Learning Outcome #1
Creativity
Students will produce a substantial portfolio of quality creative work

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, two students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Two portfolios were rated. The range was from 4 (excellent), to 4 (excellent), with a mean rating of 4.0.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. The faculty were satisfied with the result. There was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes.

Additional Comments
None.
Learning Outcome #2
Form & Style
Students will demonstrate understanding of the formal and stylistic features of creative work in portfolio

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, two students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Two portfolios were rated. The range was from 4 (excellent), to 4 (excellent), with a mean rating of 4.0.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. The faculty were impressed with the ability of these students to discuss their own work. There was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes.

Additional Comments
None
Learning Outcome #3
Contemporaneity
Students will demonstrate familiarity with contemporary creative writing

Assessment Method 1: Portfolio Review
Assessment Method Description
In 2012, this learning outcome specified familiarity with contemporary creative writing “of the past decade.” For 2013, this phrase was dropped, out of concern that ten years represented too short a timespan to measure contemporaneity in creative writing. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the students, two students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Two portfolios were rated. The range was from 4 (excellent), to 4 (excellent), with a mean rating of 4.0.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. The faculty were satisfied with the strong familiarity with contemporary writing demonstrated in the portfolios. There was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes.

Additional Comments
None.
Learning Outcome#4
Literature & Genre

Students will demonstrate ability to discuss their creative work in relation to significant literary influences

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, 6 students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Two portfolios were rated. The range was from 3 (good), to 4 (excellent), with a mean rating of 3.5.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. The small number of students enrolled in the program makes difficult any data-driven plans for improvement. While the faculty were generally satisfied with the results, and discussed the distinction between this outcome and Outcome #3. There was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes. In addition, advisory committees were encouraged to address the question of literary influences more specifically in the coming year with regard to the preparation of students’ MA portfolios.

Additional Comments
None.
### Appendix A: MA Assessment Rubric Concentration in Creative Writing: AY 2012-13

<table>
<thead>
<tr>
<th>Goal Category</th>
<th>Learning Outcomes</th>
<th>1 Not acceptable</th>
<th>2 Acceptable</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Creativity</td>
<td>Produces a substantial portfolio of quality creative work.</td>
<td>Portfolio is of poor quality; creative work submitted reflects lack of understanding of key elements of quality creative writing.</td>
<td>Portfolio is of adequate quality; creative work submitted exhibits strengths but also reflects deficiencies in one or more key elements of quality creative writing.</td>
<td>Portfolio is of high quality; creative work submitted exhibits promise and reflects understanding of key elements of quality creative writing.</td>
<td>Portfolio is of outstanding quality; creative work submitted exhibits high promise and is strong in key elements of quality creative writing.</td>
</tr>
<tr>
<td>2 Form and Style</td>
<td>Demonstrates understanding of the formal and stylistic features of submitted creative work.</td>
<td>Inadequate understanding of the formal and stylistic features of creative work submitted; discusses formal or stylistic features of work inaccurately or vaguely.</td>
<td>Adequate understanding of the formal and stylistic features of work submitted; discusses formal or stylistic features of work with accuracy and understanding.</td>
<td>Competent understanding of the formal and stylistic features of work submitted; discusses formal or stylistic features of work with accuracy, specificity, and understanding.</td>
<td>Strong grasp of the formal and stylistic features of work submitted; discusses formal or stylistic features of work with insight, accuracy, and specificity.</td>
</tr>
<tr>
<td>3 Contemporaneity</td>
<td>Demonstrates familiarity with contemporary creative writing.</td>
<td>Inadequate familiarity with contemporary creative writing; analysis of work reflects little or no awareness of contemporary creative writing; work submitted reflects little or no engagement with contemporary trends in creative writing.</td>
<td>Adequate familiarity with contemporary creative writing; analysis of work reflects some awareness of contemporary creative writing; work submitted reflects some engagement with contemporary trends in creative writing.</td>
<td>Competent familiarity with contemporary creative writing; analysis of work reflects competent engagement with contemporary trends in creative writing.</td>
<td>Strong familiarity with contemporary creative writing; analysis of work reflects thorough awareness of contemporary creative writing; work submitted reflects strong engagement with contemporary trends in creative writing.</td>
</tr>
<tr>
<td>4 Literature and Genre</td>
<td>Demonstrates ability to discuss creative work in relation to significant literary influences.</td>
<td>Inadequate ability to discuss creative work in relation to significant literary influences; analysis of creative work reflects little or no awareness of significant literary influences; discusses literary influences vaguely or inaccurately in relation to creative work submitted.</td>
<td>Adequate ability to discuss creative work in relation to significant literary influences; analysis of creative work reflects some awareness of significant literary influences; discusses literary influences accurately in relation to creative work submitted.</td>
<td>Competent ability to discuss creative work in relation to significant literary influences; analysis of creative work reflects competent awareness of significant literary influences; discusses literary influences in relation to creative work submitted with accuracy and specificity.</td>
<td>Strong ability to discuss creative work in relation to significant literary influences; analysis of creative work reflects thorough awareness of significant literary influences; discusses literary influences in relation to creative work submitted with accuracy, specificity, and insight.</td>
</tr>
</tbody>
</table>