

**Minnesota State University Moorhead  
Assessment Plan Cover Sheet**

*Note: All programs will complete this form as part of their biennial assessment report.*

**Degree Program: Master of Fine Arts in Creative Writing**

**Department: English**

**College: Arts and Humanities**

Is this a new assessment plan or a revision of an existing plan?  New  Revision

**1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members**

Sheila Coghil, Chair and John Early, MFA Program Director

**2. List of All Student Learning Outcomes.** (List all outcomes, placing an asterisk (\*) by the outcomes you are assessing in this two-year reporting cycle.)

\*All students will demonstrate an ability to create, revise, and polish their own work by creating a thesis of publishable quality in a specific genre, either fiction, poetry, scriptwriting, or creative non-fiction.

\*Students will demonstrate advanced comprehension of the history and conventions of their chosen genre.

\*Those students chosen as TAs will develop teaching skills.

\*Students working with New Rivers Press will demonstrate knowledge of the publishing process.

**3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan.**

These outcomes are consistent with the American Writing Program's stated creative and pedagogical expectations for students completing a Masters of Creative Writing degree.

**4. Signatures**

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Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

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For SLOAC Use:

SLOAC Hearing Date:  
Rejected

SLOAC Decision: Approved

Suggestions to Department (see attached)

**Minnesota State University Moorhead  
Assessment Planning Form**

*Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.*

**Academic Program:** MFA: Master of Fine Arts in Creative Writing

**1. Identify Student Learning Outcome in the box below:**

Students will demonstrate an ability to create, revise and polish their own work by creating a Thesis of publishable quality in a specific genre, either fiction, poetry, scriptwriting, or creative non-fiction.

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Other: Creative expression
<input type="checkbox"/> Multiculturalism/diversity	<input checked="" type="checkbox"/> Other: Mastery of specific genre

**3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.**

The student's course of study culminating in an MFA Thesis (MFA 699).

**4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)**

Completion of MFA Thesis 699, MFA oral defense, MFA reading.

**5. Who is assessed? When are they assessed?**

Graduating MFA Students are assessed when they successfully complete their Thesis, and give a public MFA Thesis reading or performance.

**6. Who is responsible in the department for this assessment?**

The student's MFA Thesis committee is responsible for assessing the successful completion of the MFA Thesis. The MFA Program Coordinator is responsible for arranging a public Thesis reading for successful MFA degree candidates

**7. What is level of student performance is expected for this outcome?**

Successful completion of MFA Thesis.

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**Academic Program:** MFA: Master of Fine Arts in Creative Writing

**1. Identify Student Learning Outcome in the box below:**

Students will demonstrate advanced comprehension of the history and conventions of a chosen genre.

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Other: Mastery of specific genre
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

**3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.**

The Introduction to the MFA Thesis.

**4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)**

Completion of MFA Thesis 699, MFA oral defense, MFA reading.

**5. Who is assessed? When are they assessed?**

Graduating MFA Students are assessed when they successfully complete their Thesis, and give a public MFA Thesis reading or performance.

**6. Who is responsible in the department for this assessment?**

The student's MFA Thesis committee is responsible for assessing the successful completion of the MFA Thesis. The MFA Program Coordinator is responsible for arranging a public Thesis reading for successful MFA degree candidates

**7. What is level of student performance is expected for this outcome?**

Successful completion of MFA Thesis.

**Minnesota State University Moorhead  
Assessment Planning Form**

*Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.*

**Academic Program:** MFA: Master of Fine Arts in Creative Writing

**1. Identify Student Learning Outcome in the box below:**

Students chosen as Teaching Assistants will develop teaching skills.

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input checked="" type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Other: Successful classroom teaching
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

**3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.**

Teaching Assistants teach one English 101 class per semester.

**4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)**

Completion of English 674 Teaching Composition & Literature. Multiple Classroom observations. Individual mentoring with faculty in the English department.

**5. Who is assessed? When are they assessed?**

MFA Teaching Assistants are assessed throughout their progress in English 697, after their teaching has been observed, and through mentoring feedback with English faculty.

**6. Who is responsible in the department for this assessment?**

The English faculty teaching English 697 monitors a Teaching Assistant's course materials, and may, along with other English faculty, observe the TA's teaching. The Director of the First Year English Program may also assess a Teaching Assistant's progress and teaching materials.

**7. What is level of student performance is expected for this outcome?**

Successful completion of an academic year of teaching Freshman English and renewal of Teaching Assisstantship.

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*Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.*

**Academic Program:** MFA: Master of Fine Arts in Creative Writing

**1. Identify Student Learning Outcome in the box below:**

Students working with New Rivers Press will demonstrate knowledge of the publishing process.

**2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)**

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input checked="" type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Other: Successful Team Participation
<input type="checkbox"/> Multiculturalism/diversity	<input checked="" type="checkbox"/> Other: Successful Publication of Manuscript

**3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.**

Students working with New Rivers Press learn the publishing process first hand--including meeting all deadlines and working with authors editing a raw manuscript to learning all the additional steps necessary to produce an edited, well designed & published book.

**4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)**

Successful publication by New Rivers Press of a writer's book manuscript and participation in the Fall New Rivers Press Book Festival .

**5. Who is assessed? When are they assessed?**

Students are assessed at all stages of the book production process.

**6. Who is responsible in the department for this assessment?**

MFA faculty, along with the editors of New Rivers Press, are responsible for assessing students at all stages of the book production process.

**7. What is level of student performance is expected for this outcome?**

Successful team work as well as responsible individual achievement necessary to produce an edited, well designed and published book.



## English Department Meeting

Minnesota State University Moorhead

**Feb. 24<sup>th</sup>, 2006, 3:00 p.m. - Weld Library**

Faculty present: Jim Bense, Ken Bennett, Kevin Carollo, Sheila Coghill, John Early, Lin Enger, Laura Fasick, Jill Frederick, Joel Hagen, Susan Imbarrato, Mike McCord, Katie Meiners, Sandy Pearce, Hazel Retzlaff, Sharon Scapple, SuEllen Shaw, Thom Tamaro, Marie Tarsitano.

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### Announcements:

- 1. Dept. Scholarship Recipients** will be announced after Spring Break. Please also start thinking of students who are good writers that you can nominate for the Robert Caruthers Award.
- 2. Books for White Earth Writing Center:** Shari Scapple White Earth will establish a Writing Center, but they need books, so please donate any Rhetorics, Readers and Handbooks you can part with. There will be a collection box in the English Office.
- 3. Glasrud Lecture & Reading: Thursday, March 2nd.** Featuring Elizabeth Searle. Both events will be held in the Library Porch. 4:00 lecture: *The Erotic Pen: Writing Seriously About Sex*. Ms. Searle will explore with examples and discussion the joyous and frustrations of attempting an honest and vivid depiction of sexuality. This lecture/discussion is rated "R" and is intended for mature audiences. 8:00 Reading. Both events are free and open to the public.
- 4. TOM MCGRATH VISITING WRITERS SERIES: TED KOOSER / MONDAY, MARCH 6th. READING AT 8:00 P.M., HANSON AUDITORIUM:** Ted Kooser is one of this country's most highly regarded poets and its most recent Poet Laureate. He is the author of eleven volumes of poetry most recently the 2005 Pulitzer Prize winning *Delights and Shadows*, as well as two books of prose, *The Poetry Home Repair Manual* and *Local Wonders: Seasons in the Bohemian Alps*, winner of the Nebraska Book Award for Nonfiction and cited as the Best Book Written by a Midwesterner for 2002 by Friends of American Writing. He has won numerous other awards for his writing, including National Endowment for the Art fellowships in poetry, and for a number of years he has also been the editor and publisher of Windflower press. Retired as a vice president of Lincoln Benefit Life, he currently lives on acreage near Garland, Nebraska, and serves as a professor of English at the University of Nebraska.

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## Agenda

**1. Sheila welcomed & introduced** Tim Borchers, Associate Dean, and Dan from the Art Department presented a draft of the English Department Brochure for discussion/revision. Several changes were suggested; Dan will re-work the brochure and bring it back for further discussion. English faculty liked Dan's draft but suggested a few revisions such as:

- Next to the image of the image of the feet, add: stack of books (with identifiable titles like Emily Dickinson, Robert Frost, Huckleberry Finn, Beloved), some notebooks, pens & CD's.
- Echo these images inside the brochure with images of students (faces etc) reading, writing--on laptops etc.
- Make the image of the field inside the brochure a field of sunflowers? Seems it would have more visual image than the dark, un-ploughed field inside.
- Need more contrast between the white text on a yellow background.
- On the paper draft for the brochure, one paragraph of text ends in a question mark(?). This sentence should read as....what?

Faculty will pass on additional suggestions to Sheila to pass on to Tim & Dan. These brochures will replace the FAQ sheets. They will be designed as self-mailers. The target audience for these will be Junior & Senior high school students and possibly college Freshmen.

**2. Assessment, Ratings Forms & Biennial Report:** After extensive discussion about questions used and better reflecting our stated Student Learning Outcomes and Objectives as they are in the Bulletin, faculty voted to accept the Assessment Plan & Report along with the following:

- **Graduating Seniors Rating Form:** Faculty to accept the new 4,3,2,1 rating scale & language. They also voted to delete two questions (#'s 8 & 9), and rephrase question #7 to read Experience an excellent English Program. The Chair will start using this Form beginning Fall, 2006.
- **New Capstone Rating Form & Rubric:** The department voted to accept the new "4,3,2,1" rating language. Instructors will begin using this Rating form this semester.

**Additional: Faculty also discussed & acknowledged:**

- The need to revise & update Objectives in the Bulletin to better reflect that the curriculum now incorporates Literary theory as well as diversity issues.
- The need to develop separate Learning Outcomes and Assessment measures for the Writing Emphasis majors (especially for the Engl 487 and Engl 488 capstones courses for the writing emphasis majors).

- The need to develop additional direct assessment measures for English majors in upper division courses other than capstones.
  - A Rating Form for the B.S Teaching majors is postponed until next academic year.
- 4. First Discussion Only: DRAFT Assessment Memo.** Mike McCord reported on the First Year English Committees meetings to develop sample syllabi and grading rubrics for English 101. Mike also addressed his Memo along with
- Suggestions for using such assessment measures as the Portfolio system. There was extensive discussion of this and Mike will find more information and examples of how the Portfolio system works and is administered. The department also discussed other related Assessment issues.
  - Mike clarified that per the new Assessment requirements, the Department will need to develop additional direct Assessment measures for our majors (see #3 above), and he will work with us to do so.

**5. Department Printer Use Policy:**

After discussion regarding the recent breakdown of one of our HP Printers and the policy of using our printers, a motion was made that **no more than 25 copies can be printed at one time on our HP Printers; if more 25 copies are needed, the job must be sent to the copy center.** This policy is necessary to conserve and lengthen the life the printers. Motion passed.

**6. Update on Dept. Planning for English Major events.**

**Wednesday, March 1:** We have sent out 104 hand signed invitations to English majors for the following: Please join us for an informal celebration "In Honor of English Majors." Wednesday, March 1, 2006, 1:00-2:00, Weld Library, second floor. Meet other majors, chat with faculty, and enjoy light refreshments. If so inspired, bring a favorite quote. Most importantly, do join us! There is nothing more exciting than being an English major!

**Additional Events Will Include:**

**Wednesday, April 5:** "Meet the Alumni" This lunchtime gathering will provide the opportunity to meet MSUM English major graduates and learn about their successful careers in publishing, teaching, business . . . .Bring your lunch, tell your friends. Light refreshments will be provided.

**Next Fall, 2006,** we can plan and host a session on "How to be a Successful English Major." This lunchtime gathering would provide guidance on active reading and course preparation, with tips on how to take good reading notes, how to do a "close reading of the text," how to prepare for class discussion, how to study for essay exams, and even time management. Suggestions include having sample essays and exams available for discussion. It might also be worth discussing

What type of information should go up on the department web page on a link for English Majors.

**5. Department Plan 2006-07:** APAC has recently approved:

- A. Guidelines for Writing Intensive Courses.
- B. Guidelines For Applying Inner Core Course Student Learning Outcomes to Middle Cluster Courses.

The Department discussed at length what this means in terms of doing course proposals to fit & fulfill these Guidelines. After much discussion, faculty agreed to begin working on this, including bringing to the department several course proposals this semester.

**6. Arts & Humanities College Student Recruitment Planning:** Thank you to Dr. Kevin Carollo who has volunteered to work on the planning for Student Recruitment events, including next Fall's MEA October 20<sup>th</sup> event when students come to visit the campus. The planning committee for this is trying to find more direct & exciting ways to involve students in the Arts and Humanities classes or events when they visit campus.

Meeting adjourned at 5:00 pm.

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**Additional & Friendly Reminders:**

**A. Next Dept. Meeting: Tentatively Friday, March 24th:** Tentative Agenda (1) For Further Discussion: Revised TA Proposal (2) For Discussion Only: DRAFT Proposal for Professional Writing Certificate (3) Final discussion: Department Plan 2006-07 and work we need to do for next year (4) If available: Sara Leigh, Admissions on Advising for next year & the new Liberal Studies Program (5) if available, revision of Dpt. webpage (6) Committee Reports/Updates as needed.

**B. Academic Conference:** The Conference will be held Wednesday, April 14th in the Comstock Memorial Union. Please encourage your students to attend and participate. Applications are on the Information tables outside the English Office, or via:  
<http://www.mnstate.edu/acadconf/>

**C. If you want to review minutes for Arts & Humanities Chairs meetings,** please see:  
<http://www.mnstate.edu/cah/minutes.cfm> English faculty have asked why I no longer send out summaries or forward these meeting minutes, but since minutes will now be online via the A-H pages, and updated periodically

**D. To Review Liberal Studies Task Force meeting minutes and related updates see:**  
<http://www.mnstate.edu/acadaff/lstf/committeebios.htm> For APAC Agendas, Minutes & Forms: <http://www.mnstate.edu/acadaff/APAC/index.htm>

**E. TOM McGRATH VISITING WRITERS SERIES: SUSAN CAROL HAUSER / MONDAY, APRIL 10th. READING AT 8:00 P.M., MSUM LIBRARY PORCH.**

Susan Carol Hauser is the author of two volumes of poetry, including *Outside after Dark: New & Selected Poems*, and several volumes of nonfiction, such as *Meant to Be Read Out Loud; Full Moon: Reflections on Turning Fifty* and *Wild Rice Cooking: History, Natural History, Harvesting, & Lore, with Recipes* (both winners of Minnesota Book Awards), and *Sugartime: The Hidden Pleasures of Making Maple Syrup*. She has also written *You Can Write a Memoir for Writer's Digest Books*. Currently a resident of Puposky, Minnesota, she is a professor at Bemidji State University, where she also chairs the English Department.

**F. All College Meeting:** Thursday, April 13th, 2:00 King Biology 110.

**G. Reminder:** We need to increase our Departmental Scholarships. Please remember that donating to scholarship & award funds **gives our department a chance to help students in a significant way.** You Can Donate to these anytime & you can do it online

via: <https://appserv.mnstate.edu/alumni/donation/>

Please note on this secure form you may designate a specific scholarship or endowment. For that, **please see the Codes for our department scholarships listed below. It's the Code you need to designate where you want your donation to go.**

If you have any questions at any time, feel free to contact me or Diane Schoenecker in the Business Office: Phone: 2089 E-mail: [schoened@mnstate.ed](mailto:schoened@mnstate.ed)

**Code & Scholarship: Type/Notes: Yearly Amount to Student(s) or Available**

**1. E021** Gerald Ippolito Scholarship Preferred( but not required) for strong interest in English Lit., Shakespeare etc. \$2000.00

**2. E015** Clarence "Soc" Glasrud Endowed For an English Major Scholarship. \$1,000.00

**3. E066** W.W. Wallwork Endowed Scholarship For an English Major. \$650.00

**4. R599** Patrick Hundley Scholarship For Part Time/Senior English Major preferably going on to graduate school (?): (**Note:** I've received several versions regarding the purpose of this scholarship; I will get a clarification). \$500.00

**5. R421** MSUM English Dpt. Scholarship From payroll deductions). \$1,450

**6. R476** English Dpt. Discretionary Fund May be used for Scholarship(s)/Awards. \$645.00 available

**7. E175** Ethel Tainter English Discretionary Endowment May be used for Scholarships/Awards This is a new Endowment (as of September 2005). \$500.00 available

**You may also donate to**

**1. E076** Clarence "Soc" Glasrud Lecture Series

**2. R387** MFA Scholarship

**3. R492** New Rivers Press