

Assessment of Student Learning Plan (ASLP):
Stonecoast MFA in Creative Writing

A. College, Department/Program, Date

College	College of Arts, Humanities, and Sciences
Department/Program	Stonecoast MFA in Creative Writing
Date	June 2017

B. Contact Person for the Assessment Plan

Name and title	Justin Tussing, Stonecoast Program Director
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C. Degree Program

Name of Degree Program: Master of Fine Arts in Creative Writing

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes

a. Identify 3-5 of the most important student learning outcomes for your program.

Stonecoast MFA Program Learning Outcomes

(Note: these are key outcomes; the full range of creative writing outcomes is not listed.)

Students completing the Master of Fine Arts in Creative Writing should be able to ...

1) **demonstrate understanding of writing craft concepts** (i.e., point of view, imagery, tone, voice, dramatization, exposition, metaphor, etc.) central to the student's primary genre;

2) **demonstrate critical literacy** (i.e., ability to evaluate and respond to published and unpublished work);

3) and **produce literary work of quality suitable for public audiences** (assumes mastery of writing mechanics – grammar, punctuation, spelling, word usage– and ability to communicate ideas in readable text);

4) **show facility with editing techniques and revision processes** (i.e., is able to use feedback from faculty and peers to improve and enrich a piece of writing);

5) **develop a clear sense of their artistic goals and initiate engagement with the wider literary culture.**

b: Identify which student learning outcomes were assessed this past academic year.

Each of the learning outcomes (1-5) are evaluated yearly biannually and Stonecoast students must demonstrate mastery of all outcomes prior to graduating from the program.

Step 2: How and when were the Learning Outcomes assessed?

a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishments

Direct assessment: Each student's critical writing (annotations of published work) and creative productions (the stories, essays, and poems produced over the semester) are reviewed every semester.

b. Briefly describe when and how you implemented the assessment activity.

Each semester the student's faculty mentor reads and responds to four or five packets (20-25 pages) of student work. The faculty mentors submits a detailed student learning evaluation at the end of each semester.

Step 3: Process of Using the Assessment results to Improve Student Learning

a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

The program director meets biannually with the Faculty Advisory Committee to discuss matters of curriculum, including Learning Outcomes.

IMPROVEMENT:

Starting in Winter 2015, in response to faculty concerns, CWR 601 is being modified to put less emphasis on the student's 3rd Semester Enhanced Project and more emphasis on the student's creative work (Learning Outcomes 3 and 4). We will reassess the success of that modification in Winter 2017.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc. Briefly explain.

a. Please indicate which of the components, listed below, are included in your program's curriculum, and then indicate if the activities are required or optional for students in your major.

<i>Community Engagement Activity</i>	<i>Included</i>	<i>Required/Optional</i>
Student Research (related to community-based problem)		0 – 3 rd Sem. Enhanced Proj.
Student-Faculty Community Research Project		0 – w/ faculty mentor
Internship, or a Field Experience		0 – 3 rd Sem. Enhanced Proj.
Independent Study (community-related project)	N/A	
Capstone Course (community-related project)	N/A	
Service-Learning (a component of a course)		
Study Abroad, or an International Program		0 – Stonecoast in Ireland (2 nd -4 th Sem.)
Interdisciplinary Collaborative Project		0 – 3 rd Sem. Enhanced Proj.
Student Leadership Activities	N/A	
Students/Faculty Community Leadership (Advisory boards, committees, conference presentations)		0 – w/ faculty mentor

Other Activities (not mentioned above):

Students are encouraged to participate in the *Stonecoast Review* (which serves the larger literary community), and Stonecoast Students have taught writing workshops with Portland's King Fellows. Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:
Upper-level courses: CWR 601

*** No major changes were made in the past year (2016-17) for this program.**

LEARNING OUTCOME MAP

Learning outcome is... I=introduced R=reinforced M=mastered Course has input... + minimal ++ moderate +++ heavy	INP UT: Chance to share with class and instructor.	INP UT: Receive feedback from peers and workshop leader.	OUTC OM E: Demonstrate understanding of writing craft concepts.	OUTC OM E: Demonstrate critical literacy acy.	OUTC OM E: Produce literary works of quality suitable for public audience.	OUTC OM E: Show facility with editing and revision processes.	OUTC OM E: Develop a clear sense of their artistic goals and initiate engagement with the wider literary culture.	
CWR 501	+++	++	+++	I	I	I	I	I
CWR 502	+++	+++	+++	R	R	R	R	R
CWR 601	+++	+++	+++	R->M	R->M	R	R	R
CWR 602	+++	+++	+++	M	M	M	M	M