



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**

**ENGL 2330 – Creative Writing I**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

The student will:

- Generate creative writing projects in both prose and verse.
- Learn techniques, styles, and forms for imaginative writing.
- Participate constructively in a workshop environment.
- Explore structures and techniques used in published fiction and poetry.

### 2. Which CLOs were addressed for this academic year? (2018-2019)

All CLOs are assessed, but only the following were reported for 2018-2019:

- The student will learn techniques, styles, and forms for imaginative writing.
- The student will participate constructively in a workshop environment.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All CLOs will be assessed, but only the following will be reported for 2019-2020:

- The student will generate creative writing projects in both prose and verse.
- The student will explore structures and techniques used in published fiction and poetry.

### 4. Explain the assessment cycle.

Assessment cycles run for three years, the last being 2016-2019. The following cycle will collect data from 2019-2021.

The 2016-2019 cycle focused on measuring the final product of the creative writing portfolio. In both cycles, grammar, figurative language, and language clarity is assessed in the final product. The 2016-2019 rubric allowed for "evidence of revision and editing," but this was a subjective view of the instructor. The new cycle will attempt to assess all parts of the creative writing process. Instead of "evidence of revision and editing," we are now assessing how that editing took place: was the student able to incorporate specific feedback, beyond just editing grammar? As asked for in the self-reflection, the student must address their process of revision and their effort into the creative process.

## 5. What are the assessment methods? Are they direct or indirect?

Students will read and analyze, with particular attention to structures and techniques, published literary works in a critical manner in order to investigate and study the craft, techniques, styles and forms of creative writing; write in various genres and forms, specifically prose and verse; critique other students' work, and have their own work critiqued in a constructive workshop environment. As a writer's workshop community is only as good as the individuals who compose it, each student will be expected to exhibit enthusiasm, ambition, effort, and accomplishment, the necessary qualities for a writer. Students will generate a final portfolio that includes original compositions that demonstrate techniques learned in the course and collaborative writing processes, early drafts, and a self-reflection.

For a primary capstone assessment, students will submit a portfolio at the end of the semester and a standard rubric will be used to evaluate the assignment. All Creative Writing students will submit a portfolio of at least three original compositions that demonstrate consistent and skillful use of sensory, concrete, and/or figurative language that clearly advances the purpose in the compositions. A standard rubric will be used to evaluate the students' portfolios. The rubric will determine the student's level of competency in meeting this learning outcome - Mastered, Developing, Emerging, or Not Present.

## 6. What are the assessment goal(s)?

The assessment goals for the previous cycle are for a minimum success rate of 75%. At least 75% of students assessed display adequate proficiency or higher on all assessed CLOs.

## 7. What were the findings for this academic year? (2018-2019)

Overall, 91 out of 96 students assessed displayed adequate proficiency or higher in the reported CLOs. Therefore, the assessment goal of 75% was reached at 94%. In the Techniques, Style, and Forms CLO, 19 traditional students were assessed with a success rate of 100%. The online student success rate was 93% with 72 out of 77 student displaying adequate proficiency or higher. The numbers were the same for the second CLO, Workshop Environment.

## 8. What is your analysis of the findings?

The assessment cycle from 2016-2019 displayed consistent findings for both CLOs reported. While both success rates were well above the assessment goal, the rates for online students appeared to be slightly lower in the last two semesters of the cycle (Fall

2018 and Spring 2019). This suggests a facet of online learning that contributed to the rate drop.

### 9. What is the action plan for the next academic year? (2019-2020) Explain.

Creative Writing faculty will meet in the early fall semester to discuss results as well as work through norming workshops to guarantee the accuracy and standardization of assessment procedures and CLOs for the 2019-2021 assessment cycle. The new rubric will be used for the new cycle, but the assessment measures may be revisited due to the consistently high results in the previous cycle.

Faculty will also engage in reviving *The View from Here*, a student-based literary journal beginning in the Fall 2019 semester to continuously involve students with the CLOs beyond the classroom.

The drop in online success rates will also be addressed through new focus in online learning across the campus.