skills.</p> <p>This outcome is reviewed annually in May with the most recent being May 2013.</p>	<p>Last year's recommendations demonstrated that CW Program assessment improved based on significant changes made in May 2012. One of the biggest suggestions in May 2013 assessment was to clarify the pedagogy used in English 114 and 414. In order to address this request, we placed more emphasis on class time on students' critiquing skills and clarification on the use of small group and full class workshop time.</p> <p>We worked to address that through our explanation in this and similar documents. Additionally, more specific assignments were given to students to further</p>	<p>Similar to the previous two years, updates were included in this year's assessment, but the biggest step was further clarification of our methods, assignments, and assessment techniques to ensure assessors outside of our department can understand our assessment procedure and process. We received improved feedback between 2012 and 2013, so we continued to make smaller details to our description for 2014. This includes rewording and also distinguishing the data between 2013 and the current assessment year.</p>	<p>Assessment in the previous years put an emphasis on ensuring creative writing professors have time to manuscripts in 414 and four creative writing genres in 114, and time was clearly managed more effectively during 2013-14. This will now allow us to put more effort into helping students improve their editing and revising techniques.</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. This points to a need to clarify students' skill as they exit the program, which can be accomplished with the reflection assignment that is part of their final</p>

workshop environment.		<p>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>We received the suggestion to complete a curriculum map, which is separate from the English Department’s Curriculum Map, which was done in February 2013. The separate curriculum map has not been completed at this time, and we continue to determine if there is a clear need for a separate curriculum map.</p>		<p>notebook.</p> <p>Finally, we decided at this time to keep one evaluation rubric for 114 and 414 instead of a different one for each course. The form has the ability to cater to students entering and then exiting the Creative Writing Program.</p>
<p>As stated in the catalog, the SLO is as follows:</p> <p>Produces writing competitive at a publishable level, which</p>	<p>Established in May 2010 to accompany the seven English major SLO’s, to further distinguish CW skills.</p> <p>This outcome is reviewed annually in May with the most</p>	<p>Last year’s recommendations demonstrated that CW Program assessment improved based on significant changes made in May 2012. One of the biggest suggestions in May 2013 assessment was to clarify the pedagogy used in English 114 and 414. In order to address</p>	<p>Similar to the previous two years, updates were included in this year’s assessment, but the biggest step was further clarification of our methods, assignments, and assessment techniques to ensure assessors outside of our department can</p>	<p>Assessment in the previous years put an emphasis on ensuring creative writing professors have time to manuscripts in 414 and four creative writing genres in 114, and time was clearly managed more effectively during 2013-14. This will now allow us to put more effort into helping students improve their editing and revising techniques.</p>

reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.	recent being May 2014.	<p>this request, we placed more emphasis on class time on students' critiquing skills and clarification on the use of small group and full class workshop time.</p> <p>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 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>We received the suggestion to complete a curriculum map, which is separate from the English Department's Curriculum Map, which was done in February 2013. The separate curriculum map has not been completed at this time, and we continue to</p>	<p>understand our assessment procedure and process. We received improved feedback between 2012 and 2013, so we continued to make smaller details to our description for 2014. This includes rewording and also distinguishing the data between 2013 and the current assessment year.</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. This points to a need to clarify students' skill as they exit the program, which can be accomplished with the reflection assignment that is part of their final notebook.</p> <p>Finally, we decided at this time to keep one evaluation rubric for 114 and 414 instead of a different one for each course. The form has the ability to cater to students entering and then exiting the Creative Writing Program.</p>
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		determine if there is a clear need for a separate curriculum map.		
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Comments:

In 2012, the Creative Writing Program made significant changes to assessment, and they clearly have improved our methods and have also helped us articulate our approach with more clarity. 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 in the areas of in-class workshop and the skill of critiquing. We continue to rely on the Curriculum Map composed in early 2013, which continues to help us clarify other procedures to give our students knowledge and expertise as they complete the Creative Writing Emphasis or Minor. Next year will be a new challenge since English 114 will now be a Humanities-Arts & Expression course, which will require us to review whether or not the student demographic changes and if it expands the demand for this course. Clearly, it can be a strong recruiting opportunity for our emphasis and minor, but it can require us to reshape our pedagogical approach to the class.

ENGLISH CURRICULUM MAP (COMPLETED JANUARY 2013)

Course Name	Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature	Conducts, Evaluates, and Integrates Academic Research	Understands and Applies Techniques of Critical Theory	Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy	Uses a Range of English Syntactic Structures Effectively	Constructs an Original and Convincing Argument Using a Range of Rhetorical Techniques
ENG 114 Introduction to Creative Writing	Reading, composing, discussion, and close reading of canonical works within the traditions of the four creative writing genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays and theory.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through reflections and genre-specific assignments.
ENG 307 Poetry	Reading, composing, discussion, and close reading of canonical works within	Research, book reviews, and essays that explore the genre's literary	Through essays and in-class discussion, students learn to synthesize critical theory	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an	In-class writing, essays, and genre-specific writing assignments	Distinguishes the approach of literary analysis and critical theory writing with

	the traditions of poetry while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	original theoretical argument on the genre and readings of their own design.	required to adhere to syntactical conventions of the English language as well as MLA standards.	the art of creative writing through essays, in-class writing, and exams.
ENG 308 Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of fiction while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	Research, book reviews, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.
ENG 309	essays	essays	essays	essays	essays	essays

Drama	classroom dialogue		exams classroom dialogue	exams classroom dialogue		exams classroom dialogue
ENG 310 Advanced Literary Forms & Genres	Reading, composing, discussion, and close reading of canonical works within the generally unknown subgenres in dialogue with traditional genres while analyzing the conventions, theory, terminology in order to define its distinctive qualities (i.e. prose poetry & flash fiction).	Research, book reviews, theoretical summaries, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into unknown and also canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre while also looking at undefined qualities of the genre.	Readings, in-class discussion, theoretical summaries, writing exercises, and genre- specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in- class writing, and exams.
ENG 315 Creative Writing: Poetry	Reading, composing, discussion, and close reading of canonical works within	Research and applications of students' own writing process through the	Students' original writing informed by the study of critical theory with a creative writing	Readings, in-class discussion, writing exercises, and genre- specific writing assignments to help students match their	In-class writing and genre-specific writing assignments required to	Distinguishes the approach of literary analysis and critical theory writing with

	the traditions of creative writing poetry with a more intensive workshop approach.	reading and analysis of process and craft-based essays on poetry.	lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	assignments to their authorial intentions and creative writing assignment requirements.	adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	the art of creative writing.
ENG 316 Creative Writing: Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing fiction with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on fiction.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.
ENG 317 Creative Writing: Nonfiction	Reading, composing, discussion, and	Research and applications of students' own	Students' original writing informed by the	Readings, in-class discussion, writing exercises, and genre-	In-class writing and genre-specific	Distinguishes the approach of literary

	close reading of canonical works within the traditions of creative writing nonfiction with a more intensive workshop approach.	writing process through the reading and analysis of process and craft-based essays on nonfiction.	study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	analysis and critical theory writing with the art of creative writing.
ENG 318 Creative Writing: Drama	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing drama with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on drama.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, performances, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements	In-class writing, staged readings, and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.

					genre.	
ENG 319 Professional Editing	N/A	1) Group presentations require students to conduct sufficient and effective research into the field of professional editing for the purpose of generating an informational presentation to classmates	1) Develops an understanding of principles specific to the field of professional editing 2) Applies those principles in the critical analysis of various examples of editing work, ranging from substantive editing and proofreading 3) Applies a critical understanding of editorial work in the completion of various editing projects, including a substantive editorial project and a series of	While the course does not analyze literature, it does: 1) Require students to synthesize various sources and provide a clear and accurate explanation of those sources in the Group Presentation 2) Requires students to formulate clear and accurate evaluations of sample editorial work 3) Substantive editorial project requires students to demonstrate an ability to evaluate the writer's ability to synthesize information and to communicate clearly and accurately	1) Students employ less formal syntactical structures in their Group Presentations 2) Students employ formal syntactical structures in Substantive editorial responses and in written reflections 3) Requires an awareness of various syntactical structures in order to complete editorial projects and tasks	1) Students must employ credibility and audience awareness in the Group Presentations 2) Students must employ credibility, logos, audience awareness, and appropriate style in the Substantive editing projects 3) Students must employ credibility and an awareness of audience, purpose, and genre in Copyediting and Proofreading

			detailed copyediting and proofreading assignments			project
ENG 325 Nature Writing in the West	Reading, composing, discussion, and close reading of canonical works within the traditions of western American nature writing that spans all four genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays surrounding the western American landscape and relevant environment issues.	Students' original writing informed by the study of critical theory with an eco-poetic lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and environmentally-focused writing assignments to help students match their work to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical eco-theory writing with the art of place-based creative writing and environmental issues in the American west.
ENG 414 Advanced Writing Workshop	Reading, composing, discussion, and close reading of contemporary poetry collections, novels, and memoirs that demonstrate	Research and applications of students' own writing process that distinguishes the act of writing shorter works vs. a manuscript	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' manuscripts,	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their manuscripts to their authorial intentions and creative writing assignment requirements	In-class writing and manuscript-based writing assignments required to adhere to syntactical conventions of the English	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing as well as further

	methods of composing, organizing, and assembling a manuscript that fulfills the creative writing genre's requirements.	through the reading and analysis of process and craft-based essays and theory.	process reflection projects, in-class writing exercises, and leadership activities in the field of creative writing.		language with further consideration to layout, design, and publishing considerations.	distinctions between creative writing in the short and book-length form.
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