1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**

   ENGL 4240

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**

   n/a

3. **Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)**

   Students in the ENGL 4240, the creative writing capstone, will demonstrate effective written communication skills in the form of a substantial portfolio of quality creative work of fiction and poetry, in which they
   1. use formal techniques of point of view, description, and dialogue in fiction and creative nonfiction;
   2. use formal techniques of sound, line-breaks and metaphor in poetry;
   3. demonstrate the effective use of English;
   4. demonstrate an engaging and original voice.

   Assessment Methodology: A rating sheet assessing the learning outcomes was developed by the creative writing faculty. During the capstone course, 18 students developed portfolios of creative work. The portfolios were assessed by six faculty members of the Undergraduate Studies Committee. Two committee members evaluated each paper with yes/no responses to the five questions above. If the raters disagreed on a question, a third rater judged the portfolio. Initial inter-rater reliability was 78.4.

4. **If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:**

   n/a

5. **Findings: (what add assessment data tell you about student proficiency in this outcome?)**

   Assessment Results: Students of the performed at the following levels by item:
   1. Of the 18 students whose work has been evaluated, 88.8 percent (16/18) demonstrated use of formal techniques in fiction and creative nonfiction (e.g. point of view, description, dialogue).
   2. Not all students submitted poetry; those who did not were judged as not meeting this objective. Of the 18 students whose work has been evaluated, 72.2 percent (13/18) demonstrated use of formal techniques of in poetry (e.g., sound, line-breaks, metaphor).
   3. All (18/18) of the students demonstrate effective use of English.
   4. Of the 18 students whose work has been evaluated, 94.4 percent (17/18) demonstrate an engaging and original voice.

   Looking at the data another way, the results indicate that fifty-five percent of the students met all five criteria.
How did you (or will you) use the findings for improvement? (What questions/issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?)

Conclusion and Recommendations:
Students doing well with respect to deployment of formal techniques in fiction and creative nonfiction. All students demonstrate effective use of English and nearly all produce texts with an engaging and original voice. Fewer students demonstrated the effective use of formal techniques in poetry, in part because not all portfolios contained poetry. Timely evaluation was hindered by the necessity of exchanging hard copies of the portfolios, a number of which contained material that did not speak to the assessment. The possibility of having students submit electronic copies of relevant material, including an overview statement, will be discussed with area faculty. Additionally, if use of formal poetic techniques is to be evaluated, all students should submit poems. Analysis of rater responses suggests raters are interpreting question 4 differently. A rater training session is scheduled for January with an eye to enhancing inter-rater reliability for this assessment item.

Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)
Report was submitted by Cheryl Grisham for Robin Sabino. Original report is attached.

Committee Comments
3.8/4- No specific comments were made beyond the score through the rubric
**Assessment of Creative Writing Track**

Spring 2012

Prepared by R. Sabino, October 1, 2012

**Department Learning Outcome:** Students in the ENGL 4240, the creative writing capstone, will demonstrate effective written communication skills in the form of a substantial portfolio of quality creative work of fiction and poetry, in which they

1. use formal techniques of *point of view, description, and dialogue* in fiction and creative nonfiction;
2. use formal techniques of *sound, line-breaks* and *metaphor* in poetry;
3. demonstrate the effective use of English;
4. demonstrate an engaging and original voice.

**Assessment Methodology:** A rating sheet assessing the learning outcomes was developed by the creative writing faculty. During the capstone course, 18 students developed portfolios of creative work. The portfolios were assessed by six faculty members of the Undergraduate Studies Committee. Two committee members evaluated each paper with yes/no responses to the five questions above. If the raters disagreed on a question, a third rater judged the portfolio.

Initial inter-rater reliability was 78.4.

**Assessment Results:** Students of the performed at the following levels by item:

1. Of the 18 students whose work has been evaluated, **88.8 percent** (16/18) demonstrated use of formal techniques in fiction and creative nonfiction (e.g. point of view, description, dialogue).
2. Not all students submitted poetry; those who did not were judged as not meeting this objective. Of the 18 students whose work has been evaluated, **72.2 percent** (13/18) demonstrated use of formal techniques of in poetry (e.g., sound, line-breaks, metaphor).
3. **All** (18/18) of the students demonstrate effective use of English.
4. Of the 18 students whose work has been evaluated, **94.4 percent** (17/18) demonstrate an engaging and original voice.

Looking at the data another way, the results indicate that **fifty-five percent** of the students met all five criteria.

**Conclusion and Recommendations:**

Students doing well with respect to deployment of formal techniques in fiction and creative nonfiction. All students demonstrate effective use of English and nearly all produce texts with an engaging and original voice. Fewer students demonstrated the effective use of formal techniques in poetry, in part because not all portfolios contained poetry.

Timely evaluation was hindered by the necessity of exchanging hard copies of the portfolios, a number of which contained material that did not speak to the assessment. The possibility of having students submit electronic copies of relevant material, including an overview statement,
will be discussed with area faculty. Additionally, if use of formal poetic techniques is to be evaluated, all students should submit poems.

Analysis of rater responses suggests raters are interpreting question 4 differently. A rater training session is scheduled for January with an eye to enhancing inter-rater reliability for this assessment item.