

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

Date: \_\_\_\_ 06/1/15 \_\_\_\_\_

Completed by: \_\_\_\_\_ Juan Morales \_\_\_\_\_

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it as an email attachment before June 1, 2015.

**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>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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] demonstrate a working	Established in May 2010 to accompany the seven English major SLO's, to	For Creative Writing emphasis and minor students starting the CW Program (ENG 114)	English 114 (Spring 2015) & 414 (Spring 2015). This allows the CW Program to assess starting and completing Creative Writing	414 students should complete a 2.75, the same number from previous assessment.	In 414, 3 students completed a score of 2.75, 8 scored at 3.0, and 3 students scored 3.75.	Overall, student performance in English 414 had improved their full performance from the	Assessment methods were updated based on received feedback to help clarify our methodology. English 114's methods of evaluation remain similar with subtle

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.	<p>further distinguish CW skills.</p> <p>This outcome is reviewed annually in May, after the spring semester is completed, with the last being May 2013.</p>	<p>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 submitted as an electronic document</p>	<p>students and to see overall growth and progress through the program's courses.</p> <p>Specific to the Spring 2015 semester, 15 students were assessed in English 414 (5 junior-level and 10 senior-level students) and 19 students in English 114 (with 60% freshmen, 30% sophomores/junior, and 10% seniors).</p>	<p>In 114, all students should at least meet minimums and complete a score of 2.5.</p> <p>We kept the same assessment since this was the first year English 114 was designated a Gen Ed Humanities course.</p>	<p>In 114, out of 19 students, 8 completed a 2.5. 11 students completed a 3.5 or better.</p>	<p>previous year's results. Similar to the previous year, students showed weakness in their critiquing skills. Also similar to last year, writing quality slightly dipped with more students committing surface level errors (typos, punctuation, etc.) and MLA formatting issues.</p> <p>Overall, student performance in English 114 workshop and critiquing skills showed students meeting the expectations of being a Gen Ed course. These are similar</p>	<p>changes to focus on Non-English major learners. This will continue to create excellent recruiting opportunities. We expected students to be less prepared, but they were equally prepared.</p> <p>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> <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 time for small and full class workshop, publication assignments, custom writing exercises to prepare students for larger assignments, and</p>
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		<p>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 as a writer, and a personal assessment</p>				<p>results to the previous three years and will be addressed with more classes period dedicated to writing exercises and close readings of published writers.</p>	<p>more attention to close readings of texts.</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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		<p>of their performance .</p> <p>Please note, all assignments are graded holistically by the professor with the assignments' guidelines described in the course syllabus and with further guidance for the professor. Our program does not use grading rubrics.</p>					
<p>As stated in the catalog, the SLO is as follows:</p> <p>[Student] produces writing competitive at a</p>	<p>Established in May 2010 to accompany the seven English major SLO's, to further distinguish</p>	<p>For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW</p>	<p>English 114 (Spring 2015) &amp; 414 (Spring 2015). This allows the CW Program to assess starting and completing Creative Writing students and to see overall growth</p>	<p>414 students should complete a 2.75, the same number from previous assessment.</p> <p>In 114, all students</p>	<p>In 414, 3 students completed a score of 2.75, 8 scored at 3.0, and 3 students scored 3.75.</p> <p>In 114, out of</p>	<p>Overall, student performance in English 414 had improved their full performance from the previous year's results. Similar</p>	<p>Assessment methods were updated based on received feedback to help clarify our methodology. English 114's methods of evaluation remain similar with subtle changes to focus on Non-English major</p>

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>CW skills.</p> <p>This outcome is reviewed annually in May, after the spring semester is completed, with the last being May 2013.</p>	<p>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 submitted as an electronic document and as a bound book.</p>	<p>and progress through the program's courses.</p> <p>Specific to the Spring 2015 semester, 15 students were assessed in English 414 (5 junior-level and 10 senior-level students) and 19 students in English 114 (with 60% freshmen, 30% sophomores/juniors, and 10% seniors).</p>	<p>should at least meet minimums and complete a score of 2.5.</p> <p>We kept the same assessment since this was the first year English 114 was designated a Gen Ed Humanities course.</p>	<p>19 students, 8 completed a 2.5. 11 students completed a 3.5 or better.</p>	<p>to the previous year, students showed weakness in their critiquing skills. Also similar to last year, writing quality slightly dipped with more students committing surface level errors (typos, punctuation, etc.) and MLA formatting issues.</p> <p>Overall, student performance in English 114 workshop and critiquing skills showed students meeting the expectations of being a Gen Ed course. These are similar results to the previous three</p>	<p>learners. This will continue to create excellent recruiting opportunities. We expected students to be less prepared, but they were equally prepared.</p> <p>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> <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 time for small and full class workshop, publication assignments, custom writing exercises to prepare students for larger assignments, and more attention to close readings of texts.</p>
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		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 as a writer, and a personal assessment of their performance				years and will be addressed with more classes period dedicated to writing exercises and close readings of published writers.	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.
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		<p>Please note, all assignments are graded holistically by the professor with the assignments' guidelines described in the course syllabus and with further guidance for the professor. Our program does not use grading rubrics.</p>					
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Comments:

We expected larger changes to our assessment results would happen in English 114, due to the course's new designation as a General Education Humanities course. However, we were pleasantly surprised that results were very similar, confirming the course is accessible to majors, minors, and non-majors. It also gives us hope that there will be a larger demand for the course in the coming years. Overall methods of assessment were maintained from the previous year since our SLO's for the English 114 and English 414 have not changed. We continued to revise assignments to help students' needs to improve in the areas of critiquing each other's work and the issue of surface level errors and overall drafting. 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 utilized a Curriculum Map that was completed

during the previous assessment cycle, which helped our students successfully start and complete their Creative Writing Emphasis or Minor. Last year, the reviewers asked us to clarify the frequency of our assessment (once a year during the spring semester), and we were also asked to clarify how the outcomes are assessed by professors (holistically and without grading rubrics).

**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?
As stated in the catalog, the SLO is as follows:  Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology	Established in May 2010 to accompany the seven English major SLO's, to further distinguish CW skills.  This outcome is reviewed annually in May, after the spring semester is completed, with the last being May 2013.	Last year's recommendations demonstrated that CW Program assessment improved but needed to better clarify our grading methods, which are holistic and do not use grading rubrics. In order to further address this request, we placed more class time on explaining assignments in the syllabi and during class discussion. We also gave more guidance on how students should use small group and full class workshop	Building on the needs from the previous two years, we worked on clarifying assignment requirements for students and also better explaining our holistic grading methods. This need was also clear with English 114's new status as a General Education Humanities course.	We continue to address the quality of contact hours with students and to put even further emphasis on improving student writing, we have set the stage to continue to tackle the issue of student critiquing and improving their editing and revising techniques.  The CW Program will continue to benefit with more focus and approach on assignments that require multiple drafts and the use of the workshop environment to strengthen student critiquing skills, and the continued approach toward giving students practical applications of creative

and form within creative works to develop strong critiquing skills in the workshop environment.		<p>time.</p> <p>Additionally, more writing assignments were given to students during class to further strengthen “quality” over “quantity,” giving professors more time to discuss how course readings can help students succeed in writing assignments. 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 continue to use our curriculum map, completed in February 2013 with further updates coming in the next academic year.</p>		<p>writing, whether that be publication or graduate school.</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 evaluate students starting and finishing 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 reflects an</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</p>	<p>Last year’s recommendations demonstrated that CW Program assessment improved but needed to better clarify our grading methods, which are holistic and do not use grading rubrics. In order to further address this request, we placed more class time on explaining assignments in the</p>	<p>Building on the needs from the previous two years, we worked on clarifying assignment requirements for students and also better explaining our holistic grading methods. This need was also clear with English 114’s new status as a General Education Humanities</p>	<p>We continue to address the quality of contact hours with students and to put even further emphasis on improving student writing, we have set the stage to continue to tackle the issue of student critiquing and improving their editing and revising techniques.</p> <p>The CW Program will continue to benefit with more focus and approach on assignments that require multiple</p>

understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.	2014.	<p>syllabi and during class discussion. We also gave more guidance on how students should use small group and full class workshop time.</p> <p>Additionally, more writing assignments were given to students during class to further strengthen “quality” over “quantity,” giving professors more time to discuss how course readings can help students succeed in writing assignments. 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 continue to use our curriculum map, completed in February 2013 with further updates coming in the next academic year.</p>	course.	<p>drafts and the use of the workshop environment to strengthen student critiquing skills, and the continued approach toward giving students practical applications of creative writing, whether that be publication or graduate school.</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 evaluate students starting and finishing the Creative Writing Program.</p>
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Comments:

In 2014-15, the Creative Writing Program made smaller changes to assessment, and they clearly have improved how we document our grading. The changes have also helped us confirm our methods can work with majors, minors, and non majors. Overall methods of assessment were

maintained from the previous years 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 student critiquing and students' attention to writing quality. 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, we will put further emphasis on guiding students toward stronger workshop presence, publication opportunities on and beyond campus, and a clearer understanding of 114 as our introduction course and 414 as our capstone course. Our courses have strong numbers, so we hope to use those strong numbers to create an even bigger demand for our courses.

ENGLISH CURRICULUM MAP (COMPLETED JANUARY 2013)

<b>Course Name</b>	<b>Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature</b>	<b>Conducts, Evaluates, and Integrates Academic Research</b>	<b>Understands and Applies Techniques of Critical Theory</b>	<b>Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy</b>	<b>Uses a Range of English Syntactic Structures Effectively</b>	<b>Constructs an Original and Convincing Argument Using a Range of Rhetorical Techniques</b>
<b>ENG 114</b> 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.
<b>ENG 307</b> 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.
<b>ENG 308</b> 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.
<b>ENG 309</b>	essays	essays	essays	essays	essays	essays

Drama	classroom dialogue		exams classroom dialogue	exams classroom dialogue		exams classroom dialogue
<b>ENG 310</b> 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.
<b>ENG 315</b> 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.
<b>ENG 316</b> 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.
<b>ENG 317</b> 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.
<b>ENG 318 Creative Writing: Drama</b>	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.	
<b>ENG 319</b> 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
<b>ENG 325</b> 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.
<b>ENG 414</b> 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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