General Education Annual Course Assessment Form

Course Number/Title  _ENGL 71: Introduction to Creative Writing_  GE Area _____C2__________

Results reported for AY ____2013-14____  # of sections __13____  # of instructors __8______

Course Coordinator:  ____Alan Soldofsky_____________  E-mail:  ____alan.soldofsky@sjsu.edu_____

Department Chair:  ____Shannon Miller_______________  College:  ____Humanities and the Arts_______

Instructions:  Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   An appropriate outcome to measure in an entry-level Creative Writing course is how clearly and effectively students can write/revise a poem or piece of short nonfiction. SLO 3 was assessed based upon the quality of students’ work in response to being assigned to write a poem or a short nonfiction “Self-Portrait” to emulate Adam Zagajewski’s poem (in translation) “Self-Portrait” and Linda Pasten’s poem “Self-Portrait.”

   The SLO 3 outcomes, measured from the samples used, varied in outcome from section to section, not counting for reasonable statistical variation. It would appear this is a fair assessment of student outcomes, which also correlates to grades, where students must achieve a “C” or higher to meet GE course standards and receive credit for the course. Nevertheless, our conclusion is that the course is successful in facilitating student success in meeting SLO 3. Few as 9% failed to meet the standard, and only an additional 11% barely met the standard. The other 80% of the students met or exceeded the standard. (Data for one of the thirteen ENGL 71 sections not available. The report will be updated when data from all fourteen sections is available.)

   The faculty teaching ENGL 71 will continue to use this common assignment to assess SLO 3 in future semesters, but as coordinator I will offer more training in how to administer the assignment and meet with the faculty as a group as well as encourage discussion on the ENGL 71 Tumblr blog. Each participating instructor assessed a sample of 10 of their students’ works of creative writing written in response to this common prompt. The results for AY 2013-14 are as follows:

   Failed (to meet standards for the assignment):  **8%**
   Barley meets (standards for the assignment):  **11%**
   Meets (standard for the assignment):  **48%**
   Exceeds (standards for the assignment):  **33%**
SAMPLE SIZE: 120 Students

ENGL 71 draws from a wide range of students across the university, representing a wide-range of student abilities. More than simple sentence-level correctness and clarity, as would be assessed in a composition course, the writing standards in ENGL 71 include higher order Creative Writing skills: the ability to create effective literary devices (image, metaphor, simile, allegory, etc.) and the ability to write imaginatively and concisely in a nuanced manner. We are satisfied that 81% of the students meet or exceed the department standard, but we can work collectively to improve this percentage, using our Tumblr blog to share best practices.

Specific Assignments: brief description of guidelines/requirements etc.

Students were asked to read and re-read the poems “Self-Portrait” by Adam Zagajewski (tr. from Polish by Clare Cavanaugh) and “Self-Portrait” by Linda Pastan, a poem in English based on Zagajewski’s poem. Afterwards, students were to note the literary elements and techniques used in these model poems, and then to write a draft a poem or brief essay in which they include similar literary elements and techniques in their responses. After being shown a rubric for rating a piece of creative writing geared to this assignment, they were to re-read and revise their drafts. See appendix A.

Exactly what students had to demonstrate on assignment to show achievement of the SLO?

Achievement of the SLO was determined by three criteria:
(1) Can the student write a poem or short prose piece free of sentence-level grammatical, syntactical, or mechanical errors?
(2) Does the student’s poem or short prose piece exhibit sufficient clarity and imaginative effectiveness?
(3) Does the student’s poem or prose piece exhibit conciseness and nuanced artistic expression?

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted.

Scoring was based on the following rubric:

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<th>Criteria 1</th>
<th>Criteria 2</th>
<th>Criteria 3</th>
<th>TOTAL Score</th>
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<tr>
<td>Exceeds</td>
<td>2</td>
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<td>Meets</td>
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<td>Fails</td>
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Quantitative data/analysis: grades/percentages/scale of high-low

Scale of high-low: 6 – 5 Exceeds
4 – 2 Meets
1 Barely Meets*
-1 – -3 Fails to Meet

Qualitative analysis:
Exceeds: Demonstrates superior performance of the SLO.
Meets: Demonstrates ability to meet the standards of the SLO.
Barely Meets: Demonstrates minimum competence in the SLO.
Fails to Meet: Fails to demonstrate minimum performance in the SLO.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

We do not plan any modification to the course next year. The ENGL 71 faculty will meet early in the Fall 2014 to determine what modifications if any will be made to the compulsory Self-Portrait writing exercise that is used as a common assignment in the course for assessment.

APPENDIX 1: SLO 3 Assessment Data

APPENDIX 2: Common ENGL 71 Assessment Assignment Prompt

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

They appear to be well coordinated in this class.
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