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| **College of Arts and Humanities**  **MFA in English** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement: |
| The English Major, at both the undergraduate and graduate level, is designed to give proficiency in skills that traditionally have been among the most highly prized by society: an ability to read with comprehension and critical judgment; to communicate accurately and clearly; to grasp difficult ideas and think logically; to do research and organize materials; to evaluate texts historically and aesthetically; and to appreciate literature and the other arts. The Master of Fine Arts in Creative Writing offers advanced degree training to students who wish to gain expertise in the writing of poetry, fiction, and/or creative non-fiction prose It assumes that, as in music or the visual arts, the best education for the artist includes: training in the history and traditions associated with the student’s discipline, training in theoretical and formal approaches to the craft, and extensive practice with critique of student work by peers and faculty writers. The program combines studio and academic approaches, providing the student with substantial critical workshop experience and a solid background in theory and literature along with significant practical experience in literary publishing. |

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| Goals (Program Learning Outcomes) and Student Learning Outcomes |
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| Goal 1: Students will gain a fuller knowledge of the theoretical and historical contexts for the writing and reception of poetry, fiction, and creative nonfiction prose.  SLO 1.1 Students will understand and explain literary history  SLO 1.2 Students will understand the history of scholarship in their chosen discipline.  Goal 2: Students will gain an enhanced understanding of the forms, genres, and aesthetic principles of literatures in English.  SLO 2.1 Students will apply their knowledge in order to create a body of publishable poetry, fiction, or creative non-fiction prose  SLO 2.2 Students will articulate how their knowledge of form, genre, and aesthetic principles shaped their culminating body of work  SLO 2.3 Students will analyze and evaluate written creative work including the work of other students.  Goal 3: Students will gain an enhanced understanding of the practices, procedures, and aesthetic principles of literary publishing.  SLO 3.1 Students will identify, assess, and apply for publishing opportunities  SLO 3.2 Students will promote, design, edit, and publish the program’s literary journal and collaborate on coordinating the program’s book contest |

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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
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For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are reinforced, which are emphasized, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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| Assessment Methods |
| * 1. **Direct Measures: (A minimum of three are required.)** |
| * + 1. Graduate Term Papers and Peer Reviews of Creative Work: Critical papers writing on form & technique of creative writing, literature, and craft, as well creative works of poetry, fiction, and creative nonfiction written by students will be evaluated by faculty and by their peers through workshop critiques. |
| * + 1. Contextualizing Narrative: The Contextualizing Narrative assignment consists of craft-focused annotations of approved texts that allow students to demonstrate a theoretical and critical knowledge of their genre. The assignment will be evaluated by faculty in the student’s genre. |
| * + 1. Thesis Projects: Students will complete a book-length creative work of publishable quality in their chosen genre discipline which will be evaluated by a committee of three faculty members (including a Chair, 2nd Reader, and 3rd Reader). |
| 4. Thesis Defense: a formal discussion of the student's thesis and their writing in general. Students give a brief introductory presentation on their thesis. The Thesis Committee will ask questions of the student and discuss their work for approximately 45 minutes. |
| * 1. **Indirect Measure:** |
| * + 1. Exit Survey: All MFA candidates will be asked to complete a brief survey with questions about the MFA program and about the four Student Learning Outcomes. |

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| Student Learning Outcomes X Assessment Methods Matrix |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** | | |
| **Year** | **Measure** | **Outcomes to be Measured** |
| 2020-2021 | Thesis Projects | SLOs 1.1, 2.1 |
| 2021-2022 | Exit Survey | SLOs 1.1, 1.2, 2.1, 2.2, 3.1 |
| 2022-2023 | Contextualizing Narrative | SLOs 1.2, 2.2 |
| 2023-2024 | Graduate Term Papers/ Peer Review Papers | SLO 1.1, 1.2, 2.2, 3.2 |
| 2024-2025 | Thesis Defense | SLO 2.1, 2.2 |
| 2025-2026 | Thesis Projects | SLOs 1.1, 2.1 |

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| Process for Closing the Loop |
| Faculty who teach in the MFA program will meet once a year in the Fall semester and review the results of the assessment activities from the previous year. If the results show that students are not meeting the benchmark or expected level of proficiency then the MFA faculty will collectively develop proposed changes to assignments/courses/or the program designed to improve student learning. |