

2010-11 Program Assessment Update

Department & Program: English/Creative Writing

submitted by: Professor Gregory Spatz, Program Director

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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For students to gain confidence in understanding their writing and themselves as writers in the context of the current literary world.	<p>The capstone/senior thesis course is the final cohort class in the undergraduate creative writing curriculum. All graduating students are required to complete the course before graduation.</p> <p>Question administered at first meeting of the capstone/senior thesis course and again at last class meeting: <i>Rate, from one to five (five being the highest), your confidence in your understanding of your writing and yourself as a writer in the current literary world.</i></p>	<p>Start of term average (of twenty respondents)= 2.61</p> <p>End of term average (of eighteen respondents)= 3.82</p> <p>Overall increase = 1.21</p>	The current mode of instruction appears to be working to achieve this learning outcome. No additional action recommended for this objective. However, it would be worth devising and experimenting with additional modes of instruction towards this outcome and seeing if any increase in the numbers follows.	NA	The capstone/senior thesis course is that part of our major curriculum at which the Creative Writing Program faculty have chosen to work on establishing a firm self-concept for our student writers. We have deliberately included course elements that invite them to consider their places, and potential places, in the larger literary world. From the data collected, this approach seemed to be working.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.

Sample Assessment table showing one SLO for one program

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Embedded test questions from Cluster A courses randomly selected throughout AY 2010-2011.	(1.) Data were gathered from 5 Cluster A courses from course examinations (2.) Findings from 200 sampled tests indicate that 80% of students answered identified questions correctly	(1.) Consider use of a pre-test/post-test format to determine which areas are generally known to students at pre-test so more attention can be focused on unfamiliar areas.	Plan: develop pre-test over summer 2011 Implement during 2011-2012 AY	This SLO is still central to program mission.

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Understanding of the level of sophistication, care of composition, attention to revision and (when applicable) of the methods and functions of research that are necessary to literary writing.	<p>CRWR 600-Thesis and MFA oral.</p> <p>Because the thesis is the final measure of our students' work in Creative Writing, representing the culmination of their education in the MFA program and providing the clearest, measurable figuration of their growth as writers during their time here, we have chosen it here (as we have in recent years) as the "data source" for evaluation of SLOs. Additionally, thesis is the single central cohort element of the MFA curriculum which cuts across all genres of specialization (fiction, poetry and creative nonfiction) and providing an obvious and measurable set data for assessment.</p>	<p>Of the twenty-one students eligible to complete their MFA Degree Program during the AY 2010-11, twenty successfully presented and defended their theses. Seven of these twenty exceeded expectations, during the defense; thirteen met expectations.</p> <p>The one student who might have defended in 2011 elected to defer her defense in order to pursue a Fulbright scholarship. Her work abroad on the Fulbright will be incorporated into her thesis project which appears to be on schedule for completion in fall of 2012.</p>	No program changes appear to be in order..	NA	The thesis continues to effectively serve its purpose as a final curricular measure for our MFA students' overall performance, representing the culmination of their studies and creative work in the CRWR MFA Program. While the majority of our students are able to complete the degree in a timely fashion, within the programs' given two-year timeline, those whose work fails to meet expectations, or who need additional time for other reasons, are clearly identifiable; the program is flexible enough to accommodate their needs as well.

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