854: WRITING GRADUATE MAJOR (MFA)

In Workflow

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Approval Path

1. Mon, 30 Oct 2023 16:30:25 GMT
   Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
2. Mon, 30 Oct 2023 21:01:34 GMT
   Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
3. Mon, 30 Oct 2023 23:00:15 GMT
   Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
4. Wed, 08 Nov 2023 16:32:41 GMT
   Jim Coakley (College of Business, Associate Professor and Curriculum Council Co-Chair) (jim.coakley): Approved for Curriculum Council Co-Chairs
5. Wed, 22 Nov 2023 19:29:00 GMT
   Vickie Nunnemaker (Faculty Senate, Special Assistant to the Faculty Senate President) (vickie.nunnemaker): Approved for Executive Committee

New Program Proposal

Date Submitted: Mon, 30 Oct 2023 19:47:30 GMT

Viewing: : Writing Graduate Major (MFA)

Last edit: Mon, 30 Oct 2023 19:47:26 GMT

Changes proposed by: reimerrj

Proposal

Effective Term

Spring 2024

Justification

Creating an MFA writing program from the formerly MFA Creative Writing program at Cascades. Currently, this program is being delivered as the MFA in Creative Writing at the Corvallis and Cascades campus. The Cascades campus will be differentiated as the MFA in Writing as the program has distinctly different requirements than the Corvallis campus program. Currently, this program is being delivered as the MFA in Creative Writing at the Corvallis and Cascades campus. This new degree program will bring the program into compliance.

Primary Originator

Name
Jennifer Reimer-Recio (OSU-Cascades, Assistant Professor)

Liaisons

Academic Unit
American Studies Program (AMS)
College of Business - Graduate (BA)
College of Education (AHE, COUN, ED, SED)

School of Communication (COMM, NMC)
School of Writing, Literature & Film (AJ, ENG, FILM, WR)

Program Information

Program Level
Graduate

Program Type
Major / Degree

Name
Writing Graduate Major (MFA)

CIP Code
360118 - Writing.

College
Liberal Arts (10)

Academic Unit
School of Writing, Literature & Film

Is this program jointly administered?
No

Date the Early Alert was submitted for this proposal
NA

What degree types are available for this graduate or professional program?
Other

Select other degree type
Master

List other degree type/s
Master of Fine Arts (MFA)

Campus Locations
OSU-Cascades

Is this program currently or planned to be offered in hybrid format?
Yes

Explain the format
Low Residency: a combination of online coursework and biannual 10-day residencies with additional coursework on campus, in person.

Will this program lead to professional licensure in any U.S. state or territory?
No

Program Relationships

Are all degree types and options (if applicable) available at all locations?
Yes

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university minimum?
No

Does this major have options?
No

Executive Summary

Executive Summary

The proposed Masters in Fine Arts Program in Writing (Low Residency) at Oregon State University–Cascades offers high-quality training in writing, craft, and critical analysis. Its objective is to train students in the craft of writing, an essential skill required in the workplace. The two-year program is delivered through both online courses and in-person training, to ensure students benefit from meeting their mentors and peers, and while enjoying the accessibility of online and distance learning. The degree consists of 49 credits obtained through online coursework and four intensive ten-day residencies. Students are supported by a team of ten faculty members, a project manager, and a project coordinator, in addition to the existing academic structure and services of the university. It will support OSU's mission and strategic priorities by creating a cohort of skilled graduates who are critical thinkers and capable of advancing new knowledge and creativity in line with the university's mission and standards. This program is the only one on the east side of the Cascades and will address the high market demand for quality technical writers in the Central Oregon region. Additionally, the program contributes to statewide goals of high-quality learning, innovation, and diversity by providing accessible knowledge to students through a curriculum that examines and focuses on wider social issues such as difference, power, and privilege. The program is based on the Association of Writers & Writing Programs (AWP) Guidelines for Creative Writing Programs & Teachers of Creative Writing. The program will produce students who can conduct and defend research and produce creative work, demonstrate mastery of subject material, and conduct scholarly or professional activities in an ethical manner in addition to other skills.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

The OSU-Cascades Low Residency MFA Program in Writing offers high-quality training in writing, craft, and critical analysis. The two-year program consists of 49-credits obtained through online coursework and four intensive ten-day residencies in fall and spring terms. Students enroll in a minimum of five credit hours per term. Courses consist of peer workshops, sequential genre-based craft seminars, a critical studies series with a focus on difference, power, and privilege, as well as community engagement, 1:1 mentorships, and required courses in Compassionate Critique, Reading for Writings, Revision, Pedagogy, and Publishing. The capstone requirement is a creative Master's thesis in the form of an original literary work of publishable quality in the student's chosen genre, accompanied by a Critical Introduction and Annotated Bibliography. Our curriculum builds sustainable writing habits, develops strong craft foundations, and instills the essential skills to become a critical and ethical reader and writer in a diverse literary world while providing an environment for taking imaginative risks.

The degree is available only on the Cascades campus. Admission is open to applicants from any disciplinary background who meet current Graduate School admissions standards. Our Low-Residency MFA was built using the Association of Writers & Writing Programs Hallmarks of an Effective Low-Residency Program.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

A fast-growing and popular option within the larger, full residency MFA in Creative Writing landscape, low-residency programs require at least two years of study of both literature and craft. Students are required to write original fiction, creative nonfiction, poetry, and, in certain programs, also have the option of writing translations, screenplays, or plays. Students are required to analyze contemporary and classic literature and write critical papers. The key requirement of the course of study is a creative thesis of publishable quality—an original literary work in the student's chosen genre(s). Central to low-residency creative writing programs are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers. During residencies, occurring either once or twice during the academic year, depending on the program, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's faculty as well as guest authors and representatives of the publishing industry at the host campus. The goal of each residency is to: 1) broaden and deepen each student's knowledge of and facility with the literary and language arts; 2) develop a supportive, inclusive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with faculty; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period.

The proposed Master in Fine Arts in Writing at OSU-Cascades (low residency) delivers high quality training in writing and literary craft. It does so in a way that is accessible, robust, and economically feasible for students and the institution. The objective is to train students in the craft of writing, a skill which can be applied to many fields and occupations. The two-year program consists of 49-credits obtained through online coursework and four intensive ten-day residencies in fall and spring terms. Students enroll in at least five credit hours per term. Courses consist of peer workshops, sequential craft seminars in the genre of their choosing, a critical studies series with a focus on difference, power, and privilege, 1:1 mentorships, and required courses in Compassionate Critique, Reading for Writings, Revision, Pedagogy, and Publishing. The capstone requirement is a creative Master's thesis in the form of an original literary work in the student's chosen genre, accompanied by a Critical Introduction and Annotated Bibliography. Graduation requirements meet OSU's Graduate Learning Outcomes (Conduct and defend research or produce some other form of creative work; Demonstrate mastery of subject matter; Conduct scholarly or professional activities in an ethical manner) and five program-specific learning outcomes (detailed below). Studying under an innovative combination of a low-residency studio/mentorship model as well as weekly online courses throughout the academic year, students in the OSU-Cascades MFA in Writing program must satisfy graduate degree requirements that are commensurate with other MFA graduate degrees, and are closely tied to the MFA program in Creative Writing at OSU-Corvallis. The MFA in Writing at Cascades—through its different delivery method—will add diversity to, not duplicate, the established graduate-level writing programs throughout the state.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

The program will be delivered in two formats. Students take 1-2 online courses per quarter throughout the year. Online courses have a set schedule for Tuesday and/or Wednesday evenings,18:00-21:00 PST. In November and May, students are on campus in Bend, Oregon for 10-day residencies during which additional coursework, as well as community engagement activities, are completed in person. Residency course scheduling is handled by the Program Manager with guidance from the Program Coordinator and follows the proposed Program of Study. The use of technology will be consistent with existing Oregon State University–Cascades programs and does not require investment on behalf of the university or targeted student population beyond widely available, standard internet-connected computer systems.

Adequacy and quality of faculty delivering the program

The core curriculum will be delivered by the MFA in Writing faculty. The faculty is composed of 7 core part-time instructors and 3 affiliated part-time instructors. The Program Manager also teaches in the program as an instructor, and the current Program Coordinator teaches in the program as a tenure-track Assistant Professor in American Studies. Core and affiliated faculty, as well as the Program Manager and Program Coordinator, have met OSU's standards for degrees earned, creative/scholarly productivity, currency, and other professional qualifications and experiences. Core and affiliated faculty have strong publication records in their genre(s) with national presses, conduct regular creative activities, and demonstrate commitment to graduate teaching. Twice a year, the program hosts a Distinguished Visiting Writer who teaches a special seminar or workshop on the topic of their expertise/specialization. Distinguished Visiting Writers are nominated by the Program Coordinator and Program Manager, approved by the faculty, and are nationally recognized writers with substantial creative profiles.

Adequacy of faculty resources – full-time, part-time, adjunct

Coursework supporting the degree is currently developed and delivered by the existing roster of part-time faculty. Plans for hiring in AY24 include 1 full- time Program Manager who will teach within the program. As the program achieves the desired growth, the program may need to hire additional faculty and a full-time director.

Other staff

In addition to the faculty dedicated to the program, dedicated support to the MFA resides in each of the staff groups on campus. For AY24, a hire has been approved to support administrative work for the MFA.

Adequacy of facilities, library, and other resources

The resources needed to support this degree are identical to those that currently support the OSU-Cascades. The MFA in Writing does not anticipate any required additional resources in library resources, or others in order to support the degree.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

Writing is a critical component of all creative, industrial, and governance organizations, including those in Oregon. OSU's mission of contributing to a state of skilled graduates who are critical thinkers and capable of advancing new knowledge and solutions require a subset of those graduates have the creative and technical capacity to write well and create literary art that is commensurate with cultural expectations. Creative literary output is an engine of broader advances in social justice, equitable prosperity, and innovation. In particular, this degree will contribute to sustainable earth ecosystems and health and wellness through critical and creative exploration of people in their ecosystems. As is demonstrated by many literary works, creative outputs are frequently precursors to substantive social change. This degree encourages novel thinking which, at a societal scale, drives innovation across industrial and governance sectors. In particular, the degree and course requirements explore the connections among economic prosperity and social progress. The curriculum focuses particularly on a critical examination of diversity, equity, and inclusion within literary works. Students, under the direction of a faculty mentor, will create a literary piece of art that is part of this overall vision.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

The proposed degree will be offered as a low-residency curriculum. This teaching pedagogy is a unique method of education within Masters of Fine Arts programs and has a robust history of combining scholastic rigor with accessibility for students. Historically, the low-residency option recognizes both the benefits of meeting in-person with mentors, educators, and peers, while allowing students to enjoy the accessibility benefits of distance and online learning. Also, while there are three MFA in Creative Writing programs in the state, this program is the only one on the east side of the Cascades. Additionally, there are close connections between the MFA in Writing and rural writers organizations. The program has a unique focus on diversity in the proposed curriculum. The required courses in Difference, Power, & Privilege distinguish the program from similar ones in the state and region and will be a draw for under-represented students, in particular. These features of the proposed MFA in Writing definitively support OSU's mission to increase accessibility and diversity to the cultural integrity, knowledge creation, innovation, economic, and cultural support of Oregon and its communities.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

The low-residency MFA in Writing from OSU-Cascades is available to a wide range of students who hold bachelor's degrees. Admission is undergraduate-degree-agnostic and the skillset is valued as a way to access and advance the cultural life of the state, while developing skills that are useful in a variety of occupational settings. The low-residency model allows students to pursue their degree despite permanent place of residence and as life circumstances change. The residency model, while requiring some in-person participation, also encourages a cohort model of mutual encouragement and support, which facilitates the in-person benefits of inclusion and likely leads to higher graduation rates.

A low residency MFA in Writing will ensure Central Oregon maintains its excellence in the written arts - both attracting and developing a new generation of storytellers. Drawing students and authors to the Central Oregon area will generate a ripple effect both economically and artistically and will serve to elevate the region.

Respond effectively to social, economic, and environmental challenges and opportunities:

Writing is a perennial skill that responds to multiple economic challenges and is adaptable to multiple fields and occupations. Additionally, the education and training in creative pursuits are enduring parts of institutes of higher education. The goals of the MFA in Writing are commensurate with fostering a diverse and culturally-rich environment, which become particularly necessary as social systems are in processes of change.

Address civic and cultural demands of citizenship

Fostering a new cohort and generation of writers is necessary to meeting the civic and cultural demands of citizenship. Critical thinking and comparative analysis are necessary skills to creative writing, both of which are transferable. With the increasing need for people to be able to transition among occupations, these skills are in demand. Additionally, creative pursuits are critical to civic engagement and social change.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

There is no official accreditation body for MFA in Creative Writing programs. Successful programs incorporate the Association of Writers & Writing Programs (AWP)'s Guidelines for Creative Writing Programs & Teachers of Creative Writing, as well as the Hallmarks of a Successful MFA Program in Creative Writing and/or Hallmarks of an Effective Low-Residency MFA Program in Creative Writing.

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

The Low-Residency MFA in Writing was built using the Association of Writers & Writing Programs (AWP) Hallmarks of an Effective Low-Residency Program. In evaluating not only the standard-bearers but also other, newer programs, AWP has identified the necessary hallmarks of successful low-residency MFA programs:
rigorous curriculum
accomplished writers as teachers
qualified students
strong administrative support
infrastructure support
complementary/additional program assets
unique educational features

The OSU-Cascades MFA in Writing(low residency) program meets these hallmarks.

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

N/A

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

There is no official accreditation body for MFA in Creative Writing programs.

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:
Fall Term Headcount:
18
FTE Enrollment:
15.84
Expected Degrees/Certificates
6

Year Two:
Fall Term Headcount:
24
FTE Enrollment:
19.2
Expected Degrees/Certificates:
12

Year Three:
Fall Term Headcount:
40
FTE Enrollment:
35.2
Expected Degrees/Certificates
20

Year Four:
Fall Term Headcount:
40
FTE Enrollment:
35.2
Expected Degrees/Certificates
20

Year Five:
Fall Term Headcount:
40
FTE Enrollment:
35.2
Expected Degrees/Certificates
20

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program also attracts employed students seeking an additional degree while maintaining employment. The low residency MFA at OSU-Cascades has historically attracted veterans, retired persons, and female-identified students, who comprise significant portions of recent cohorts. Recent cohorts have shown increased racial/ethnic diversity amongst students.

Evidence of market demand

Low residency answers the needs and preferences of many potential students. Potential low residency MFA students shop for geographic convenience, and program quality, flexibility and affordability. Three low-residency programs exist in the Pacific Northwest, though none is located east of the Cascades. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their program is composed of 50% or more in-state students, which bodes well for attracting students to a central Oregon-based low-residency MFA in Writing program.The current low-residency program at OSU-Cascades is the only low residency in creative writing program in Central Oregon, a rapidly growing market. A program at OSU-Cascades is ideally positioned to attract students from the Central Oregon region and the intermountain west.

While serving the region is a central part of the mission of OSU-Cascades, so, too, is the effort to build nationally known and respected programs in Bend, which, in turn, contributes to the heightened national visibility of Oregon State University as a whole. With a strong national faculty, the program already draws students from across the United States.

Between AY '22-'23 and AY '23-'24, enrollment in the low residency MFA in Writing program increased from 6 new enrollments to 12, a 50% strong evidence of the appeal of this program. We anticipate admitting between 12-20 new students each academic year.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

The low-residency MFA in Writing was recommended after a feasibility study was completed. Most employment studies continue to identify writing and communication as a key skill-set that companies need in employees. Additionally, the low-residency program is sufficiently unique from OSU's in-person MFA in Creative Writing that programs will not compete for students. Ultimately, the uniqueness of the program and the low-residence framework attracts a different pool of students.

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. While the program emphasizes the study of literary craft from within the writer's perspective, it is not, however, a technical or narrow degree. The reading and analytical components of coursework provide well-integrated curricula in the humanities, with an emphasis on the actual work of writing within social, cultural, political, and economic contexts. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in business, information technologies, engineering and the sciences.

Outcomes and Quality Assessment

Expected learning outcomes of the program

1. Conduct & defend research or produce some other form of creative work
2. Demonstrate mastery of subject material
3. Conduct scholarly or professional activities in an ethical manner
4. Analyze elements of the creative writing craft
5. Critique the original creative work of self and peers.
6. Integrate DEI competencies in different program settings and outputs
7. Design public-facing opportunities for the dissemination of the literary arts
8. Develop professionalization tools.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Learning outcomes 1-3: The program has a Thesis & Defense rubric to evaluate student success on the first 3 learning outcomes.

Learning outcome 3: The Thesis Chair assesses students' ethical compliance and awareness during the thesis mentorship and reports back using the program-specific Mentorship Assessment Form-Faculty. The student assesses their own ethical compliance and awareness during the thesis mentorship and reports back using the program-specific Mentorship Assessment Form-Student.

Learning outcomes 4-8: The program has created a rubric for each learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.

Learning outcomes 4-8: The program has an assessment process for evaluating student learning during the two mentorship periods. At the end of each mentorship course, students and faculty fill out a Mentorship Assessment Form (there are distinct forms for faculty and students). These forms are collected and analyzed by the Program Manager.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

Faculty are expected to maintain a record of creative success, typically evaluated as the publication of full-length works of fiction, nonfiction, poetry, or hybrid genres by nationally recognized presses. Faculty also publish stories, essays, poems, articles and interviews in peer-reviewed journals and reputable literary journals. The program also recognizes faculty achievements in digital humanities and New Media outputs, screenwriting, and playwriting. Creative outputs by faculty are positively reviewed in national media outlets.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

In Oregon, there are three low residency MFA in creative writing programs: Pacific University, PNCA, and Eastern Oregon University (only one of these is housed at a public institution). There are three low residency MFA programs in Washington state: Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. The Jack Kerouac School of Disembodied Poetics at Naropa University in Boulder, Colorado and two southern California low-residency programs round out the competition regionally. The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades except for EOU, on the far eastern border of Oregon. OSU-Cascades's low residency program draws students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California, amongst other regions.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

The OSU-Cascades low residency MFA Program in Writing complements the established high-residency program at OSU Corvallis/ School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as a well-rounded undergraduate institution, while increasing student enrollment at both the graduate and undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.

If applicable, proposal should state why this program may not be collaborating with existing similar programs
N/A

Potential impacts on other programs
We anticipate no negative impacts on other programs. The MFA in Creative Writing at OSU-Corvallis supports the development of this MFA in Writing at OSU-Cascades because the low-residency framework, and geographic location in Central Oregon, offers an educational opportunity for students who would otherwise not be able to attend a Masters Level graduate program. OSU-Cascades' mission is, in part, to provide educational opportunities to Central and Eastern Oregon students. While we do not anticipate that all students will be from this population, we recognize that this program does fulfill the mission of our institution.

Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?
Yes

Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year
Students write and defend an original creative thesis. Theses and defenses are assessed by the thesis committee members using a program-specific Thesis & Defense rubric. The rubric evaluates each of the three University learning outcomes (Conduct & defend research or produce some other form of creative work; Demonstrate mastery of subject material; Conduct scholarly or professional activities in an ethical manner). The committee members discuss and decide if the student Does Not Meet Expectations, Meets Expectations, or Exceeds Expectations for each learning outcome. What constitutes Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations are field-specific criteria that are described in the Thesis & Defense Rubric.

Student success towards this GLOs is evaluated twice before the milestone (thesis defense). These two benchmarks are the completion of two 1:1 student-faculty mentorship courses. At the end of each mentorship period, faculty and students submit separate Mentorship Assessment Forms that allow for assessment and reflection on progress toward the thesis milestone.

Has this assessment method changed since the last reporting cycle?
Yes

Explain any changes
Not assessed previously. The program has created GLOs assessment rubrics, a thesis & defense rubric, and updated the mentorship assessment forms. The program plans to use the Canvas assessment tool to attach the new GLO rubric to capstone projects in each course.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year
Milestone: the thesis and defense.Benchmarks: completion of two mentorship courses.

Describe any changes to the benchmark or milestone since the last reporting cycle
No changes

Describe the data collection process (e.g., Who is involved? How is the data collected?)
The Program Manager collects and analyzes the Mentorship Assessment forms. The Program Manager collects and analyzes the Thesis & Defense rubrics after each thesis defense.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success
We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines
N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline
We have updated the Mentorship Assessment Forms so that faculty and students can specifically evaluate progress towards this learning outcome. The new Mentorship Assessment forms will be used in the 2024 summer term.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-25

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Students write and defend an original creative thesis. Theses and defenses are assessed by the thesis committee members using a program-specific Thesis & Defense rubric. The rubric evaluates each of the three University learning outcomes (Conduct & defend research or produce some other form of creative work; Demonstrate mastery of subject material; Conduct scholarly or professional activities in an ethical manner). The committee members discuss and decide if the student Does Not Meet Expectations, Meets Expectations, or Exceeds Expectations for each learning outcome. What constitutes Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations are field-specific criteria that are described in the Thesis & Defense Rubric.

Student success towards this GLOs is evaluated twice before the milestone (thesis defense). These two benchmarks are the completion of two 1:1 student-faculty mentorship courses. At the end of each mentorship period, faculty and students submit separate Mentorship Assessment Forms that allow for assessment and reflection on progress toward the thesis milestone.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

Not assessed previously. The program has created GLOs assessment rubrics, a thesis & defense rubric, and updated the mentorship assessment forms. The program plans to use the Canvas assessment tool to attach the new GLO rubric to capstone projects in each course.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Milestone: the thesis and defense. Benchmarks: completion of two mentorship courses.

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The Program Manager collects and analyzes the Mentorship Assessment forms. The Program Manager collects and analyzes the Thesis & Defense rubrics after each thesis defense.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

We have updated the Mentorship Assessment Forms so that faculty and students can specifically evaluate progress towards this learning outcome. The new Mentorship Assessment forms will be used in the 204 summer term.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-25

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Students write and defend an original creative thesis. Theses and defenses are assessed by the thesis committee members using a program-specific Thesis & Defense rubric. The rubric evaluates each of the three University learning outcomes (Conduct & defend research or produce some other form of creative work; Demonstrate mastery of subject material; Conduct scholarly or professional activities in an ethical manner). The committee members discuss and decide if the student Does Not Meet Expectations,

Meets Expectations, or Exceeds Expectations for each learning outcome. What constitutes Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations are field-specific criteria that are described in the Thesis & Defense Rubric.

Student progress towards this GLO is evaluated once before the thesis milestone. This benchmark happens at the end of the student's second mentorship course. At that time, the Thesis Chair assesses students' ethical compliance and awareness during the thesis mentorship and reports back using the program-specific Mentorship Assessment Form-Faculty. The student assesses their own ethical compliance and awareness during the thesis mentorship and reports back using the program-specific Mentorship Assessment Form-Student.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

Not assessed previously. The program has created GLOs assessment rubrics, a thesis & defense rubric, and updated the mentorship assessment forms. The program plans to use the Canvas assessment tool to attach the new GLO rubric to capstone projects in each course.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Milestone: the thesis and defense. Benchmarks: completion of the final mentorship course.

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The Program Manager collects and analyzes the Mentorship Assessment forms. The Program Manager collects and analyzes the Thesis & Defense rubrics after each thesis defense.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

We have updated the Mentorship Assessment Forms so that faculty and students can specifically evaluate progress towards this learning outcome. The new Mentorship Assessment forms will be used in the 204 summer term.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-25

Process

Describe the process the program used to reflect on the outcome data

The Program Coordinator met with the Director of Assessment to create an appropriate assessment roadmap for AY '23-24 and beyond.

Were there any challenges or concerns?

A challenge was lack of any full-time faculty and any full-time administrators in the program to assist with assessment.

How are the results of your assessment effort related to strategic planning and overall program review?

Our assessment effort revealed major opportunities within the program to formalize and standardize the existing best pedagogical practices of our faculty. We are diligently working towards creating and unrolling assessment practices that will align with our program's core values and mission.

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

No

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

We have scheduled two workshops for the faculty on assessment with the Assessment Office (one in late October and one in early January). Our idea is to have a clear and coherent message around assessment and to give faculty opportunities to ask questions. We are in the process of finalizing our program-specific rubric for each GLO (see above). We are creating a Thesis & Defense rubric. We are updating our Mentorship Assessment Forms. And we are excited to participate in a Canvas trial to attach our new GLO assessment rubric to specific capstone projects across all courses. In addition, the Program Coordinator and Program Manager will work with faculty to ensure that coursework deliverables (assignments, capstone projects, activities) align with the student learning outcomes, that faculty have appropriate methods for assessing student success in achieving the learning outcomes, and that all syllabi consistently reflect the above.

Additional Graduate Level Student Learning Outcomes (optional)

Learning Outcome

Analyze elements of the creative writing craft

What year was this program level learning outcome developed or most recently changed?

2023

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

24 courses in the program engage this learning outcome. 14 are required courses. Of those 14, 7 are required core courses for all students:
WR 526 Reading for Writers (3 credits, fall term year 1)
WR 529 Compassionate Critique (3 credits, fall term year 1)
WR 536 Revision (2 credits, spring term year 2)
WR 570 Critical Studies: Reading Difference, Power Privilege (2 credits, winter term, year 1)
WR 571 Critical Studies: Writing Difference, Power Privilege (2 credits, spring term, year 1)
WR 572 Critical Studies: Community Engagement (2 credits, fall term year 2)
WR 574 Critical Studies: Critical Introduction (3 credits, spring term year 2)
In addition to these core courses, students select 3 workshops and 4 Foundations courses from the curriculum. All workshops and Foundations courses engage this learning outcome.

The program has created a rubric for this learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all the above courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

A new GLO rubric has been created for faculty to use when assessing student success on this GLO. This GLO will be assessed across a wide range of courses, allowing for multiple assessment opportunities before the thesis.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Students will meet/exceed in courses with overall scores of 83% or higher
Students pass their defense with Meet/Exceed

Describe any changes to the benchmark or milestone since the last reporting cycle

Using a specific assessment tool for each GLO in every class to create multiple benchmarks is a new method.

Describe the data collection process (e.g., Who is involved? How is the data collected?)

Faculty assess each student's progress on each relevant GLO in their courses before the of each term. The data are exported through Canvas and managed by the Program Manager.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

We do not yet have data to report on.

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term
The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term .

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Ay '24-'25

Learning Outcome

Critique the original creative work of self and peers.

What year was this program level learning outcome developed or most recently changed?

2023

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

4 required core peer workshop courses for all students:

WR 529 Compassionate Critique: Introduction to Workshop (3 credits, fall term year 1)
3 from the following:
WR 530 Intro to Writing Poetry (3 credits, spring term year 1)
WR 531 Intro to Writing Fiction (3 credits, spring term year 1)
WR 532 Intro to Writing Nonfiction (3 credits, spring term year 1)
WR 533 Advanced Poetry Writing (3 credits, fall and winter term year 2)
WR 534 Advanced Fiction Writing (3 credits, fall and winter term year 2)
WR 535 Advanced Nonfiction Writing (3 credits, fall and winter term year 2)
WR 539 Creative Writing Workshop in Spanish (3 credits, any fall, winter, or spring term)

Program Coordinator (me) emails instructors immediately after the term ends asking them about: (a) assignments that map to each program learning outcome, and (b) student grades in these, and (c) rubrics used to assess student success

12 courses engage this learning outcome. Of those 12, 4 are required core courses for all students:
WR 526 Reading for Writers (3 credits, fall term year 1)
WR 529 Compassionate Critique: Introduction to Workshop (3 credits, fall term year 1)
WR 536 Revision (2 credits, spring term year 2)
WR 538 Pedagogy (2 credits, spring term year 1 or 2) OR WR 542 Publishing (2 credits, spring term year 1 or 2
In addition, all students will choose 3 courses from the following:
WR 530 Intro to Writing Poetry (3 credits, spring term year 1)
WR 531 Intro to Writing Fiction (3 credits, spring term year 1)
WR 532 Intro to Writing Nonfiction (3 credits, spring term year 1)
WR 533 Advanced Poetry Writing (3 credits, fall and winter term year 2)
WR 534 Advanced Fiction Writing (3 credits, fall and winter term year 2)
WR 535 Advanced Nonfiction Writing (3 credits, fall and winter term year 2)
WR 539 Creative Writing Workshop in Spanish (3 credits, any fall, winter, or spring term)

The program has created a rubric for this learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all the above courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

A new GLO rubric has been created for faculty to use when assessing student success on this GLO. This GLO will be assessed across a wide range of courses, allowing for multiple assessment opportunities before the thesis.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Benchmarks: Students will consistently Meet or Exceed expectations on faculty GLO evaluations.
Milestone: Students will Meet or Exceed expectations on their thesis defense.

Describe any changes to the benchmark or milestone since the last reporting cycle

Using a specific assessment tool for each GLO in every class to create multiple benchmarks is a new method.

Describe the data collection process (e.g., Who is involved? How is the data collected?)

Faculty assess each student's progress on each relevant GLO in their courses before the end of each term. The data are exported through Canvas and managed by the Program Manager.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term.

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

Although no formal assessment has been completed for a few years, the proposed curriculum changes address faculty concerns with student success. The new curriculum specifically targets critical thinking/reading/writing, preparedness for the profession, and ensuring a successful thesis. These courses are currently being rolled out on a provisional, term-by-term basis.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-'25

Learning Outcome

Design public-facing opportunities for the dissemination of the literary arts

What year was this program level learning outcome developed or most recently changed?

2023

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

There are 2 required core courses for all students that directly engage this learning outcome: WR 572 Community Engagement (2 credits, fall term year 2)
WR 538 Pedagogy (2 credits, spring term year 1 or 2) OR WR 542 Publishing (2 credits, spring term year 1 or 2

The program has created a rubric for this learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all the above courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.

Events and engage activities during residency periods. Students meet with the Program Coordinator after each residency period to share and discuss strengths and weaknesses of event planning. Students complete an anonymous online survey after each residency where they rate the perceived success of programming by indication Does Not Meet / Meets / Exceeds expectations for each event. The descriptions of categories are available on a program-specific events/community engagement rubric.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

A new GLO rubric has been created for faculty to use when assessing student success on this GLO. This GLO will be assessed across a wide range of courses, allowing for multiple assessment opportunities before the thesis. The introduction of an online events/community engagement survey, with an attached rubric, is a new assessment tool.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Benchmarks: Students will consistently Meet or Exceed expectations on faculty GLO evaluations.
Milestone: Students will Meet or Exceed expectations on their thesis defense.

Describe any changes to the benchmark or milestone since the last reporting cycle

Using a specific assessment tool for each GLO in every class to create multiple benchmarks is a new method.

Describe the data collection process (e.g., Who is involved? How is the data collected?)

Faculty assess each student's progress on each relevant GLO in their courses before the end of each term. The data are exported through Canvas and managed by the Program Manager. The Program Manager collects and manages the Thesis Defense rubrics after each defense. The Program Manager collects and manages data from the events surveys.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term.

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

Although no formal assessment has been completed for a few years, the proposed curriculum changes address faculty concerns with student success. The new curriculum specifically targets critical thinking/reading/writing, preparedness for the profession, and ensuring a successful thesis. These courses are currently being rolled out on a provisional, term-by-term basis.

The post-events/community engagement online survey and accompanying assessment rubric will be operational by the May '24 residency.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-'25

Learning Outcome

Integrate DEI competencies in different program settings and outputs

What year was this program level learning outcome developed or most recently changed?

2023

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

There are 4 required core courses for all students that specifically target this learning outcome:
WR 529 Compassionate Critique: Introduction to Workshop (3 credits, fall term year 1)
WR 570 Critical Studies: Reading Difference, Power Privilege (2 credits, fall term year 1)
WR 571 Critical Studies: Writing Difference, Power Privilege (2 credits, winter term year 1)
And 2 optional courses:
WR 539: Creative Writing Workshop in Spanish / Taller de Creación Literaria en Español
WR 538 Pedagogy (2 credits, spring term year 1 or 2)

In addition to courses that directly engage this learning outcome, 18 other courses incorporate this learning outcome: WR 526 Reading for Writers (3 credits, fall term year 1), WR 542 Publishing 2 credits, spring term year 1 or 2), and all workshops and Foundations courses.

The program has created a rubric for this learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all the above courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.

Students assemble diverse texts in their Annotated Bibliography as part of the thesis work and this measure is assessed by the student and their mentors during two mentorship courses on the Mentorship Agreement Form and by the thesis committee on the Thesis Defense rubric.

Has this assessment method changed since the last reporting cycle?

Yes

Explain any changes

A new GLO rubric has been created for faculty to use when assessing student success on this GLO. This GLO will be assessed across a wide range of courses, allowing for multiple assessment opportunities before the thesis. The Mentorship Agreement Forms have been updated to include a specific DEI criterion.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Benchmarks: Students will consistently Meet or Exceed expectations on faculty GLO evaluations.
Milestone: Students will Meet or Exceed expectations on their thesis defense.

Describe any changes to the benchmark or milestone since the last reporting cycle

Using a specific assessment tool for each GLO in every class to create multiple benchmarks is a new method.

Describe the data collection process (e.g., Who is involved? How is the data collected?)

Faculty assess each student's progress on each relevant GLO in their courses before the end of each term. The data are exported through Canvas and managed by the Program Manager. The Program Manager collects and manages Mentorship Agreement Forms at the end of each mentorship course. The Program Manager collects and manages the Thesis Defense rubrics after each defense.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term.

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

Although no formal assessment has been completed for a few years, the proposed curriculum changes address faculty concerns with student success. The new curriculum specifically targets critical thinking/reading/writing, preparedness for the profession, and ensuring a successful thesis. These courses are currently being rolled out on a provisional, term-by-term basis.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

AY '24-'25

Learning Outcome

Develop professionalization tools.

What year was this program level learning outcome developed or most recently changed?

2023

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

The program has created a rubric for this learning outcome that describes what constitutes Does Not Meet, Meets, Exceeds expectations. The rubric is attached to a capstone project in all the above courses (in addition to whatever individual rubric faculty use to assess their capstone projects). Faculty evaluate student success in each learning outcome by filling out the rubric when they grade the capstone project. We anticipate integrating this assessment into Canvas. Data across courses will then be exported and collected by the Program Manager.There are 6 required core courses for all students that directly engage this learning outcome:

WR 529 Compassionate Critique: An Introduction to Workshop (3 credits, fall term year 1)
WR 570 Critical Studies: Reading Difference, Power Privilege (2 credits, winter term, year 1)
WR 571 Critical Studies: Writing Difference, Power Privilege (2 credits, spring term, year 1)
WR 572 Critical Studies: Community Engagement (2 credits, fall term year 2)
WR 574 Critical Studies: Critical Introduction (3 credits, spring term year 2)
WR 536 Revision (2 credits, spring term year 2)
WR 538 Pedagogy Workshop (2 credits, summer term years 12) OR WR 542 Publishing Workshop (2 credits, spring terms years 12)

In addition to these 6 required, core courses, all 3 required workshops incorporate professionalization training in their coursework.

Has this assessment method changed since the last reporting cycle?
Yes

Explain any changes
A new GLO rubric has been created for faculty to use when assessing student success on this GLO. This GLO will be assessed across a wide range of courses, allowing for multiple assessment opportunities before the thesis.

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year
Benchmarks: Students will consistently Meet or Exceed expectations on faculty GLO evaluations.
Milestone: Students will Meet or Exceed expectations on their thesis defense.

Describe any changes to the benchmark or milestone since the last reporting cycle
Using a specific assessment tool for each GLO in every class to create multiple benchmarks is a new method.

Describe the data collection process (e.g., Who is involved? How is the data collected?)
Faculty assess each assignment during the term and the Program Manager Program Coordinator collect the data at the end of the term and determine overall achievement of this GLO.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success
We do not yet have data to report on.

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines
The development of a program-specific rubric for each GLO that will be attached to course capstone projects is new. We anticipate rolling this out by the end of the 2024 winter term.

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline
Although no formal assessment has been completed for a few years, the proposed curriculum changes address faculty concerns with student success. The new curriculum specifically targets critical thinking/reading/writing, preparedness for the profession, and ensuring a successful thesis. These courses are currently being rolled out on a provisional, term-by-term basis.

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome
AY '24-'25

Information for the Catalog

How many total credits are required for completion of this program?
49

Catalog Description (this will display on the Overview tab in the Catalog)
The School of Writing, Literature, and Film offers the Master of Fine Arts degree in Writing as a Low Residency MFA program on the OSU-Cascades campus in Bend, Oregon.
OSU-Cascades' Low-Residency MFA is a 49 credit, two-year program combining writing workshops with coursework in craft, critical studies, community engagement, and one-on-one mentoring. The program has a particular focus on difference, power, and privilege, including a bilingual English-Spanish workshop, as well as strong connections to the local environment of central Oregon. The program complements remote coursework with two, intensive 10-day residency sessions in May and November. Our curriculum builds sustainable writing habits within a context of critical analysis, develops skills needed to support a creative livelihood after graduation, applies the creative-literary arts to outward-facing engagement, and creates an environment for taking imaginative risks.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Core		
WR 526	READING FOR WRITERS	3
WR 529	COMPASSIONATE CRITIQUE	3
WR 536	REVISION	2
WR 570	CRITICAL STUDIES: READING DIFFERENCE, POWER, AND PRIVILEGE	2
WR 571	CRITICAL STUDIES: WRITING DIFFERENCE, POWER, AND PRIVILEGE	2
WR 572	CRITICAL STUDIES: COMMUNITY ENGAGEMENT	2

WR 574	CRITICAL STUDIES: CRITICAL INTRODUCTION	3
WR 503	THESIS	6
WR 538	CREATIVE WRITING PEDAGOGY	2
or WR 542	PUBLISHING	
WR 502	INDEPENDENT STUDY	3
Foundations		
Select four courses from the following:		12
WR 550	POETRY FOUNDATIONS 1: PROSODY	
WR 551	POETRY FOUNDATIONS 2: TRANSNATIONAL TRANSLATIONS	
WR 552	POETRY FOUNDATIONS 3: POETICS	
WR 553	POETRY FOUNDATIONS 4: EXPERIMENTAL FORMS	
WR 554	FICTION FOUNDATIONS 1: NARRATIVE CONVENTIONS	
WR 555	FICTION FOUNDATIONS 2: SHORT FICTION	
WR 556	FICTION FOUNDATIONS 3: NARRATIVE DESIGN	
WR 557	FICTION FOUNDATIONS 4: EXPERIMENTAL FORMS	
WR 558	CREATIVE NONFICTION FOUNDATIONS: NARRATIVE	
WR 559	CREATIVE NONFICTION FOUNDATIONS: DOCUMENTARY	
WR 560	CREATIVE NONFICTION FOUNDATIONS: LYRIC	
WR 561	CREATIVE NONFICTION FOUNDATIONS: EXPERIMENTAL FORMS	
Group A		
Select one course from the following:		3
WR 530	INTRODUCTION TO WRITING POETRY	
WR 531	INTRODUCTION TO WRITING FICTION	
WR 532	INTRODUCTION TO WRITING CREATIVE NONFICTION	
WR 539	CREATIVE WRITING WORKSHOP IN SPANISH: TALLER DE CREACIÓN LITERARIA EN ESPAÑOL	
Group B		
Select two courses from the following:		6
WR 533	ADVANCED POETRY WRITING WORKSHOP	
WR 534	ADVANCED FICTION WRITING WORKSHOP	
WR 535	ADVANCED CREATIVE NONFICTION	
WR 539	CREATIVE WRITING WORKSHOP IN SPANISH: TALLER DE CREACIÓN LITERARIA EN ESPAÑOL	
Total Credits		**49**

Letters of Support

External Letters of Support

Letters of support not needed.docx

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Information Technology Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

External Review of New Graduate Program

Review Documents

External review not needed.docx

Library Evaluation

Will this program require the creation of new courses?

Yes

Provide peer comparator review

In Oregon, there are three low residency MFA in creative writing programs: Pacific University, PNCA, and Eastern Oregon University.

Provide projected faculty and student FTE for your program
See above

Provide detail about any special research areas of interest
The greater OSU library system is already well-equipped to provide faculty and students with materials related to the craft of writing, global literary traditions, and specific areas of faculty expertise.

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council
Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Jennifer Reimer	School of Writing, Literature, and FIlm	PhD	Assistant Professor	culture, race, gender, and migration writing	Program Coordinator
Beth Alvarado	School of Writing, Literature, and Film	MFA	Instructor	fiction, nonfiction	Instructor
Christopher Boucher	School of Writing, Literature and Film	MFA	Instructor	fiction, digital humanities	Instructor
Irene Cooper	School of Writing, Language, and Film	MFA	Instructor	poetry, fiction	Instructor
Raquel Gutierrez	School of Writing, Language, and Film	MFA and MA	Instructor	poetry, nonfiction, U.S-Mexico borderlands / art theory & criticism / literary theory	Instructor
T. Geronimo Johnson	School of Writing, Language and Film	MFA	Instructor	fiction, pedagogy	Instructor
Joshua Mohr	School of Writing, Language, and Film	MFA	Instructor	memoir, fiction, screenwriting	Instructor
Ellen Waterston	School of Writing, Language, and Film	Honorary PhD	Instructor	poetry, memoir, nonfiction, environmental humanities	Instructor
Jeff Fearnside	School of Writing, Language, and Film	MFA	Instructor	fiction, nonfiction, poetry, environmental humanities, travel writing	Instructor
Joy Manesiotis	School of Writing, Language, and Film	MFA	Instructor	poetry, theater studies, hybrid forms	Instructor

Budget Information

Budget Worksheet and Narrative
Budget not needed.docx

Reviewer Comments
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (Tue, 17 Oct 2023 16:10:01 GMT): Need direct measures of student learning. Program Coordinator emails instructors immediately after the term ends asking them about: (a) assignments that map to each program learning outcome, and (b) student grades in these, and (c) rubrics used to assess student success- is not a direct measure
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Mon, 30 Oct 2023 16:30:25 GMT): Rollback: Please make assessment edits/updates per Kristin Nagy-Catz.
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (Mon, 30 Oct 2023 20:42:41 GMT): Please move this proposal forward. I approve.

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Mon, 30 Oct 2023 20:49:47 GMT): The proposal is moved to Faculty Senate Curriculum Council. It is a new degree that is split off from the MFA in Creative Writing per FSCC request at meeting May 2023. John Becker-Blease of the Graduate Council has Ok'ed to bypass that body on this new proposal. New proposal establishes Cascades writing program as separate from the Creative Writing program at Corvallis. Rebecca Mathern, Associate Vice Provost discussed with him and move to FS Curriculum Council.

Key: 854