**Major Assessment Report**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

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| **Department and Degree: M.F.A. in English****Assessment Coordinator: Professor Steven Church** 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section. Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.

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.* 1. Students will understand and explain literary history
	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.2.1 Students will apply their knowledge in order to create a body of publishable poetry, fiction, or creative non-fiction prose2.2 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. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”

For 2017-18, Creative Writing MFA directly assessed/measure two specific SLO’s through the MFA Exit Exam and the MFA Thesis. The faculty indirectly assessed/measured all SLO’s through the MFA exit exam. To directly assess/measure the Exit Exam and Thesis, the MFA program created two different assessment rubrics (attached to the end of this document), one for the Exit Exam and one for student Theses. MFA Theses were evaluated according to the following categories: thesis introduction abstract, mastery of form and technique, analysis of collection as a publishable work, and overall evaluation. Scores were of “partial proficiency,” “basic proficiency,” and “advanced proficiency.” Assessment rubrics were completed for 7 students and for 6 students their theses ranked in the “advanced proficiency” range in each category. One student received a score of “basic proficiency” for “analysis of collection as a publishable work,” while earning “advanced proficiency” in every other category. Sample Comments on MFA Assessment Rubrics: “Outstanding” “Sharp understanding of how [canonical texts] inform contemporary versions and revisions of the fairy tale”“Good homage … Excellent analysis … Demonstrates mastery.”MFA Exit Exams were evaluated according to the following categories: “attention to master list in genre,” “attention to student’s supplemental reading list,” “analysis of exam as contribution to an ongoing conversation in the genre,” and “overall evaluation.” Scores were of “partial proficiency,” “basic proficiency,” and “advanced proficiency.” Assessment rubrics were completed for 7 students and, in each category, all 7 students earned scores of “advanced proficiency,” for a 100% rate of achievement. Sample Comment from Exit Exam Assessment: “Some sections could be published as scholarship in the genre.”To indirectly assess/measure all of the SLOs, an Exit Survey was given to all 7 degree candidates, with questions that measured student experiences with our program SLOs. There were 4 respondents, for a 57% response rate.Notable responses: — 100% of respondents listed “writing skills,” and “professional publishing and editing skills, in answer to question *How has the MFA program most prepared you for the professional world?* And 100% of respondents listed “writing skills development” in answer to question *In your view, what should be the MFA program’s main objectives?* (Objectives 2.1 and 2.2)— 100% of respondents listed “learning what is publishable and what is not” in answer to question *What were the most valuable experiences in working with the professional publishing and editing aspects of the MFA program?* And 100% of respondents said “yes” in answer to question *Have you participated in the professional publishing and editing aspects of the MFA program?* (Objective 3)--100% of respondents answered, “writing skill development,” as one of the main objectives of the MFA Program. (Objective 1.2)-- 75% of respondents listed, “I felt they contributed to the writing community,” in answer to the question, *How is the MFA Program most enhanced by its extracurricular opportunities, such as events, student organizations, and publishing projects?**-- 75% of respondents* answered “Writing community,” to the question “How did the MFA Program and the English Department help you most as a literary artist?”— 25% of respondents listed “knowledge of literary theory and history” in answer to question *What were the most important things you gained from the MFA program?* (Objective 1.1) |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

MFA candidates reported their experiences were very positive in Goal areas 2 and 3, having to do with writing skills and understanding of forms, genres, and aesthetic principles. That was expected. MFA candidates also reported their experiences were positive in the areas of “writing community,” and “writing skill development,” which is significant and helps us understand the value of co-curricular activities. Only 25% reported “knowledge of literary theory and history" as a significant outcome, which is a slight improvement over the previous year.  |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

It is likely that the exit survey questions will need to be reviewed for clarity and for more direct connection with the goals and SLOs being assessed. We also plan to streamline and condense the exit survey to be more in line with other assessment rubrics. We also plan to revise and update our Entrance Assessment Rubric to correspond with the Assessment Rubrics for the culminating experiences. Overall, the creation of new Assessment Rubrics for the MFA Exit Exam and MFA Thesis is part of a larger effort to clearly articulate goals, expectations, and desired outcomes for culminating experiences in the MFA Program.  |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

AY 2018-19 assessment activity will focus again on direct measures of the MFA exit exam and the MFA student thesis, which we will now do annually as part of our increased efforts to assess our student learning outcomes. Assessment rubrics have been reviewed by faculty and approved to provide both quantitative data and narrative comments on student work. Additionally, in 2018-19 we will assess student term papers and creative work primarily through workshop feedback and student submissions for the Graduate Writing Requirement (a graduate level critical analysis paper with a grade of “A” or “B”).  |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

The MFA Program will continuing assessment activities as prescribed in the SOAP and will create an updated Entrance Assessment while continuing to refine Assessment Rubrics for MFA Exit Exams and MFA Theses. **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.Please see attached Assessment Rubrics for the MFA Thesis and MFA Exit Exam. See below for MFA Exit Survey questions. Exit Survey questions:1. Years in program2. Graduation semester and year3. Genre4. Undergraduate major5. How has the MFA program most prepared you for the professional world?6. Have you participated in the professional publishing and editing aspects of the MFA program?7. How is the MFA program most enhanced by its extracurricular opportunities, such as events, student orgs, and publishing projects?8. Were you a full-time student or part-time?9. What are your current long-term career goals?10. What was your primary reason for choosing the Fresno State MFA program?11. At what school did you complete your undergraduate work?12. In your view, what should be the MFA program’s main objectives?13. How the did the MFA program help you most as a literary artist?14. What were the most valuable experiences in working with the professional publishing and editing aspects of the MFA program?15. What extracurricular activities have you participated in?16. What were the most important things you gained from the Fresno State MFA program?17. Thinking of how the program’s culminating experiences support your long-term professional goals, describe your experience with the thesis mentoring you received.18. Thinking of how the program’s culminating experiences support your long-term professional goals, describe your experience with the thesis defense reading.19. Thinking of how the program’s culminating experiences support your long-term professional goals, describe your experience with the exit exam.20. What comments would you like to share that may have not been covered by this survey? |