

**Assurance of Student Learning  
2019-2020**

Potter College

English

Creative Writing, Master of Fine Arts, 0478

Professor Tom C. Hunley, Assessment Coordinator

*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 be able to write essays analyzing the craft of creative writing.**

<b>Instrument 1</b>	Craft essays written for ENG 512: Reading as a Writer
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<b>Instrument 2</b>	
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<b>Instrument 3</b>	
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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 demonstrate the skill to produce publishable, award-winning works.**

<b>Instrument 1</b>	MFA thesis
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<b>Instrument 2</b>	
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<b>Instrument 3</b>	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

**Not Met**

**Student Learning Outcome 3:**

<b>Instrument 1</b>	
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<b>Instrument 2</b>	
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<b>Instrument 3</b>	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

We will be rewording one outcome and replacing two others, as indicated above. We will be conducting exit interviews and alumni surveys.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will be able to write essays analyzing the craft of creative writing.		
<b>Measurement Instrument 1</b>	Craft essays written for ENG 512: Reading as a Writer		
<b>Criteria for Student Success</b>	Average composite score of 2.5 or higher on the articulation rubric (4=exceeds expectations, 3=meets expectations, 2=approaching expectations, 1=does not meet expectations). Rubric attached to this document for all students who completed the craft essay assignment (n=7)		
<b>Program Success Target for this Measurement</b>	<b>75% of students will score 2.5 or above</b>	<b>Percent of Program Achieving Target</b>	71.4%
<b>Methods</b>	Four MFA faculty assessed the craft essays composed for ENG 512, a course typically taken in the second semester of four semesters. All seven students in the course were assessed.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
In order to meet this goal in the future, we will continue to emphasize these skills in ENG 512. Specifically, the instructor will hold one-on-one conferences with students to discuss drafts of their craft essays, with particular emphasis paid to evidence of internalization of stylistic imitation and a habit of reading to learn and to court influence.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We will evaluate the same assignment collected from ENG 512 in Spring 2021.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
We will assess this outcome again in 2021.			

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Students will produce MFA theses of the highest caliber.		
<b>Measurement Instrument 1</b>	MFA faculty evaluated the theses submitted by students at the conclusion of their time in the MFA program.		
<b>Criteria for Student Success</b>	We evaluated the theses on a High Pass, Pass, and Fail scale. High Pass would indicate work we believed to be “publishable and potentially award-winning.”		
<b>Program Success Target for this Measurement</b>	We hoped for 20% of graduating students to achieve a “High Pass.”	<b>Percent of Program Achieving Target</b>	For the 2019-2020 academic year, 0% achieved a High Pass
<b>Methods</b>	Four MFA faculty read the completed theses of the six graduating students. We evaluated them on the basis of whether or not we saw them as potentially publishable or award-winning. While we were mostly impressed by the quality of work completed by our students, we felt that none of them from this cohort rose to the level of the High Pass <i>Is it possible we’re aiming too high here? Could we aim for, say, 80% Pass, 20% high pass. Then we get a mixed outcome? I think we also need something like a rubric here too.</i>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
We hoped to use our writing workshops as the way to help students achieve the mastery of their craft necessary to meet the goal we have set for them. We have looked back over the way these courses have been taught and determined that we could have been doing a better job as a faculty of making students aware of the expectations for their theses. We intend to make better use of that class time to introduce the goals for the theses. Since our program has been a two-year program, there isn’t a great deal of time to work with students on their theses, so we need to make better use of the time we have. We also decided as a faculty to devote more time during the thesis process to discussing the defense itself as sometimes students aren’t entirely clear on what the defense will be like. We hope this will prepare them for the actual event and improve their performances.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Our hope is that the cohort beginning in 2020 will have at least one student (20%) achieve High Pass on their thesis. Then we hope the 2021 cohort will have two. We have transformed the MFA program from a two to a three year program, a change that took effect Fall 2020, and we hope one of the benefits of this change will be that students will have more time to work on and develop their theses to meet this standard.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
We will assess this outcome again in 2021.			

#### Rubric for Outcome #1

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>By including literature courses, a literary editing internship, and the Reading as a Writer</b>	Students have demonstrated the highest level of reading skill, and are able to write about,	Students have demonstrated a respectable level of reading skill, but are not	Students have demonstrated some understanding of reading skill, but still have a way to	Students did not demonstrate an understanding of the craft of writing.

course, and through comprehensive exams, to develop writers who are readers first, who read as writers, with a detective's eye for detail, always seeking to learn more about the craft of writing.	discuss, and teach the craft of creative writing as true professionals.	quite able to write about, discuss, and teach the craft of creative writing as true professionals.	go in order to achieve a professional understanding of the craft of writing.	
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### Rubric for Outcome #2

<b>By offering fully-funded graduate teaching assistantships, teacher training, teaching internships, and courses in creative writing pedagogy, to prepare students for rewarding careers teaching creative writing, composition, literature, and literary editing.</b>	Students have demonstrated the highest level of teaching skill, and are ready to go on to fulfilling lives as teachers of literature, creative writing, and composition.	Students have demonstrated a respectable level of teaching skill, and are ready to go on to fulfilling lives as teachers of literature, creative writing, and composition.	Students have demonstrated some understanding of teaching skill and are not yet ready to go on to fulfilling lives as teachers of literature, creative writing, and composition.	Students did not demonstrate teaching skill.
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### Rubric for Outcome #3

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
By offering graduate assistantships in editing and publishing, to enable students to pursue careers working for literary publishers in various capacities.	Students have demonstrated the highest level of literary editing and publishing skill and are ready to move on to fulfilling careers with literary publishers.	Students have demonstrated a respectable level of literary editing and publishing skill and are ready to move on to fulfilling careers with literary publishers.	Students have demonstrated some understanding of literary editing and publishing skill but are not quite ready to move on to fulfilling careers with literary publishers..	Students did not demonstrate literary editing skills skill.

