

# Annual Program Assessment Report

Due October 1, 2024

## Program: Creative Writing

Please limit responses to 500 words for each item.

### Program-level Learning Outcome Information

a. Which Program Learning Outcomes and Learning Indicators were assessed most recently? All of our learning outcomes have been assessed as recently as May, 2024. The reason being our courses' learning outcomes contained the requirements for goal 6, yet were not listed as goal 6 classes, and this is why our program has worked with GELS to get these required courses listed. Please find the following email recently sent to the GELS Committee: Dear GELS Committee: Thank you for your time in reviewing the following six courses in creative writing to fulfill the requirements of Goal 6: WRIT 352: Writing Memoir; WRIT 353: Writing Short Fiction; WRIT 354: Writing Poetry; WRIT 356: Humor Writing; WRIT 357: Writers as Readers; WRIT 358: 1000 Words or Less; WRIT 481: Advanced Creative Writing. You will find overlap in these courses due to our workshop environment. It is essential that initially all of our courses focus on creating a community of writers who read, write, discuss, and revise extensively. Weekly assignments are required, and pedagogically focused for each specific course. For example, our memoir course is specific to memoir writing. Short fiction focuses specifically on fiction up to 20 pages in length. 1000 Words or Less starts with a 50 word story assignment. I am attaching syllabi for each course, along with some examples of weekly agendas for the courses. The following six courses contain the same basic ingredients in the following requirements: **Demonstrate awareness of the scope and variety of works in the arts and humanities. Understand those works as expressions of individual and human values within a historical and social context. Respond critically to works in the arts and humanities. Engage in the creative process or interpretive performance. Articulate an informed personal reaction to works in the arts and humanities. Below is a brief explanation of why I feel Goal 6 fits the proposals:** Attached are the six proposals for consideration of Goal 6. All of our required courses focus on specific goals/learning outcomes that are similar in focus, yet the elements become fine-tuned for our creative writing majors. As writers progress in the program the required courses fine-tune the fundamental elements for successful writing to include our reading audience; creative beginnings; point of view; characterization; setting; dialogue; plot; re-vision. Again, by reviewing syllabi you will see the focus for each course is specific to the genre. I believe by reviewing the proposals/syllabi you will find the these courses fit under Goal 6, and although there is a prerequisite for creative writing majors: WRIT 251: Introduction to Creative Writing, non-majors are encouraged to enroll in any of the following courses to fulfill a Goal 6 requirement: WRIT 352; WRIT 353; WRIT 354; WRIT 356; WRIT 357; WRIT 358; WRIT 481. Creative writing majors may repeat any of the 300-level courses.

b. When were they assessed? [semester(s) and year(s)] **Spring Semester, 2024**

c. How were they assessed? [methods] **faculty input at meetings**

d. What were the results? **An updated list of learning outcomes more specific to our program.**

- e. Provide a brief narrative regarding the conclusions about the results (Trends/Strengths/? Weaknesses or Gaps? **We have clear and direct dialogue with our students, and we rely on their input each semester. I also advise the creative writing majors, and many of them meet with me either during face-to-face office hours, or through a scheduled zoom meeting.**
- f. What have you implemented/what do you plan to implement to improve achievement of student learning outcomes based on the results? If nothing has been implemented or planned, please provide an explanation for why improvement is not needed. **Students let us know what's working for them, why or why not, and they are given various opportunities to evaluate content of class(es), teaching methods, and mode of delivery. We are always asking out students for feedback regarding these main issues.**

## Curriculum Map of Program and Institutional Learning Outcomes

**Program: Creative Writing** **The creative writing program empowers student voices during their academic experience and beyond. By teaching the courses in a workshop setting, students develop their skills of leadership, listening, and writing through consistent feedback and interactive dialogue. Students read and write extensively in the core courses; assigned readings represent cultural and genre diversity. We encourage student involvement in our university arts journal, *Haute Dish*, to further learn the editorial process as well as adapt to a clear understanding of writing styles including documentation for academic assignments. Graduates of the program find work in editing, publishing, web design, freelance writing, etc. Several of our students go on to pursue a liberal arts graduate degree. Our students tell us our program is deeply impactful in terms of developing a writer's life committed to the arts.**

- List the program learning outcomes in the left-hand column.
- List the courses that comprise the program across the top row listing the required courses first and then the elective course
- Review the course learning outcomes for each of the courses in the program and enter at least one the following for each learning outcome cell in the course column:
  - NA: Not addressed in this course
  - I: Introducing the program learning outcome, students will likely demonstrate a range of achievement of that program learning outcome
  - R: Reinforcing the program learning outcome, students will likely demonstrate a range of achievement of that program learning outcome
  - M: Mastering the program learning outcome, students are expected to demonstrate the expected level of mastery in this course
  - A: Assessment of the program learning outcome will occur in this course

| Program Learning Outcomes   |  |  |  | 251<br>intro | 352<br>M | 353<br>SF | 354<br>P | 356<br>H | 357<br>W/R | 358<br>1000 | 371<br>E | 481<br>ACW | 300<br>R/I | 324<br>topic | 359<br>BC |
|---|--|--|--|--------------|----------|-----------|----------|----------|------------|-------------|----------|------------|------------|--------------|-----------|
| #1 Develop critical thinking skills (analysis, imagination, synthesis, and evaluation).   |  |  |  | I            | R        | R         | R        | R        | A          | M           |          | A          | I          | `R           | R         |
| #2 ability to implement the essentials of creative writing craft in works of short creative writing, including voice, tense, point of view, narrative and/or lyric arc, pacing, use of specific details, beginnings and endings, titles and creative use of language and vocabulary |  |  |  | R            | M        | M         | M        | M        | A          | M           |          | A          | R          | R            | R         |
| #3 Select appropriate communication choices for specific audiences.   |  |  |  | R            | M        | M         | M        | M        | A          | M           |          | A          | R          | R            | R         |
| #4 Understand/demonstrate the writing process through convention, organization, drafting, revision, editing and presentation.   |  |  |  | I            | M        | M         | M        | M        | A          | M           |          | A          | M          | M            | M         |
| #5 Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.   |  |  |  | M            | M        | M         | M        | M        | A          | M           |          | A          | M          | M            | M         |
| #6 Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.  |  |  |  | M            | M        | M         | M        | M        | A          | M           |          | A          | M          | M            | M         |

Introduction—frame this with an understanding that programs + GELS= ILOs

- Review the list of the institutional learning outcomes in the left-hand column
- List the courses that comprise the program across the top row listing the required courses first and then the elective course
- Review the course learning outcomes for each of the courses in the program and enter at least one the following for each learning outcome cell in the course column:
  - NA: Not addressed
  - I: Introduced
  - R: Reinforced
  - M: Mastered
  - A: Assessed

| Institutional Learning Outcomes                          | 251<br>intro | 352<br>M | 353<br>SF | 354<br>P | 356<br>H | 357<br>W/R | 358<br>1000 | 371<br>E | 481<br>ACW | 300<br>R/I | 324<br>topic | 359<br>BC |  |  |  |
|--|--------------|----------|-----------|----------|----------|------------|-------------|----------|------------|------------|--------------|-----------|--|--|--|
| Knowledge: Graduates will acquire and produce knowledge, | R            | M        | M         | M        | M        | A          | M           |          | A          | M          | R            | R         |  |  |  |

|   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|
| independently and collaboratively   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
| Information Literacy:<br>Graduates will find, interpret, and critically evaluate quantitative and qualitative information   | R | M | M | M | M | A | M |   | A | R | R |  |  |  |  |  |  |
| Problem-Solving:<br>Graduates apply evidence-based analysis and critical thinking for creative problem-solving and innovation   | R | M | M | M | M | A | M | M | A | R | R |  |  |  |  |  |  |
| Communication:<br>Graduates effectively communicate orally, visually, nonverbally, in writing, with creative media, or through the arts   | R | M | M | M | M | A | M | M | A | R | R |  |  |  |  |  |  |
| Antiracism: Graduates demonstrate an understanding of the importance of equity and inclusivity and can advocate for antiracism and social justice in communities and global societies | M | M | M | M | M | A | M | M | A | M | M |  |  |  |  |  |  |

Signed by program members below: Suzanne Nielsen

## Annual Program Assessment Report Rubric

Note: The elements of this rubric are practically identical to those found as Criterion #8 (Assessment of Student Learning Outcomes) category on the PAR rubric for evaluating program health and sustainability. Criterion #8, modified for visual clarity, is included here for convenience.

|  |   |   |   |
|--|---|---|---|
| Criterion 8:<br>Assessment of<br>Student<br>Learning<br>Outcomes:<br><br>Program-level<br>Learning<br>Outcomes | The program does not have current program learning outcomes, or the program learning outcomes cannot be assessed.                                     | The program has current program learning outcomes that can be assessed.   | The program has current program learning outcomes that can be assessed.   |
| Assessment<br>Data Collection  | The program is not collecting assessment of student learning data regularly.  | The program is collecting assessment of student learning data regularly.  | The program is collecting assessment of student learning data regularly.  |
| Assessment<br>Data Analysis  | The program is not analyzing assessment of student learning data to inform changes to the curriculum, learning activities, or pedagogy, if warranted. | The program is analyzing assessment of student learning data to inform changes to the curriculum, learning activities, or pedagogy, if warranted. | The program is analyzing assessment of student learning data to inform changes to the curriculum, learning activities, or pedagogy, and documents those activities. |