Program Learning Goals Annual Assessment Report

Department: Creative Writing

College: Liberal and Creative Arts

Degree Program: Master of Fine Arts

Resources about writing measureable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.
   
   (1) Creative Work: Students will produce a publishable written creative work.
   
   (2) Professional Preparation for fields related to literature and/or creative writing: Includes skills in publishing, writing, teaching, editing, book arts, and arts management.
   
   (3) Literature: Students will understand and appreciate work of a broad range of writers, develop an awareness of literature in general, and his/her own genre in particular as it relates to larger human experience.
   
   (4) Craft Elements: Students will have working knowledge of the major elements in the craft of creative nonfiction, fiction, literary translation, playwriting, and/or poetry and consciously incorporate these elements in the revisions of their work and be able to discuss craft elements in written responses to their peers’ work.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?
In the last five years, we have added Literary Translation and Creative Nonfiction to our graduate program. With each addition, we apply the same standards relating to creative work, professional preparation, literature, and craft elements. All tenured and tenure-track faculty members, as well as lecturers, contribute to the development of learning goals. If an issue arises, it is brought to the chair, an area director such as Fiction, Poetry, or Playwriting, or the faculty as a whole.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

The genres of Literary Translation and Creative Nonfiction have become much more prominent in our discipline, and our enrollments are growing steadily in those classes. For instance, the American Literary Translators Convention has grown substantially in attendance, as writers in the established genres turn to other literary cultures for inspiration. We are reacting therefore to changes in the profession. The additional genres largely impact our graduate programs, especially the MFA.

4. What are your new program learning goals?

Our learning goals are the same with regard to the categories of creative work, literature, professional preparation, craft elements, and revision. The change has come in recognizing the importance of new genres to our discipline.

Given that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.

In the coming year, we would like to assess our revision learning goal for the undergraduate program. To that end, we are establishing a required undergraduate course in Literary Revision. Also, new California rules require that our B.A. and M.A. degrees no longer to be offered through the English Department. This summer we will be revising both programs to reflect that reality. Learning goals are unlikely to change substantially, but our M.A. literature courses will no longer be limited to the English Department. In addition, the M.A. program will focus on The Teaching of Creative Writing.

The MFA program is not impacted by the structural changes required of the B.A. and M.A. programs because it was developed independent of the English Department in which Creative Writing was first situated.