

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Writing

Type of Program *

Graduate Program ▼

College of Arts and Sciences Division *

Humanities ▼

Name/Title/E-mail Address of Submitter *

Beth Nguyen, Academic Director and Professor, bnguyen5@usf**Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback**

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 No**Yearly Assessment Report PDF Upload**

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement 

Please type and/or copy-and-paste directly into the space below:

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The mission of the MFA in Writing program is to nurture the artistic and intellectual development of writers, ground their work in an understanding of literary traditions and contemporary practice, and prepare them to participate fully in diverse literary communities. Since its inception, the program has offered graduate study in three genres—fiction, poetry, and creative nonfiction. The program is notable for its high degree of faculty-student interaction, a workshop ethos that emphasizes supportive critique and mutual responsibility over competition, and craft-oriented literature courses taught by writers and geared to the concerns of writers. The program's structure and the close individual attention students receive in small classes help create a sense of community within the program, and active engagement with the thriving literary community of San Francisco is fostered via the student-run online journal Switchback, internship opportunities, and the MFA Reading Series.

The program's mission, like that of the university itself, is to foster close student-teacher relationships that encompass a concern for the whole person. Like the University, the program welcomes and respects people of all backgrounds and values the uniqueness of the individual. The program honors core values of the university, particularly the commitment to learning as a humanizing social necessity, with strong value placed on a diversity of perspectives, experiences, and traditions. By fostering the critical, compassionate analysis of self and world that is essential to ethical writing, the program also serves the university's mission of educating hearts and minds. In keeping with the university's mission, the program was founded to serve promising candidates with a range of training in the field and to make it possible for students from all backgrounds to pursue graduate studies. The program continues to be receptive to students who might not fit conventional criteria but demonstrate the talent and dedication to succeed. The program provides rigorous instruction for a varied student population increasingly interested in issues of publishing and professional development, while retaining an idealistic sense of writing as a vocation and calling, not just a career. The publications of graduates and faculty enrich civic life and contribute to the strategic vision for USF as a premier Jesuit institution.

Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

*

1. Students will demonstrate a working knowledge of the fundamentals of literary composition and craft.
 2. Students will be able to read as writers, applying a critical craft vocabulary as they analyze the ways in which literary meaning is developed in the works of published authors.
 3. Using a critical craft vocabulary, students will be able to evaluate and analyze the techniques and intentions of developmental drafts, including their own, and to participate in constructive critical discussion of works in progress.
 4. Students are prepared for participation in the public life of literature, which may include locating their own work in the context of contemporary professional practice, acquiring skills for writing-related professions, and participating in diverse literary communities.
-

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

Please upload your PLOs to ILOs Curriculum map here *

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Assessment Methods



Which of your Program Learning Outcomes did you assess during 2016-2017? *

Students are prepared for participation in the public life of literature, which may include locating their own work in the context of contemporary professional practice, acquiring skills for writing-related professions, and participating in diverse literary communities.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
-


Brief description of student work products used to assess PLOs: *

We focused on an MFA seminar class, "Research for Writers," and collected their final projects, which can be described as both term papers and research projects.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

We read the student work and discussed how the work reflected the three of the main segments of the program learning outcome: "locating their own work in the context of contemporary professional practice, acquiring skills for writing-related professions, and participating in diverse literary communities." Recognizing that not all three segments might be evidenced in each work, and to the same degree, we noted which segment(s) appeared to be most salient. The works we studied were all annotated and footnoted, which was part of the original assignment, in order to show the amount of research incorporated into each student work.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 Rubric-assessment...

Who evaluated the student work product? Check all that apply. *

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: _____

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

We tried to assure this via our discussion.

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: _____

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

Our data results show that the students were meeting the learning outcome primarily through “acquiring skills for writing-related professions.” The skill of research is an absolute necessity for all writers, regardless of genre, and the students showed an ability to acquire a variety of research and incorporate it into their original work. The other two segments of the learning outcome, “locating their own work in the context of contemporary professional practice,” and “participating in diverse literary communities” are much more difficult to quantify. We would argue that by successfully accomplishing research and integrating it into their work, students show that they understand how to locate their own work in the context of the contemporary professional practice that requires an attentive level of research. We would also argue that research is one way that students can participate in diverse literary communities because research requires them to step outside of what they know and enter into, and engage deeply with, new perspectives and sources of information. When we speak of research, we do so from the perspective of writers: research is not just gathering information but is also a process that is generative and leads to new ideas and the creation of original, thoughtful work.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

These results show to us that the students, through their own footnoting and annotations, as evidence, do understand where their ideas might originate or gain strength and newness through research. We want students to look outside of themselves and to write outside of themselves. As writers, we necessarily define research broadly: it may include traditional textual sourcing as well as interviews; it can also involve archival research, photographs, and engaging in other art forms. Research is information-gathering but also inspiration-gathering. The process of pursuing a variety of research methods prepares students for continued research in their lives beyond graduation, and the student work we studied shows that students have indeed learned strategies for research and how to integrate the results into their work. It was clear to us that their work was deepened through their research, which is to say deepened through their finding, considering, and incorporating other and diverse perspectives, interviews, and ways of approaching art.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

—9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: _____

Description of the Proposed Changes (as checked above): *

The results of this assessment made us realize that "Research for Writers" is an essential and exciting course that should be offered more often. So the changes we will implement include: revision of program course sequence; modified program policies or procedures; and modified course offering schedules. "Research for Writers" has not been offered frequently in the sequence and we will change that, aiming to offer the course once a year, and to encourage all students in all genres to take the course. Historically, the course was geared more toward students working in prose (fiction and nonfiction), yet we see equal value in encouraging poetry students to engage in the practice of research. We also realized that the gains of research should be considered throughout our program policies and procedures. For example, we will ask other seminars to include footnoting and annotation as part of standard practice.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

For this report we looked back to spring 2017. We realized that for future assessments, it would be wiser—and make more sense—to make plans now for the next assessment. That is, instead of just relying on looking back, we can begin now by looking ahead to which learning outcome and course(s) we will focus on in 2018. This may, in turn, help us plan our course(s) even better.

This form was created inside of Faculty & Staff DonsApps.

Google Forms

Program Learning Outcomes X Courses	Students will demonstrate a working knowledge of the fundamentals of literary composition and craft	Students will be able to read as writers, applying a critical craft vocabulary as they	Using a critical craft vocabulary, students will be able to evaluate and analyze the techniques	Students are prepared for participation in the public life of literature, which may include
Courses or Program Requirement				
622: Writing Workshop (Fiction)	M			M
632: Writing Workshop (Nonfiction)	M			M
642: Writing Workshop (Poetry)	M			M
650: Word for Word: The Texture of Language		M		
651: Developments in the Novel		M		
653: Research for Writers			M	
654: Contemporary American Poetry		M		
655: The Architecture of Prose		M		
661: Evolution of the Short Story		M		
662: Contemporary Experiments in Fiction		M		
664: Poetry International		M		
670: Intention and Design in Prose		M		
671: Techniques of Long Fiction		M		
672: The Craft of Short Fiction		M		
673: Truth, Ethics, and Memory		M		
674: Prosody: The Meaning of Poetic Form		M		
675: Teaching Writing				D
680: Style in Fiction		M		
681: Blurred Boundaries: Writing Beyond Genre		M		
682: Nonfiction Theory & Technique		M		
683: The History of Nonfiction		M		
686: Poetics		M		
687: Point of View and Characterization		M		
688: Finding Form: Novellas and Story Cycles		M		
689: Thesis I	M		M	
690: Professional Development				M
699: Thesis II	M		M	

	PLO1	PLO2	PLO3	PLO4
Institutional Learning Outcomes X Program Learning Outcomes	Students will demonstrate a working knowledge of the fundamentals of literary composition and craft.	Students will be able to read as writers, applying a critical craft vocabulary as they analyze the ways in which literary meaning is developed in the works of published authors.	Using a critical craft vocabulary, students will be able to evaluate and analyze the techniques and intentions of developmental drafts, including their own, and to participate in constructive critical discussion of works in progress.	Students are prepared for participation in the public life of literature, which may include locating their own work in the context of contemporary professional practice, acquiring skills for writing-related professions, and participating in diverse literary communities.
Institutional Learning Outcomes				
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.		D	D	M
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	M	M		M
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	M	M	M	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	M		M	
5. Students use technology to access and communicate information in their personal and professional lives.				D
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.		M		
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.				M

Key:

I = Introductory

D = Developing

M = Mastery

MFA in Writing Program
University of San Francisco
Yearly Assessment Report
October 26, 2017

Rubric for Evaluating Student Work

Program Learning Outcome:

Students are prepared for participation in the public life of literature, which may include locating their own work in the context of contemporary professional practice, acquiring skills for writing-related professions, and participating in diverse literary communities.

For each work:

How many footnotes and annotations were included in the overall work?

How many pages was the work?

Note the range of research shown in each work:

- text research (books and other texts as primary sources)
- oral research / interviews
- photographs / imagery
- other:

Note if each student work reflects or shows the following:

- locating their own work in the context of contemporary professional practice
- acquiring skills for writing-related professions
- participating in diverse literary communities.