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| **Assurance of Student Learning****2020-2021** |
| *Potter College* | *English* |
| *Creative Writing, Master of Fine Arts, 0478* |
| *Professor Tom C. Hunley, Assessment Coordinator* |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1: Students will demonstrate the skill to produce publishable, award-winning works.** |
| **Instrument 1** | Students’ curricula vitae. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.**   | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  **Students will design introductory creative writing courses with sound theoretical frameworks.** |
| **Instrument 1** | Student-designed syllabi for creative writing class. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.**  | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| Six students are graduating in 2021. Our goals were (1) for 75% of our graduating students to publish two poems or stories in established regional or national literary journals, win two awards in reputable scriptwriting contests, have two short scripts produced, or win two awards for poetry, fiction, or creative nonfiction (or some equivalent combination of these achievements); and (2) for 75% of our graduating students to design introductory creative writing courses featuring applications of creative writing pedagogical theory.We did not quite reach our first goal. A close look at our students’ curricula vitae revealed that they hadn’t published or won contest at the level that we expected. To remedy this, we plan to require submissions to journals and contests in future graduate workshops.We did meet our second goal. Perusing the students’ syllabi revealed that 33% exceeded our expectations and the other 67% met our requirements. We will move on to assessing their ability to create original creative writing prompts that they can use both in their writing and in their teaching. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Students will demonstrate the skill to produce publishable, award-winning works. |
| **Measurement Instrument 1**  | Curricula Vitae. |
| **Criteria for Student Success** | Average composite score of 3 or higher on the articulation rubric (4=exceeds expectations, 3=meets expectations, 2=approaching expectations, 1=does not meet expectations).  |
| **Program Success Target for this Measurement** | 75% of students will score 3 or above  | Percent of Program Achieving Target | 50% |
| **Methods**  | Our assessment committee, consisting of one fiction writing professor, one creative nonfiction writing professor, and one poetry writing professor, looked over their curricula vitae.During their time in the MFA program, One student published seven poems; one published two poems, one short story, and a regional poetry contest; one published two prose pieces and won a regional contest; one didn’t publish anything but did get second place in a regional writing contest; and two didn’t publish anything or win any contests.  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| We will require submissions to journals and contests in every section of ENG 501 (Graduate Writing Workshop). The program has added a third year, which will greatly help our efforts to meet this goal. By looking at the students curricula vitae, we concluded that should expect at minimum of two poems or stories in established regional or national literary journals, selection for awards in two reputable scriptwriting contests, production oftwo short scripts, or selection for two awards for poetry, fiction, or creative nonfiction (or some combination of these achievements). |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| In 2021-2022, we will be evaluating the second-year class of our first third-year cohort. In 2022-2023, we will re-assess the same cohort as they graduate. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |  |  |  |
| We will continue to review curricula vitae. |
| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | **Students will design introductory creative writing courses with sound theoretical frameworks.** |
| **Measurement Instrument 1** |  Student-designed syllabi for creative writing course. |
| **Criteria for Student Success** |  Students have successfully designed an introductory course in creative writing. This occurs in the creative writing pedagogy unit of ENG 507 (Introduction to Creative Writing Studies). Success is defined as a 3 or higher on the attached rubric. |
| **Program Success Target for this Measurement** | 75% or more of our students will meet or exceed expectations per our rubric. | Percent of Program Achieving Target | 100% (33% exceeded expectations, and the other 67% met expectations). |
| **Methods**  | A rubric scale of 1 (Does Not Meet Expectations) to 4 (Exceeds Expectations) was created and used to assess the students’ ability to articulate and implement a pedagogical vision (attached). These are evaluated by our three-person assessment subcommittee, as described in SLO #1. |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| We will continue to emphasize praxis in the creative writing pedagogy unit of ENG 507 (Introduction to Creative Writing Studies). |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Given that we met expectations in this area, we’ll keep doing what we’ve been doing. We’ll move on to another learning outcome. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Next, we will evaluate our students’ abilities to create successful creative writing prompts that they can use both to kick-start creative works of their own and for teaching beginning creative writing students. |

Rubric for Outcome #1

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|  | **Exceeds Expectations****(4)** | **Meets Expectations****(3)** | **Approaching Expectations****(2)** | **Does Not Meet Expectations****(1)** |
|  | Publication of at least three poems or stories in established regional or national literary journals, selection for three or more awards in reputable scriptwriting contests, production of three or more short scripts or one or more feature-length scripts, or selection for three or more awards for poetry, fiction, or creative nonfiction will have exceeded expectations. | Publication of two poems or stories in established regional or national literary journals, selection for two awards in reputable scriptwriting contests, production of two short scripts, or selection for two awards for poetry, fiction, or creative nonfiction will have met expectations. | Publication of one poem or story in established regional or national literary journals, selection for one award in a reputable scriptwriting contest, production of one short script, or selection for one award for poetry, fiction, or creative nonfiction will be approaching expectations. | Students who do not publish any creative writing, win any awards for creative writing, or have a script produced will be deemed as not having met expectations. |

Rubric for Outcome #2

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|  | **Exceeds Expectations****(4)** | **Meets Expectations****(3)** | **Approaching Expectations****(2)** | **Does Not Meet Expectations****(1)** |
|  | Faculty rate the syllabus as being full of rock solid applications of creative writing pedagogy. As writers ourselves, we would eagerly sign up for this class. | Faculty rate the syllabus as very good in its applications of creative writing pedagogy. We would happily write tuition checks so that our own offspring could take this class. | Faculty rate the syllabus as fair in its applications of creative writing pedagogy. We would recommend this course to a friend with reservations, or after some revisions. | Faculty rate the syllabus as in need of improvement in its applications of creative writing pedagogy. Based on these measures, we don’t consider this student ready to move to the front of a creative writing classroom. |