Colorado State	University – Pueblo	Undergraduate Program Assessment Report for AY 20	14-15	
Program:	_English-Creative Writin	<u></u>	Date:	_05/31/16

Completed by:_____Juan Morales______

Please complete this form for <u>each undergraduate program</u> in your department and return it as an email attachment before June 1, 2016.

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?
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creative with the last being May being May 2015. Process, growth as a writer, and critiquing skills in the areas of skills in the workshop and critiquing skills in the workshop and critiquing skills students in the workshop assessed in English 414 (3 was the first year English 114 was designated a writer, and efforts in publication. The students in publication. The final manuscript is english 114 (with course. workshop and critiquing skills showed writing will need students a Gen Ed meeting the expectations of final notebooks at the time of grading to help	and form	semester is	and a reflective	semester, 16	assessment in		performance in	final notebook
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	skills in the		publication. The		Humanities		expectations of	
environment. submitted as an 60% freshmen, course. These clarify expectations and	workshop		final manuscript is	English 114 (with	course.		_	time of grading to help
	environment.		submitted as an					clarify expectations and
electronic 30% are similar create consistency in all			electronic	30%			are similar	create consistency in all
document and as a sophomores/juni results to the classes. Also, the			document and as a	sophomores/juni			results to the	classes. Also, the
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seniors) in four years and will final notebooks should				seniors) in four			•	final notebooks should
Each 114 student sections be addressed be consistent, and								·
produced a final throughout the with more electronic notebooks			produced a final	throughout the			with more	electronic notebooks
notebook, which Fall 15 and Spring classes period are strongly			notebook, which	Fall 15 and Spring			classes period	are strongly

included a writing assignment in all four genres (fiction, nonfiction, drama, poetry) along with a reflective paper. The reflection	16 semesters.		dedicated to writing exercises and close readings of published writers.	recommended for all sections of 114.
required the students to discuss their writing process, revision techniques, overall growth as a writer, and a personal assessment of their performance.				
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.				

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As stated in	Established	For Creative	English 114	414 students	In 414, 3	Overall, student	Assessment methods
the catalog,	in May 2010	Writing emphasis	(Spring 2015) &	should	students	performance in	were updated based on
the SLO is as	to	and minor students	414 (Spring 2015).	complete a	completed a	English 414 had	received feedback to
follows:	accompany	starting the CW	This allows the	2.75, the same	score of 2.75,	improved their	help clarify our
	the seven	Program (ENG 114)	CW Program to	number from	8 scored at	full	methodology. English
[Student]	English	and finishing the	assess staring and	previous	3.0, and 3	performance	114's methods of
produces	major SLO's,	CW Program (ENG	completing	assessment.	students	from the	evaluation remain
writing	to further	414).	Creative Writing		scored 3.75.	previous year's	similar with subtle
competitive at	distinguish		students and to	In 114, all		results. Similar	changes to focus on
a publishable	CW skills.	Each 414 student	see overall	students should	In 114, out of	to the previous	Non-English major
level, which		produced a final	growth and	at least meet	19 students, 8	year, students	learners. This will
reflects an	This	notebook, which	progress through	minimums and	completed a	showed	continue to create
understandin	outcome is	included a	the program's	complete a	2.5. 11	weakness in	excellent recruiting
g of the	reviewed	manuscript in their	courses.	score of 2.5.	students	their critiquing	opportunities. We
creative	annually in	genre of expertise			completed a	skills. Also	expected students to be
writing	May, after	(fiction, nonfiction,	Specific to the	We kept the	3.5 or better.	similar to last	less prepared, but they
genres, the	the spring	poetry, or drama)	Spring 2015	same		year, writing	were equally prepared.
business of	semester is	and a reflective	semester, 15	assessment		quality slightly	
writing, and	completed,	analysis of their	students were	since this was		dipped with	Meanwhile, the recent
the drafting	with the last	overall coursework	assessed in	the first year		more students	English 414 points to
and revision	being May	in the areas of	English 414 (5	English 114 was		committing	more attention being
process for	2015.	process, growth as	junior-level and	designated a		surface level	given to publication
individual and		a writer, and	10 senior-level	Gen Ed		errors (typos,	opportunities and
collections of		efforts in	students) and 19	Humanities		punctuation,	exploration for students
works.		publication. The	students in	course.		etc.) and MLA	with individual and
		final manuscript is	English 114 (with			formatting	manuscript sized pieces.
		submitted as an	60% freshmen,			issues.	
		electronic	30%				The Director of Creative
		document and as a	sophomores/juni			Overall, student	Writing continues to
		bound book.	or, and 10%			performance in	work with Creative
			seniors).			English 114	Writing professors to
						workshop and	assess current methods
						critiquing skills	and to address areas of
						showed	improvement for
	L	l .	l .	1	I	l .	l .

			students meeting the expectations of being a Gen Ed course. These are similar results to the previous three years and will be addressed with more classes period dedicated to writing exercises and close readings of published writers.	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. 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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Comments:

During this academic year, performance numbers in English 114 and 414 proved to be similar to previous years. With English 114-Introduction to Creative Writing, we began assessing all sections offered in the fall and spring semester instead of selecting one random course. This has allowed us to see how outcomes are being met, but it also quadrupled the amount of students to assess. Overall, students performed similarly in all sections offered; however, the assessment process proved to be much difficult because of a lack of consistency. Some professors used electronic final notebooks while others used hard copy notebooks. Also, the assignments were similar but not consistent with some professors requiring all materials to be revised versus one creative writing piece revised. The professors also had different expectations for the final notebook reflection. During the assessment

process, the use of rubrics were reintroduced and are recommended for professors to use during the time of grading. This should help streamline the creative writing assessment process and divide the work evenly instead of overwhelming the Director of Creative Writing.

In English 414, Advanced Creative Writing Workshop, the majority of students performed higher than the goal of 2.75; however, several students' materials were not as strong as the previous year. Regardless, the CW Program plans to get the majority of students to perform at a higher rate since we are already close to that goal. One attainable goal would be to get 75% of students to achieve a 3.5 rating or higher. Their final notebook reflections and parts of the notebook were missing, which affected students' performance in the area of critical analysis and their engagement in the creative writing workshop. Rubrics were also re-introduced for the assessment of final notebooks and to clarify the assessment process, which matches the reviews of our assessment process last year.

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?
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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 and form within creative works to develop strong critiquing skills in the workshop environment.

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 2015. Last year's recommendations required us to assess all sections of 114 offered during the fall and spring semesters. Also, that CW Program assessment improved but needed to better clarify our assessment methods with the use of rubrics, which should be updated during the next assessment cycle. In the classes, the workload needs to be addressed to clarify the expectations of a 100-level course and a 400-level course.

We continue to use our curriculum map, completed in February 2013 with further updates coming in the next academic year, and we will also look at updating the CW assessment rubric to see if 114 and 414 require two different rubrics.

Building on the needs from the previous year, we worked on assessing all English 114 courses, which increased the workload but also gave us more accurate numbers. The rubric was carefully incorporated again into the assessment process for 114 and 414 courses.

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 writing, whether that be publication or graduate school.

As mentioned, the CW Program will have to create consistency to help students have clear outcomes and expectations in their classes.

Specifically, this will require them to also have consistent form of final notebooks and grading rubrics.

Assessment forms should also be completed by the professor when grading final notebooks to keep the assessment process efficient and clear.

As stated in the catalog, the SLO is as follows:

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, after the spring semester is completed, with the last being May 2015. Last year's recommendations required us to assess all sections of 114 offered during the fall and spring semesters. Also, that CW Program assessment improved but needed to better clarify our assessment methods with the use of rubrics, which should be updated during the next assessment cycle. In the classes, the workload needs to be addressed to clarify the expectations of a 100-level course and a 400-level course.

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Comments:

In 2015-16, the Creative Writing Program increased their assessment sampling, which also indicated the need for consistency in all sections of English 114-Introduction to Creative Writing being taught by different professors. The final notebook assignment for English 114 needs to be made consistent, so students receive a similar learning experience in all sections. This should also help address the continued needs to improve students' analytical skills in their reflection assignments and their use of literary terms.

The overall performance of students remains strong and above expectations; however, there remains a need to better evaluate how student starting the Creative Writing Program versus the students completing the program.

For the next assessment cycle, it is again recommended that professors complete rubrics and and assessment while grading the final notebooks and then submit them to the Director of Creative Writing. This will give the Director of Creative Writing more time to review the data and report more efficiently. Also, it is also recommended that the rubric for creative writing courses be updated and reviewed to see if they match course assignments. This will also explore the question if we need a separate rubric form for English 114 and English 414.

ENGLISH CURRICULUM MAP (COMPLETED JANUARY 2013)

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

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 genrespecific 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, inclass writing, and exams.
ENG 309 Drama	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays 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 genrespecific 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, inclass writing, and exams.
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ENG 315 Creative Writing:	Reading, composing,	Research and applications of	Students' original writing informed	Readings, in-class discussion, writing	In-class writing and	Distinguishes the approach
Poetry	discussion, and close reading of canonical works within the traditions of creative writing poetry with a more intensive workshop approach.	students' own writing process through the reading and analysis of process and craft-based essays on poetry.	by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and inclass writing exercises.	exercises, and genre- specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	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.	of literary analysis and critical theory writing with 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	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 inclass writing	Readings, in-class discussion, writing exercises, and genrespecific 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	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.
	fiction with a more	essays on	process reflection	0	language while	
	workshop approach.		exercises.		times to break conventions and principles within the	
					genre.	

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

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

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

English 114/English 414-Final Notebook Evaluation Sheet

Notebook Number:					Scorer:
Rate each essay in each category on a explained on the reverse.	scale of () to 4, 4 b	eing the h	ighest. The	rubrics are
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:

English 414-Advanced Workshop Final Notebook Evaluation Standards for Program Assessment

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.
- 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.
- The notebook contains significant errors in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
- O. 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.
- The notebook manifests a satisfactory level of language awareness, as reflected in the acceptable use of effective syntactic structures in creative writing workshops.
- 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.
- O. The notebook does not manifest college-level skills in English syntax or the elements of creative writing workshops.