



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. **Please email this form by May 31, 2020.**

Overview Information:

College College of Arts, Humanities, and Sciences

Department Stonecoast MFA in Creative Writing

Degree Program _____

Contact Person for the Assessment Plan: Justin Tussing, Program Director

Current Date: 7/10/20

List the date of the most recent academic program review/self-study: 7/2016

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ . Then, complete **Step 3** of this ASLP form (see **pages 6-7**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The Stonecoast MFA Program in Creative Writing is a low-residency graduate program that brings together a faculty of nationally known writers from across the United States. The MFA is a two-year program, alternating intensive ten-day residencies with six-month independent writing projects supervised by the faculty mentors. The MFA offers an interdisciplinary curriculum, including creative nonfiction, fiction, poetry, and popular fiction, with possibilities for elective work in such areas as writing about environment, writing for young adults, dramatic writing, performance, and writing for social justice.

Low-residency programs give students significant flexibility in pursuing graduate work as they do not require a day-to-day presence on campus.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

By developing engaged literary citizens, Stonecoast hopes to create the future leaders who are committed to civic engagement.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Stonecoast MFA educates and inspires creative writers and storytellers through a two-year graduate writing program in fiction, creative nonfiction, poetry, and popular fiction. Central to Stonecoast's ethos is the knowledge that by educating writers we are empowering the literary citizens who will reimagine and reshape the world we share. The Writing for Inclusivity and Social Equity (WISE) initiative ensures that students are prepared to address and overcome society's most persistent social problems. At each residency faculty and guests lead seminars and presentations introducing new writers, exploring new ways to think about advocacy and impact. By offering a broad slate of programming across all genres, students develop a sense of the literary landscape which reflects the rich diversity of the written word.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on the last page of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

In response to student and faculty feedback, we developing a way to assess the impact of program's WISE Initiative (Writing for Inclusivity and Social Equity).

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity

Check all that were used since the submission of your last ASLP (May 2019)

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Class assignments/Exams/Papers...completed in the course, used for program-level assessment | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Capstone Project (written project, non-thesis paper) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Comprehensive or licensure Exam (created by external organization) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Exam (created by department or program) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Interview (individual or one-on-one self-reports of outcomes) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Employer meetings/discussions regarding student outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Focus groups (self-reports of outcome attainment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Oral performance/ Conference presentation | <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Portfolio of student work | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Reflection Essays or Assignments (student self-assessment of outcome achievement) | <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Research papers (course and program assessment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Supervisor/Employer Evaluation of student performance outside the classroom | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment) | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Other: please explain | | | |

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

-Each semester, faculty provide written assesment on student mentor development.

-At the end of each residency, students and faculty are asked to assess program offerings and to suggest new programming.

-Graduating students must: 1) give an oral presentation on their learning; 2) give an oral performance of their creative work; 3) complete a thesis which is reviewed by two faculty members

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

All graduating students successfully met the program's learning outcomes.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

This summer we conducted our entire residency program online. In the event that we need to be online in January, we will be assessing student residency responses to see what (if any) changes need to be made.

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

b. How did they evaluate, analyze, or interpret the evidence? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

d. Briefly describe how the program used the results checked in the list above.

Based on discussions with students and faculty, we are developing programming for our winter residency that reflect national trends in writing/publishing.

e. Indicate when any program improvements will be implemented or when were they implemented (e.g., during the summer months, beginning of the fall semester, etc.).

New programming will be refined throughout the fall for implementation in January's residency.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Reminder: Please complete and submit this form by May 31, 2020.

Curriculum Assessment Map of Student Learning Outcomes – Template

Curriculum Map						Required Courses- Used for Assessing Program-Level Student Learning Outcomes					
Program-Student Learning Outcomes	Course #	Course #	Course #	Course #	Course #	Capstone/ Internship Course					
Outcome 1	Introduced & Practiced	Reinforced	Outcome assessed using Quiz/Exam items			Outcome assessed using community-based project					
Outcome 2		Introduced & Practiced	Reinforced	Outcome assessed using research project							
Outcome 3	Introduced	Practiced & Reinforced	Outcome assessed using Essay/Paper			Outcome assessed using community-based project					
Outcome 4	Introduced	Practiced	Reinforced	Outcome assessed using research project							
Outcome 5	Introduced	Practiced		Reinforced	Outcome assessed using community-based project						

Details/Description:

Student Learning Outcomes (SLOs) can be assessed on a 3-year cycle:

SLOs 1 and 3 assessed in Year 1, SLOs 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.

Learning outcome is... I=introduced R= reinforced M=mastered Course has input... + minimal ++ moderate +++ heavy	INPUT: Discussion of craft concepts.	INPUT: Chance to share ideas with class and instructor.	INPUT: Receive feedback from peers and workshop leader.	OUTCOME: Demonstrate understanding of writing craft concepts.	OUTCOME: Demonstrate critical literacy.	OUTCOME: Produce literary works of quality suitable for public audience.	OUTCOME: Show facility with editing and revision processes.	OUTCOME: 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