



Academic Program Assessment Report for AY 2022-2023

Program: Creative Writing

(Due: June 1, 2023)

Date report completed: June 8, 2023

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Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2023-2024 based on the assessment process.

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 <u>last</u> reported on prior to this cycle? (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 (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	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?
Construct and deconstruct arguments using a range of rhetorical strategies.	May 2020	For Creative Writing emphasis and minor students starting the CW Program (ENG 114) and finishing the CW Program (ENG 414). Each 414 student produces a final notebook. Each	40 students from 3 sections of ENG 114 and 10 students from ENG 414 to assess students at the start and finish of the program.	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	In 414, 8 of 10 students completed a score above 3.0. In 114, out of 40 students, 70% of students exceeded 2.75.	Overall, 414 student performance in English 414 exceeded performance but demonstrated a small decline of this SLO. Overall, 114 students showed a small decline in performance, but we still met	Assessment in English 114 and 414 have been met and show good overall student performance. However, the department recently completed a five-year program review and will be updating our SLOs, curriculum map, course offerings, and assessment procedures with the goal of incorporating new assessment goals for next year.

		114 student produces a final notebook. Please see the attached rubric.		of 2.75.		expectations. This still will require us to review reasons behind this performance dip.	

Comments on part I: During this academic year, performance numbers in English 114 and 414 met assessment goals. However, the assessment process needs to be updated this coming year based on new department personnel in Creative Writing and English and to better serve changes to the majors and minors in the program. This will include revisiting the shared SLOs for the department, finally updating the curriculum map, reviewing courses and course rotations, and also determining the cause of the small but noticeable performance dip for students. Student performance may still be impacted by a post-covid world. There should also be consideration of how assessment can help support overall recruitment for the minor and major for the Creative Writing Program.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2022-2023 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Construct and deconstruct arguments using a range of rhetorical strategies.	May 2020	The outgoing CW Director suggested making “assessment more accessible and better.” However, it is unclear on how these goals were addressed or not addressed.	Due to the personnel changes in the department, assessment updates and improvements were not made as originally planned. With new faculty coming, we are hoping to significantly revisit our assessment process to determine how incoming students can be prepared for the program, methods to bolster recruitment in 114, and also reviewing 414’s final notebook to determine if it is an appropriate capstone.	The outgoing CW Director cited improvements despite the pandemic, and the evaluators provided supportive feedback. The department has shown consistently good assessment, so it is time to determine if the assessment method is leading to pragmatic methods in the classroom for students to succeed in meeting the next SLO scheduled for next year.

Comments on part II:

English 114-Introduction to Creative Writing Workshop Final Notebook Evaluation Sheet

Notebook Number: _____ Scorer: _____

Rate each essay in each category on a scale of 0 to 4, 4 being the highest.

	0	1	2	3	4
Demonstrate and apply traditional and contemporary knowledge in cultural contexts.					
Conduct, analyze, evaluate, and integrate academic research and theory.					
Construct and deconstruct arguments using a range of rhetorical strategies.					
Utilize innovative creative, technological, and literacy skills to foster career and community growth.					

Notes: