

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT (Blackboard Data)**

<b>Course Title and Number:</b> Intro to Creative Writing ENL295	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014):</b> Fall 2020
<b>Report Submitted By:</b> Joe McGee	<b>Number of Students Assessed:</b> 3 (2 students withdrew from the original 5 students initially registered)
<b>Date Report Submitted:</b> 4/16/21	<b>Number of Sections Included:</b> 1
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b> Web based (Blackboard); It should be noted that the course was originally scheduled to be traditionally taught, in the classroom, but COVID-19 precautions and institutional changes necessitated the course moving to online delivery.	

<b>Course Role in the Curriculum</b>
<b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>
A study of genre, style, and technique in short stories, nonfiction, and poetry; emphasis is on creative writing projects that capture the mood and purpose of literary movements.

<b>Previous Assessment Reports and Results</b>
<b>Date of Previous Assessment:</b> Not previously assessed
<b><u>Describe the successful elements of the previous report's action plan below.</u></b>
<b>Refer to any unmet Learning Outcomes in the Action Plan section, following. If appending pages, include notation in box to "See attached".</b>
No previous assessments.

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
ENL295 is assessed through a variety of creative exercises and assignments to include: <ul style="list-style-type: none"> <li>1) Weekly journal assignments</li> <li>2) Reading responses and/or analysis</li> <li>3) Discussion posts and replies about the stories, poems, or provided readings on writing craft</li> <li>4) Exercises on elements of craft such as dialogue, point of view, writing scenes, writing good beginnings, style, plot and structure, narrative design, and setting</li> <li>5) Peer workshops</li> <li>6) Micro and flash fiction writing</li> <li>7) Short story writing</li> <li>8) Creative nonfiction, such as braided and topical essays</li> <li>9) Writing a variety of poetry and poetic forms</li> <li>10) Practicing revision</li> </ul> <p>A standard grading scale was applied to the assignments: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, and below 60 = F</p>

Assignments were weighted as follows:

**Exercises and assignments** – 40%. This included the stories, poems, and essays the students wrote, as well as exercises and assignments designed to develop elements of craft.

**Journals** – 20%. This included the weekly journal assignments.

**Classroom participation** – 20%. This included discussion posts on the readings and assignments, as well as participating in workshop discussions of peer work.

**Final portfolio** – 20%. The final portfolio included a sampling of revised work from the semester. Students were required to include flash fiction, short fiction, a braided essay, and several poems.

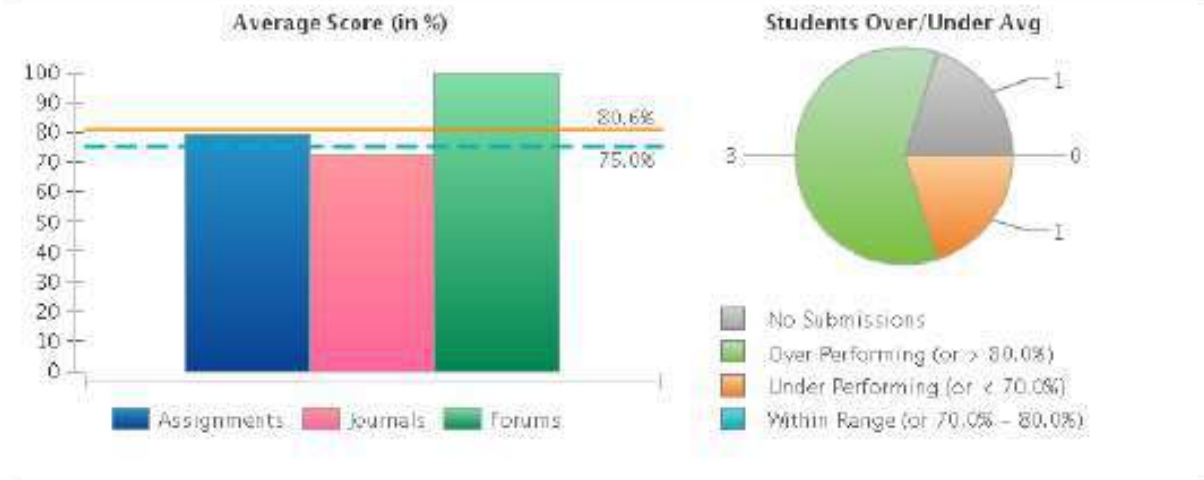
## Assessment Results: Course Overview

### Course Performance

Course Name	Intro to Creative Writing
Number of Students	5
Goal/Goal Set	ENL 295
Included Categories	Goals
Report Description	This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.

### Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	80.6%	100.0%	100.0%	36.0%



	Average Score (In %)	Performance Offset	Count of Items
<a href="#">Assignments</a>	79.4%	4.4%	35
<a href="#">Journals</a>	72.5%	-2.5%	1
<a href="#">Forums</a>	100.0%	25.0%	3

### Assessment Results: Detail by Goal

Detail by Goal

	Overall Average	Assignments	Journals	Forums
Average by Type (Count)				
<b>ENL 295 Goals</b>				
<a href="#">1. Learn to read closely as a writer, appreciating the complexity of work by contemporary writers in a wide range of different genres, genders, and cultures.</a>	79.3%	<u>76.8%</u> (2)		
<a href="#">2. Practice a set of strategies for developing an effective writing process, achieving greater self-awareness in how you think, work, and write.</a>	78.6%	<u>77.7%</u> (34)	<u>72.5%</u> (1)	
<a href="#">3. Increase your ability to respond to works in progress by peers.</a>	91.7%	<u>66.7%</u> (1)		<u>100.0%</u> (3)
<a href="#">4. Improve self-assessment skills.</a>	95.6%	<u>93.3%</u> (6)		<u>100.0%</u> (3)
<a href="#">5. Professionally present (or self-publish) your best work.</a>	74.8%	<u>74.8%</u> (2)		

**Students’ grades and pass rate:**

3 students passed with an A

2 students withdrew

Pass rate including withdrawals: 60%

Pass rate with non-completing students removed: 100%

\* Please note if using a different minimum performance standard.

#### Conclusions

**Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.**

Four of the five course learning outcomes met the 75% performance benchmark. Learning outcome 5, “Professionally present (or self-publish) your best work” failed to meet the 75%, coming in just under, at 74.8%. This is due, in large part, to the shift from a traditional classroom environment, to an online model. Presenting, sharing, and discussing one’s work in a workshop setting suffers from the inability to engage in the kind of organic conversation and face to face interaction that sitting across from one another does. It removes the human connection to the creative work and creates a digital barrier that does

not allow for the same kind of environment that is necessary for this particular outcome.

Learning outcomes 1 and 2 did meet the 75% benchmark, but did not surpass 80% and indicate a need for some improvement. Students being introduced to creative writing for the first time, or just beginning to develop skillsets in aspects of the craft, struggle to suddenly learn (and put into practice) subjective and sometimes abstract concepts. Like other humanities courses, removing the human interaction robs the discipline of a very important component: the human. A human on the other end of a computer screen is just not the same. It is my belief that these scores will improve with face to face instruction.

Assignment outcomes illustrate that the journaling exercises did not meet the 75% benchmark. When the course is conducted traditionally, students are required to have a composition notebook for their journaling and given weekly assignments. The goal of the journals was to develop creative observation skills and provide potential inspiration and material for poems and stories. However, the intention did not translate to the implementation. Students did not engage it as was hoped and just hastily completed it to turn it in and not lose points. In some cases, it was not completed during some weeks where students had other assignments. The journal assignments need to be more varied, and more closely aligned with the larger assignments the students are working on, instead of being a broader, more observational assignment not necessarily aligned with the immediate task. If class cannot be conducted face to face, these journals should probably be removed and replaced with something more tangible and measurable.

#### **Action Plan and Date for Reassessment**

**Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.**

Under the current learning outcomes, learning outcome 5 did not meet the 75% benchmark. Learning outcomes 1 and 2 did, but demonstrate room for immediate improvement. The following action plan is presented to improve those scores. However, it should be noted that the current learning outcomes do not reflect the full potential, purpose, or scope of the course. A course revision is in progress to revise the current course learning outcomes and will be presented to the curriculum committee, and to LOT, prior to the next course assessment date of **Fall 2022**.

- 1. Outcome 5** – “Professionally present (or self-publish) your best work” – If the course cannot be conducted traditionally, implementing the use of technology (such as Zoom, MSFT Teams, or Google hangout) should be used for workshops and craft discussions. Digital sharing and discussion board posts proved ineffective. Furthermore, more time needs to be allotted for engaging in the workshops and these workshops should be increased from what was conducted in Fall 2020. More time needs to be spent with peer and instructor feedback on the creative work the students are producing. This last point should be implemented regardless of the course delivery (traditional or web). Another opportunity to improve upon this outcome is to align the student work with the college’s literary journal, *Eagle’s Nest*. Our newly revived publication offers an excellent opportunity for creative writing students to publish their work and should be made a part of the course assignments.
- 2. Outcome 1** – “Learn to read closely as a writer, appreciating the complexity of work by contemporary writers in a wide range of different genres, genders, and cultures” – As mentioned above, any class discussions need to take advantage of the digital tools available to us, especially considering the intimate nature of a smaller class size. Relying on discussion board posts just does not work.
- 3. Outcome 2** – “Practice a set of strategies for developing an effective writing process,

achieving greater self-awareness in how you think, work, and write” – Having students conduct weekly reflections on their own process, and how it pertains to the current creative work, might be a much better use of the **journal assignments** that underperformed. If the students are creating on one hand, and then reflecting and writing about their creative work on the other hand, this would provide more of an opportunity to not only understand their subjective process, but better improve upon it.

4. Another thought is that too much material was presented that may have overwhelmed students, as well as trying to introduce students to too many forms of fiction, creative nonfiction, and poetry. It may be more prudent to scale back the number of creative assignments and focus more on writing, workshopping, revising, and discussing fewer assignments. I am also of the mind that creating a new course, *Creative Writing II*, would allow students to further explore more craft aspects, and engage at a deeper level with the material they are introduced to in *Creative Writing I*.

**Assessment Committee Recommendation/Approval  
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

**Date: April 19, 2021**