

**CREATIVE WRITING BACHELOR OF FINE ARTS
PROGRAM ASSESSMENT/PROGRAM OUTCOMES, 2007-08**

Program Outcomes			
<i>Type of Assessment</i>	<i>Method of Assessment</i>	<i>Data</i>	<i>Conclusion/Results</i>
Senior Exit Survey	Survey given to students in the final 2 weeks of classes (usually via the CRW 496 instructor) and returned to BFA coordinator for review at the first BFA committee meeting of the academic year.	<p>a. Several students complained about the condition of the classrooms (Fall 2007).</p> <p>b. More visibility for Publab (several students felt they didn't know enough about the certificate until the seminar experience).</p> <p>c. One student requested a workshop in translation.</p>	<p>a. The move to Kenan Hall prior to Spring 2008 resolved any facilities issues.</p> <p>b. The move into Kenan Hall should remedy this (Publab is now in the same building as our other classrooms). Students will all be exposed earlier to the Publab since CRW 322, Editing for Publication, will be a required course for all majors. As the Certificate in Publishing becomes more popular, we will need to monitor class size and availability of courses. Currently, only CRW 322 is for majors only. We might need to extend that restriction to other courses.</p> <p>c. M. Morling is teaching a similar course for graduate students. We will suggest that she consider this course as a possibility for BFA students.</p>
University Statistics: a. Enrollment b. Number of graduates c. Time to degree	BFA coordinator will compile these statistics each summer for presentation at the beginning of the academic year.	<p>a. 171 majors (143 CRW and Pre-CRW, 28 CRW listed as second major.), 89 minors. 55 admitted to program.</p> <p>b. Fall, 5; Spring, 28; Summer, 5</p> <p>c. <i>Not yet available</i></p>	<p>a. This is a significant leap in both the majors and the minors from last year. This number will be monitored to see if this is a temporary increase, or if the numbers are showing a trend that might stretch resources. Department Chair will hire two local writers with outstanding credentials to help buffer this increase. No other action necessary at this time. The increase in minors warrants</p>

			<p>offering CRW 407 and CRW 408 in the spring to guarantee timely graduation of students. CRW 409 normally has lower enrollment, so that course will continue to be offered only in spring.</p>
<p>BFA committee assessment of program in relation to departmental and university goals.</p>	<p>Discussion to occur at first BFA committee meeting of the academic year. Examination of thesis assessment sheets from the previous academic year. Ongoing examination at monthly BFA committee meetings.</p>	<p>a. Credit hrs. in 2 Publab courses do not match the amount of required work/material to be covered. b. CRW 201, Introduction to Creative Writing, and CRW 202 has been a very popular fine arts course. The department would like to offer an additional basic studies course, yet does not want to undermine the current two offerings. c. Faculty member on committee noted that student work seems to be stronger once the student has completed the forms courses (CRW 302, 303, 304, 306), yet the prerequisites state that students cannot take this course until they have junior standing. d. Increase in number of plagiarism cases.</p>	<p>a. CRW 322 and CRW 323 will be increased from 2 credit hours to 3 credit hours. b. CRW 203, Forms of Creative Writing proposed as a basic studies literature course. Approved by UCC. Will be offered in Fall 2008. c. After departmental discussion, and noting that students are declaring the major sooner than previously, the junior standing restriction for these courses will be lifted. During advising, students will be encouraged to take the forms courses earlier in the major. d. Creation of new departmental policy which now appears on all syllabi, and as of Spring semester, appears on the Application for Admission to the program (attached). Students have to sign directly below this statement so that there is no doubt that they are aware of the departmental repercussions.</p>
<p>Review of SPOT evaluations</p>	<p>Individual instructors and department chair will review SPOT results as they become available. Will make programmatic suggestions as necessary to BFA committee based on student perceptions/comments.</p>		
<p>Alumni Survey Statistics</p>	<p>Alumni survey is undertaken by the Office of Institutional Research.</p>	<p>Not yet available.</p>	

Student Learning Outcomes

<i>Type of Assessment</i>	<i>Method of Assessment</i>	<i>Data</i>	<i>Conclusion/Results</i>
Departmental Honors Projects	Statistics compiled by the BFA coordinator/reviewed by the BFA committee.	Fall, 3 students; Spring, 3 students a. One instructor felt that the work of her Honors students needed to be more firmly grounded in a literary tradition.	Instructor was more aggressive in assigning reading as opposed to focusing solely on the creative aspect of the project.
Capstone Course (CRW 496)	By individual instructor. Includes graded critical preface and thesis as well as public reading of creative work.	a. Instead of individual chapbooks for each student (part of the departmental learning outcomes), Michael White's spring senior seminar class created a class anthology.	a. This decision was extremely popular with the students, as it meant that they had an in-print copy of the work of their peers as well as their own work. After presentation at departmental meeting, it was decided that not only was this a better use of resources, but that it enabled instructors to broach another aspect of the profession—organizing a collection of work by numerous authors.
Student Portfolios a. Application portfolio b. Thesis (with critical preface) (See Student Learning Outcome in the rubric on the last page of this report.)	A portfolio for each major is maintained by the BFA coordinator. Both the application portfolio and the thesis are read and assessed by a minimum of three faculty members. At the conclusion of each academic year, the BFA committee meets to review the portfolios of those who have graduated in that academic year. As a result, suggestions may be made to the department concerning policies, course offerings, etc.	a. Theses show an ongoing problem with mechanics. b. Faculty members are marking students as “exceptional” and “Below departmental expectations,” yet there are no comments or explanations (makes assessment difficult). c. Historical content is often missing from the thesis critical preface. Students are referencing their personal histories. d. Students are receiving A’s in 200-level courses for work that is heavy in grammar and punctuation errors.	a. Dept. needs to accept responsibility for this training. Change in title and course description for CRW 322. Course will be mandatory for all CRW majors in 2009-10, and will be taught as a trial course in 2008-09. b. Faculty encouraged to make comments that explain variations from “Meets Departmental Standards.” c. Recommended that this be addressed in 2 ways. First, instructors in CRW 302, 303, 304, 306 (Forms courses that deal with the history of the genre) can mention how the information gained in that course relates to the critical preface (help students integrate the information). Second, CRW 496 instructors should make

			<p>sure all students understand what “Historical context” means.</p> <p>b. Discussion at departmental meeting. This will be a topic in the MFA Pedagogy course for our TA’s.</p>
Internships (CRW 498)	<p>Internship coordinator will review each intern’s portfolio (includes evaluation by the on-site supervisor; a journal compiled by the intern which lists experiences/duties; an analytical essay that responds to the internship, and includes what has been learned from the internship and how the internship relates to other coursework.</p>	<p>Fall, 3 students Spring, 15 students</p>	<p>Faculty noted an impressive increase in departmental internships. We believe that this is due to the push by internship coordinator Tim Bass to be more active in advertising/recruiting students.</p>
Directed Individual Study (CRW 491)	<p>BFA committee to review Directed Independent Study Proposals twice a year. BFA coordinator will compile number of DIS’s undertaken each academic year. BFA committee may make future course recommendations based on these courses.</p>	<p>Spring, 3</p>	<p>This is an acceptable number of DIS’s.</p>
<p>Undergraduate Scholarships</p> <p><i>a. NC Sorosis Award</i> <i>b. Bookstore Scholarship</i> <i>c. Jesse Rice-Evans Scholarship</i> <i>d. BFA Thesis Awards</i></p>	<p>Compilation of GPA data by BFA coordinator, followed by faculty vote.</p>	<p>a. Laura Williams, who was given the NC Sorosis Award, had a GPA of 3.9408. b. Bookstore Scholarship recipient William Tripp had a 4.0. c. Rice-Evans recipient, Bethany Nuckolls, had a 3.8779. c. Thesis Awards: Poetry—Michael Bond Fiction—Sharon Frantz Nonfiction—Amy Lombardo</p>	<p>No action needed. Student GPA remains impressive for these awards.</p>
Graduate School Acceptance	<p>Statistics compiled by the BFA coordinator/reviewed by the BFA committee.</p>	<p>Keith Kopka, MFA at UNCW. Patrick Brawley, MFA at Sarah Lawrence. Thadeus Russell (Rusty) Lawrence, Law School. Sharon Frantz, MFA at Alaska-Anchorage. William Coppage, MFA at McNeese.</p>	<p>This is a strong number of graduate school acceptances. No action necessary.</p>
Publications	<p>Statistics compiled by the BFA Coordinator.</p>	<p><i>n/a</i></p>	

APPLICATION FOR ADMISSION *
Bachelor of Fine Arts in Creative Writing

Student's Name: _____ ID# _____
UNCW E-mail: _____ Phone: _____
Anticipated Graduation Date: _____

Our BFA program provides aspiring writers an apprenticeship in writing, informed by the close study of literature among a community of professional writers. A studio-academic experience in writing fiction, poetry, and creative nonfiction, our BFA program unites passionate people who believe the creation of art is a pursuit valuable to self and culture. The BFA degree provides training in the art of writing through the study of aesthetics, the literary tradition, the craft and profession of publishing, and liberal arts subjects relevant to each student's needs and goals.

Educational goals include:

- Providing a rigorous apprenticeship in the art and craft of creating literature
- Developing students' critical faculties, their understanding of literary forms, and their aesthetic judgment
- Building a strong intellectual foundation in the historical literary tradition, grounding practice of the art of writing in an understanding of how that art has been practiced by the greatest classic and modern authors
- Constructing a thoughtful interdisciplinary foundation for understanding creative writing's relationship to other arts and scholarly areas

**Applications accepted during the months of Sept. and Jan. Application and portfolio will not be returned to student.*

Check One:

Change Major from Pre-CRW to CRW

Change Major from _____

Double Major

REQUIREMENTS FOR ADMISSION TO DEGREE PROGRAM

COMPLETION OF AT LEAST 24 HOURS OF COLLEGE LEVEL CREDITS.

COMPLETION OF CRW 207, 208 or 209 WITH A MINIMUM GRADE OF B.

Course Completed: _____

Instructor: _____

SUBMISSION OF PORTFOLIO OF CREATIVE WORK FOR REVIEW BY FACULTY
(must consist of 8-15 pages of fiction , 8-15 pages of nonfiction, or 6-10 pages of poetry)

While plagiarism is reprehensible in any course, it is particularly offensive in creative writing courses, most of which are centered upon the improvement of the original writing of students. Therefore, in addition to the normal penalties for plagiarism at UNCW, in the Department of Creative Writing, students who submit plagiarized work will be dismissed from the Bachelor of Fine Arts Program.

Student's Signature: _____ Date: _____

Official Use Only

Hrs. of university credit (minimum 24 hrs. necessary) _____ 200-level Workshop Completed ()

Application: () Approved Comments: _____

() Denied _____

Signature/Date _____

(Chairperson or Designee)

Original: CRW Dept. Copies: _____ Advisor _____ Registrar _____ General College

BFA Assessment Report

Student's name:

Date submitted: _____ *Genre (F/P/CNF):* _____ *Application Portfolio* _____ *Final Thesis*

Grades in workshop courses already completed (for application portfolio only):

CRW 207 _____	CRW 307 _____	CRW 407 _____
CRW 208 _____	CRW 308 _____	CRW 408 _____
CRW 209 _____	CRW 309 _____	CRW 409 _____

ASSESSMENT OF WRITING SAMPLE

	Exceptional	Exceeds dept. expectations	Meets dept. expectations	Some aspects below dept. expectations	Unacceptable
Content: Originality/ Level of ambition (Writing informed by the most sophisticated contemporary and traditional literature. Engaging style that avoids formulaic or clichéd elements of content)					
Form Grasp of narrative or prosodic technique / relationship between form and content (including narrative structure, line length, tone, point of view, language use)					
Mechanics Punctuation, grammar, syntax, etc.					
Critical Preface (Thesis Only) Discusses literary influences. Cites writers and works that have affected form and content of their work. Attempts to place work within a historical context. Summarizes development as a writer.					
OVERALL QUALITY					

Comments:

Application portfolio only: Accept _____ Reject _____ Maybe _____

Faculty Reviewer _____

Signature _____

Date _____