

Assessment of Student Learning Plan (ASLP): Creative Writing

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College: College of Arts, Humanities, and Sciences

Department: Stonecoast MFA in Creative Writing

Date: 4/22/2019

B. Contact Person for the Assessment Plan

Name and title: Justin Tussing, Stonecoast Program Director

C. Degree Program

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

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Are your student learning outcomes published on your department's website?

No

i. If yes, please provide the url: _____

If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

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2) **demonstrate critical literacy** (i.e., ability to evaluate and respond to published and unpublished work);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

b. *Please identify **which of your student learning outcome(s) were assessed this past academic year.***

Outcome 5 was assessed this past academic year. After observing that graduating students struggled to format using MLA style, we required that first and second semester students write their annotations in MFA format.

c. *Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes.*

i. *If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.*

	CRW 501	CRW 502	CRW 601	CRW 602
MLA Formatting	Introduced	Reinforced	Reinforced	Mastery
	(annotations)	(annotations)	(3 rd sem. essay)	(thesis)

Step 2: Assessment Methods Selected and Implemented

a. ***Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)*

Starting in CRW 501, MLA formatting is assessed by faculty mentors.

b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

Outcome 5 is measured at mid-term and at the end of the semester, when student theses are reviewed by faculty mentors, 2nd readers, and program administration.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).*

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

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

Starting in Winter 2019, in response to faculty concerns, CWR 501 and 502 were modified to introduce MLA formatting into all critical writing exercises.

- c. *Date of most recent program review/self-study?*

Summer 2016

- E. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

F. Community Engagement Activities in your departmental curriculum:

- a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	O - 3 rd Sem. Enhanced Project
Student-Faculty Community Research Project	O - w/ faculty mentor
Internship, or a Field Experience	O-3 rd Sem. Enhanced Project
Independent Study (community-related project)	n/a
Capstone Course (community-related project)	n/a
Service-Learning (course-based)	n/a
Study Abroad, or an International Program	O – Stonecoast in Ireland (2 nd -4 th Semesters)
Interdisciplinary Collaborative Project (community related)	O - 3 rd Sem. Enhanced Project
Student Leadership Activities (related to a team project)	O – Stonecoast Review
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	O - w/ faculty mentor
Other activities (please list):	n/a

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: n/a Mid-level courses: n/a Upper-level courses: CRW 601