

Program: _____ Creative Writing _____

Date report completed: _____ May 31, 2018 _____

Completed by: _____ Professor Juan Morales _____

Assessment contributors (other faculty involved in this program’s assessment): _____ Professor Patrick Carter, Professor Dorothy Heedt, Professor Juan Morales, & Professor Danielle Holmes _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2017. You’ll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>.

Please describe the 2016-2017 assessment activities for your program in Part I. Use Column H to describe improvements planned for 2017-2018 based on the assessment process. In Part II, please describe activities engaged in during 2016-2017 designed to close-the-loop (improve student learning in the program) based on assessment activities and the information gathered in previous cycles. Thank you.

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

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 that level?	F. What were the results of the assessment?	G. What were the department’s conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?

<p>As stated in the catalog, the SLO is as follows:</p> <p>[Student] 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.</p>	<p>Established May 2010 to accompany the seven English major SLO's.</p> <p>Last completed May 2017.</p>	<p>For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414).</p> <p>Each 414 student produces a final notebook.</p> <p>Each 114 student produces a final notebook.</p> <p>Please see the attached rubric.</p>	<p>English 114's 8 sections (Fall '17 & Spring '18) & one 414 section (Spring '18), allowing the CW Program to assess students at the start and finish of the program.</p>	<p>414 students should complete a 2.75, the same number from previous assessment.</p> <p>In 114, all students should at least meet minimums and complete a score of 2.75.</p>	<p>In 414, 86% of all students (14) completed a score above 3.0.</p> <p>In 114, out of 129 students, 70% exceeded 2.75.</p>	<p>Overall, 414 student performance in English 414 exceeded performance goals.</p> <p>Similar to last year, 114 student performance missed the goal of 75% students receiving a 2.75 or higher by 5%. It is recommended we revise our goal to be 70% of students achieving a 2.75 or higher due to the high volume of students taking the course.</p>	<p>Based on last year's goals, assessment does not indicate a need for significant changes to the program at this time. However, assessment achievement goals should be reviewed by Creative Writing faculty since 114 covers CW majors, minors, and Ged Ed students.</p> <p>Based on last year's goals for 414, assessment does not indicate a need for significant changes to the program at this time.</p>
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<p>As stated in the catalog, the SLO is as follows:</p> <p>[Student] produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.</p>	<p>Established May 2010 to accompany the seven English major SLO's.</p> <p>Last completed May 2017.</p>	<p>For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414).</p> <p>Each 414 student produces a final notebook.</p> <p>Each 114 student produces a final notebook.</p> <p>Please see the attached rubric.</p>	<p>English 114's 8 sections (Fall '17 & Spring '18) & one 414 section (Spring '18), allowing the CW Program to assess students at the start and finish of the program.</p>	<p>414 students should complete a 2.75, the same number from previous assessment.</p> <p>In 114, all students should at least meet minimums and complete a score of 2.75.</p>	<p>In 414, 86% of all students (14) completed a score above 3.0.</p> <p>In 114, out of 129 students, 70% exceeded 2.75.</p>	<p>Overall, 414 student performance in English 414 exceeded performance goals.</p> <p>Similar to last year, 114 student performance missed the goal of 75% students receiving a 2.75 or higher by 5%. It is recommended we revise our goal to be 70% of students achieving a 2.75 or higher due to the high volume of students taking the course.</p>	<p>Based on last year's goals, assessment does not indicate a need for significant changes to the program at this time. However, assessment achievement goals should be reviewed by Creative Writing faculty since 114 covers CW majors, minors, and Ged Ed students.</p> <p>Based on last year's goals for 414, assessment does not indicate a need for significant changes to the program at this time.</p>
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Comments on part I:

During this academic year, performance numbers in English 114 were similar to last year. The program still needs to still address the challenge of accommodating the learning experience of majors, minors, and non-majors simultaneously. This year, all courses were assessed for the 2017-18 year, and every section the same text. As stated, the program should revise assessment goals to match student achievement. In English 414, Advanced Creative Writing Workshop, all students performed well and beyond expectations.

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 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>[Student] 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.</p>	<p>Last completed May 2017.</p>	<p>Last year's recommendations were to report our numbers in percentages and to also revisit and revise our curriculum map since it has not be revised since 2013. This will be done in the 2018-19 to coincide with our department's Program Review.</p>	<p>Yes. Our numbers were analyzed with percentages, all sections took part in assessment, and all sections of 114 used a common text.</p>	<p>In 114, we saw similar performance to last year's assessment. We do have a clear plan to update our curriculum map and revisit the assessment goals for 114.</p> <p>Our 414 course shows improvement in overall performance.</p>

<p>As stated in the catalog, the SLO is as follows:</p> <p>[Student] produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.</p>	<p>Last completed May 2017.</p>	<p>Last year's recommendations were to report our numbers in percentages and to also revisit and revise our curriculum map since it has not be revised since 2013. This will be done in the 2018-19 to coincide with our department's Program Review.</p>	<p>Yes. Our numbers were analyzed with percentages, all sections took part in assessment, and all sections of 114 used a common text.</p>	<p>In 114, we saw similar performance to last year's assessment. We do have a clear plan to update our curriculum map and revisit the assessment goals for 114.</p> <p>Our 414 course shows improvement in overall performance.</p>
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Comments on part II:

Overall, our program got all sections reported and ensured all sections used common text.

Future plans include updating the new contact for The Creative Writing Program since Dr. Iver Arnegard will be assuming the role of Creative Writing Director, reviewing our assessment goals, and the curriculum map for creative writing. Our efforts will be to make sure the assessment goes smoothly next year while supporting our Program Review next year.

The overall performance of students remains strong in our program with some clear goals moving forward.

English 114-Final Notebook Evaluation Sheet

Notebook Number: _____ Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest. The rubrics are explained on the reverse.

0 1 2 3 4

Reveals Writing Skills Appropriate to the Work’s Genre(s) and Proper Use of Conventions, Terminology, and Traditions					
Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work					
Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods					
Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops					

Notes:

English 414-Final Notebook Evaluation Sheet

Notebook Number: _____ Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest. The rubrics are explained on the reverse.

0 1 2 3 4

Reveals Writing Skills Appropriate to the Work’s Genre(s) and Proper Use of Conventions, Terminology, and Traditions					
Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work					
Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods					
Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops					

Notes:

English 114 & 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.
1. The writing contains significant errors regarding genre's conventions, terminology, and traditions and shows little originality.
0. The paper reveals little or no familiarity with any conventions, terminology, and traditions or very limited originality.

Demonstrates an Appropriate and Thematically Accurate Organization of Collected Work

4. The notebook reflects and makes appropriate use of an understanding of critical theory.
3. The notebook makes no significant errors in using critical theory.
2. The notebook is weakened by inadequate knowledge or use of critical theory.
1. The paper contains significant errors regarding critical theory or its use.
0. The notebook reveals little or no understanding of critical theory.

Incorporates Relevant and Accurate Theories and Techniques of Literary Criticism, Rhetoric, and Research Methods

4. The notebook reflects proficiency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
3. The notebook reflects acceptable competency in writing about process, creative writing conventions, and in analyzing and synthesizing ideas.
2. The notebook is weakened by inadequate skill in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
1. The notebook contains significant errors in writing about process, creative writing conventions, or in analyzing and synthesizing ideas.
0. The notebook does not manifest college-level skills in writing process, creative writing conventions, or in analyzing and synthesizing ideas.

Manifests Pedagogical Theories and Techniques Appropriate to English Studies and Creative Writing Workshops

4. The notebook manifests a sophisticated level of language awareness, as reflected in the sophisticated use of effective syntactic structures utilized in creative writing workshops.
3. The notebook manifests a satisfactory level of language awareness, as reflected in the acceptable use of effective syntactic structures in creative writing workshops.
2. The notebook is weakened by inadequate mastery of English syntactic structures and elements of creative writing workshops.
1. The notebook makes significant errors in syntax and creative writing workshop elements.
0. The notebook does not manifest college-level skills in English syntax or the elements of creative writing workshops.

