Primary Contact Name/Info: Tim Bass, Bachelor of Fine Arts Program Coordinator

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Tools</th>
<th>Implementation</th>
<th>Summary of Findings</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1: Our intent is to provide a rigorous apprenticeship in the art and craft of creating literature. Strategic Goal I: Create the most powerful learning experience possible for our students.</td>
<td>1. The curriculum for the BFA degree in creative writing sets out requirements that encompass a series of writing workshops, courses in writing forms within the department’s three main genres, literature courses, fine arts outside the CRW Department, and humanities outside the department. 2. Graduating seniors will complete the Senior Exit Survey, which includes questions about the experience of writing and studying the craft of writing in CRW. 3. Enrollments in CRW 498: Internship in Creative Writing.</td>
<td>1. The department’s BFA Program Committee meets throughout the year to review curriculum standards, evaluate applications to the full major, and recommend program-related actions to the chair and full CRW faculty. The program coordinator tracks enrollment trends for majors, pre-majors, and minors. 2. The Senior Exit Survey is administered by instructors in CRW 496: The Senior Seminar. Surveys are returned to the BFA Program coordinator for review by the BFA Program Committee, composed of the coordinator and three other faculty members. 3. The BFA Program coordinator also serves as the department’s Internship Committee Chair.</td>
<td>1a. The Student Learning Outcomes for the BFA degree in Creative Writing needed revision to adhere to the university’s assessment process. 1b. The committee discussed overall program enrollment, academic rigor, and admission standards for the major. 2. In the Senior Exit Survey, students rated the overall quality of the BFA Program at an average of 4.7 on a 5-point scale. (The scale ranges from 1 = Poor to 5 = Excellent.) Students rated their learning experience in CRW at an average of 4.4 on the 5-point scale. 3. 2009-10 CRW undergraduate internship enrollments:  • Fall 2009: 5</td>
<td>1a. The committee revised the four Student Learning Outcomes. 1b. The informal discussions began a curriculum review that will take place in AY 2010-11 and 2011-12. This will coincide with implementation of University Studies standards campus-wide. 2. No actions were needed in response to overall results from the Senior Exit Survey. 3. No actions needed.</td>
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| PO 2: Our intent is to help students develop critical faculties, their understanding of literary forms, and their aesthetic judgment. | Coordinator and thus oversees all CRW interns. | • Spring 2010: 13  
• Summer 2010: 2 | • This PO is not reported on in the 2009-10 Assessment Plan.  
• This PO is not reported on in the 2009-10 Assessment Plan. |
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| In the capstone course (CRW 496), each graduating senior will create a portfolio consisting of multiple artifacts: a critical preface and a body of creative work in the student’s chosen writing genre. The theses are evaluated using the attached instrument. | • Instructors in CRW 496 evaluate theses prepared by their students.  
• Each fall semester, the BFA Committee evaluates all theses from the previous academic year. | | |
| Strategic Goal I: Create the most powerful learning experience possible for our students. | The BFA Program coordinator monitors enrollments and communicates course-planning needs to the department chair. | 1. In Fall 2009, CRW offered seven sections of CRW 203 and one section each of CRW 302 and CRW 306.  
In Spring 2010, CRW offered six sections of CRW 203, two sections of CRW 303, one section of CRW 304, and two sections of CRW 306.  
2. The Senior Exit Survey included a student suggestion for a new course in literary translation. | 1. No actions needed. The department offers these courses regularly.  
2. The department established a new course, CRW 314: Theory and Practice of Literary Translation. The course proposal was approved by the College of Arts & Sciences Curriculum Committee, and CRW plans to offer it for the first time in 2011-12. CRW 314 will be an optional course for CRW and pre-CRW majors. |
| PO 3: Our intent is to build 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. | Regular scheduling for and reviews of enrollments in CRW 315: Special Topics in Creative Writing, and in the department’s five courses in the history and development of literary forms:  
• CRW 203: Forms of Creative Writing (Basic Studies).  
• CRW 302: Forms of Creative Nonfiction.  
• CRW 303: Forms of Poetry.  
• CRW 304: Forms of Dramatic Writing.  
• CRW 306: Forms of Fiction.  
Majors are required to take one 300-level forms class | | |
and may take more. CRW 315 is optional, but students may repeat it under different subtitles. CRW 203 counts in the Basic Studies and in the major.

PO 4: Our intent is to construct a thoughtful interdisciplinary foundation for understanding the relationship of creative writing to other arts and scholarly areas.

Strategic Goal I: Create the most powerful learning experience possible for our students.

1. The BFA degree requirements include:
   • an outside area of concentration—6 hours beyond the Basic Studies in humanities courses outside CRW and ENG.
   • 3 hours beyond the Basic Studies in a fine arts course outside CRW.

2. Regular scheduling for and reviews of enrollments in CRW 305: Creative Process (not restricted to majors) and FNA 102: Explorations in the Creative Process (Basic Studies).

1. The BFA Program coordinator serves as academic advisor for all CRW and pre-CRW majors and thus oversees student progress in meeting degree requirements, including the outside area of concentration and the fine arts course outside CRW.

2. The BFA Program coordinator monitors enrollments and communicates course-planning needs to the department chair.

1. Students often have difficulty meeting these two areas of the degree requirements, mainly because of failure to self-track their progress toward the degree by following the DARS degree audit, and because of difficulty reading the degree audit in its current format. During advising meetings with majors and pre-majors, the BFA Program coordinator learned that the current DARS format impedes both student progress toward the degree and efficient, helpful academic advising.

2. In Fall 2009, CRW offered one section of CRW 305.

In Spring 2010, CRW offered six sections of FNA 102.

1. In conversations with the Registrar’s Office, Information Technology, and the University College, the program coordinator pressed the need for the university to implement a simplified, reader-friendly DARS format.

2. No actions needed.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
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<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Students will write original, engaging works, demonstrating creativity and informed by contemporary and historic literary traditions. The writing will have an engaging style that avoids formulaic/clichéd elements. UNCW Learning Goal: Thoughtful Expression</td>
<td>1. Student applications to the full CRW major (from pre-CRW) are evaluated using the attached instrument. Items 1, 2, and 3 of the instrument are used to assess SLO 1. 2. Senior theses in the capstone course (CRW 496) are evaluated using the attached instrument. Item 1 of the instrument is used to assess SLO 1.</td>
<td>1. The BFA Committee meets regularly to evaluate applications for admission to the full CRW major. 2. Each fall, the BFA Committee evaluates the creative portion of the previous year’s senior theses.</td>
<td>1. The committee approved approximately 90% of all BFA applications in 2009-10. 2. Outcome data. No major concerns were raised.</td>
<td>1. Large application numbers sparked committee discussion about enrollments and standards in the BFA Program. The committee will consider possible responses during AY 2010-11. Any proposals for curricular changes will be sent to the full CRW faculty, then to the CAS and University curriculum committees. 2. No formal actions were needed, but the committee will continue to urge all faculty members to press for student excellence in all aspects of the senior thesis.</td>
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<td>SLO 2: Students will demonstrate a grasp of narrative or poetic techniques that show an understanding of the relationship between form and content (including narrative structure, line length, tone, point of view, language use). UNCW Learning Goal:</td>
<td>Senior theses in the capstone course (CRW 496) are evaluated using the attached instrument. Item 2 of the instrument is used to assess SLO 2.</td>
<td>Each fall, the BFA Committee evaluates the creative portion of the previous year’s senior theses.</td>
<td>Outcome data. No major concerns were raised.</td>
<td>No actions needed.</td>
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<td>Creative Inquiry</td>
<td>1. Senior theses in the capstone course (CRW 496) are evaluated using the attached instrument. Item 3 of the instrument is used to assess SLO 3.</td>
<td>1. Each fall, the BFA Committee evaluates the creative portion of the previous year’s senior theses.</td>
<td>1. <strong>Outcome data.</strong> Faculty noted acceptable work overall, though there were weaknesses ranging from sporadic to widespread errors in punctuation, grammar, and mechanics.</td>
<td>1. No actions needed. As the requirement for majors to complete CRW 322 takes hold, students should demonstrate more technical control in writing for the thesis and other classes.</td>
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<td><strong>UNCW Learning Goal:</strong> Thoughtful Expression</td>
<td>2. Written exams are administered in CRW 322. The exams measure students’ abilities to apply the rules of proper grammar, syntax, writing mechanics, and spelling.</td>
<td>2. The instructor in CRW 322 administers and evaluates the exams.</td>
<td>2. CRW 322 became a degree requirement for the BFA degree effective Fall 2009. During AY 2009-10, the exams made up 90% of the course grade.</td>
<td>2. The department will offer CRW 322 regularly, and the CRW academic advisor will direct majors and pre-majors to take the course sooner during their time in the program.</td>
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<td><strong>SLO 4: Students will demonstrate an awareness of their literary influences and be able to place their work within a historical context. The students will cite writers and works that have affected the form and content of their own work. The students will summarize their development as writers.</strong></td>
<td>Senior theses in the capstone course (CRW 496) are evaluated using the attached instrument. Item 4 of the instrument is used to assess SLO 4.</td>
<td>Each fall, the BFA Committee evaluates the critical prefaces of the previous year’s senior theses.</td>
<td><strong>Outcome data.</strong> The committee found that 34% of critical prefaces in the 2009-10 senior theses fell below department expectations or were unacceptable in some relevant aspects. Typical deficiencies included insufficient sourcing and failure to place the work in historical context. This raised concerns about student understanding of the critical preface, the level of preparation they receive, and the effort they invest in the preface.</td>
<td>1. Faculty who teach CRW 496 will provide their students with examples of outstanding prefaces to use as models.</td>
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<td><strong>UNCW Learning Goal:</strong> Critical Thinking</td>
<td>1. No actions needed. As the requirement for majors to complete CRW 322 takes hold, students should demonstrate more technical control in writing for the thesis and other classes.</td>
<td><strong>Outcome data.</strong> Faculty noted acceptable work overall, though there were weaknesses ranging from sporadic to widespread errors in punctuation, grammar, and mechanics.</td>
<td>2. The department will offer CRW 322 regularly, and the CRW academic advisor will direct majors and pre-majors to take the course sooner during their time in the program.</td>
<td>2. The department will develop a formal written assignment that spells out expectations for the critical preface section of the senior thesis.</td>
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