## Degree Program Information

<table>
<thead>
<tr>
<th>Academic Degree Program <em>(Major)</em></th>
<th>English, Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of the Program</td>
<td>The BFA degree combines literature courses and writing workshops to explore students’ talents as creative writers. It includes a focus on the study of important literary works</td>
</tr>
<tr>
<td>Degree <em>(BS, BA, BFA, MFA, MBA, etc.)</em></td>
<td>BFA</td>
</tr>
<tr>
<td>Department/ School</td>
<td>English/Wilkinson College of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td>Number of students currently enrolled (as majors) in the program:</td>
<td>114</td>
</tr>
</tbody>
</table>

## Contact Person

<table>
<thead>
<tr>
<th>Name <em>(Person coordinating program’s assessment effort)</em></th>
<th>Morgan Read-Davidson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>BFA Program Director</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:readdavi@chapman.edu">readdavi@chapman.edu</a></td>
</tr>
</tbody>
</table>

## Learning Outcomes

| How many learning outcomes for the program? | 4 |

Please list all learning outcomes below:

1. Write using proficient sentence-level skills, including grammar, syntax, and vocabulary.
2. Write demonstrating proficient use of genre elements, techniques, and conventions to produce a defined work: a story, a poem, or creative non-fiction piece.
3. The work of fiction, creative non-fiction, or poetry adeptly employs multiple writing techniques in a single, unified piece.
4. Invent a distinct personal voice or style that is appropriate for the content and effect in the given piece.
## LEARNING OUTCOME 1

### I. PROCESS

<table>
<thead>
<tr>
<th>1. Learning Outcome</th>
<th>Write using proficient sentence-level skills, including grammar, syntax, and vocabulary.</th>
</tr>
</thead>
</table>
| 2. Supports University Theme (Some or all of the program’s learning outcomes must support at least two of the university’s strategic themes) | **Student Writing**: The BFA is a degree in creative writing, so writing skills are the main focus of the program, and student writing is often used as text in the workshop classroom. The final portfolio is a writing project that pulls together each student’s creative writing over the course of his or her college career, as well as the writing of new work. This new work (the “Capstone Project”) is used as assessment material.  
  
**Personalized Education**: Each student develops an individual, original piece to add to his/her portfolio and voice, under the guidance of faculty. In relation to this SLO in particular, each student uses sentence-level skills differently, based on the genre, voice, intended effect, etc., and students’ individual weaknesses are addressed through mentoring and individualized feedback. |
| 3. Supports WASC Core Competency, For Undergraduate Programs Only (Please indicate whether this outcome supports any of WASC’s core competencies) | Written Communication  
  
- Oral Communication  
- Written communication  
- Information Literacy  
- Quantitative Reasoning  
- Critical Thinking |
| 4. Where is the outcome published for students? | The SLOs were revised in May 2011 and expanded in 2015; these SLOs are included in all syllabi for BFA courses and on the department website.  

- Syllabi (If syllabi, list course numbers)  
- Website  
- Handbook |
| 5. Evidence of Learning | The capstone course requires students to produce 80 pages of creative writing (fiction—short, long, novel, non-fiction, poetry, stage/screen play), presented in a capstone portfolio that includes revised work submitted for publication and an introductory metacognitive essay. The entire portfolio is evaluated for this SLO.  

- capstone project  
- presentation  
- performance  
- course-embedded exam  
- assignment  
- standardized test  
- portfolio  

**Attach assignment prompts** |
| 6. Collecting and Analyzing the Data | This year the BFA program used the methodology of 7WI, asking the two instructors (one of which is the BFA Program Director) of the three capstone sections to evaluate the work of their students using the assessment rubrics. The total number of capstone projects evaluated was 33, or 100% of the capstone students (BFA seniors). The capstone course (ENG 497) supports personalized education for each BFA |

| How did you select the sample? |
| What was your sample size (number of students)? |
- Provide the percentage of the sample size as compared to the relevant population.
- How did you assess the student work/data collected?
- Possible Tools: rubric, exam questions, portfolio template

Required: Attach all assessment tools

<table>
<thead>
<tr>
<th>7. Expected Level of Achievement</th>
<th>Keeping consistent with 2016-2017, we expect 90% of BFA students to exhibit Satisfactory or Advanced skills on SLO 1 in the capstone project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</td>
<td>student’s culminating writing project. It, therefore, is appropriate data for assessing the BFA program. See attached “BFA Rubric 2017” for all rubric scoring categories. The proficiency levels (advanced, satisfactory, unsatisfactory) for each rubric are given a numeric value (3, 2, 1). The total score for each rubric category is then averaged by the categories to get a score out of 3.0 (for example, in the 5 category SLO rubrics, a score of 13/5 = 2.60). In 2014-15, the Satisfactory threshold was raised to 2.44 overall. In 2016-2017, the Satisfactory threshold was raised again to 2.50. For 2017-2018, the Satisfactory threshold remains 2.50.</td>
</tr>
</tbody>
</table>
|}
## LEARNING OUTCOME 2

### I. PROCESS

<table>
<thead>
<tr>
<th>1. Learning Outcome</th>
<th>Write demonstrating proficient use of genre elements, techniques, and conventions to produce a defined work: a story, a poem, or creative non-fiction piece.</th>
</tr>
</thead>
</table>

**2. Supports University Theme**  
(Some or all of the program’s learning outcomes must support at least two of the university’s strategic themes)
- **Themes:** Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing  
- **Describe how the theme is supported by the learning outcome**  
  - **Student Writing:** The BFA is a degree in creative writing, so writing skills are the main focus of the program, and student writing is often used as text in the workshop classroom. The final portfolio is a writing project that pulls together each student’s creative writing over the course of his or her college career, as well as the writing of new work. This new work (the “Capstone Project”) is used as assessment material.  
  
  **Research:** The BFA creative writing program offers a wide variety of courses (poetry, fiction, creative non-fiction, rhetoric, literature and critical theory), where students are introduced to and develop competency in a variety of writing genres. As students experiment with genres in their own writing, they employ strategies of research to understand the history, conventions, and effects of such genres, so that they may effectively utilize genre elements in their own work.  
  
  **Personalized Education:** Each student develops an individual, original piece to add to his/her portfolio and voice, under the guidance of faculty. In relation to the SLO in particular, each student employs specific elements and conventions of genre(s), learned through research individually and under faculty guidance, to best create this individual work. Further, students select a series of elective classes that make their experience in the program unique to their educational, creative, and career goals, culminating in a capstone that is an individual reflection of that journey, and their future goals as writers.  

**3. Supports WASC Core Competency, For Undergraduate Programs Only**  
(Please indicate whether this outcome supports any of WASC’s core competencies)
- Oral Communication  
- Written communication  
- Information Literacy  
- Quantitative Reasoning  
- Critical Thinking

**Written Communication**  
**Information Literacy**  
**Critical Thinking**

**4. Where is the outcome published for students?**  
- Syllabi (If syllabi, list course numbers)  
- Website  
- Handbook

The SLO was revised in May 2011 and expanded in 2015, and revised again in 2016; all SLOs are included in all syllabi for BFA courses and on the department website.

**5. Evidence of Learning**  
- capstone project  
- presentation  
- performance

The capstone course requires students to produce 80 pages of creative writing (fiction—short, long, novel, non-fiction, poetry, stage/screen play), presented in a capstone portfolio that includes revised work.
- course-embedded exam
- assignment
- standardized test
- portfolio

Attach assignment prompts

6. Collecting and Analyzing the Data
- How did you select the sample?
- What was your sample size (number of students)?
- Provide the percentage of the sample size as compared to the relevant population.
- How did you assess the student work/data collected?
  - Possible Tools: rubric, exam questions, portfolio template

Required: Attach all assessment tools

This year the BFA program used the methodology of 7WI, asking the two instructors (one of which is the BFA Program Director) of the three capstone sections to evaluate the work of their students using the assessment rubrics. The total number of capstone projects evaluated was 33, or 100% of the capstone students (BFA seniors). The capstone course (ENG 497) supports personalized education for each BFA student’s culminating writing project. It, therefore, is appropriate data for assessing the BFA program.

See attached “BFA Rubric 2017” for all rubric scoring categories.

The proficiency levels (advanced, satisfactory, unsatisfactory) for each rubric are given a numeric value (3, 2, 1). The total score for each rubric category is then averaged by the categories to get a score out of 3.0 (for example, in the 5 category SLO rubrics, a score of 13/5 = 2.60).

In 2014-15, the Satisfactory threshold was raised to 2.44 overall. In 2016-2017, the Satisfactory threshold was raised again to 2.50. For 2017-2018, the Satisfactory threshold remains 2.50.

7. Expected Level of Achievement
- What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)

We expect 90% of BFA students to exhibit Satisfactory or Advanced skills on SLO 2 in the capstone project.
## I. PROCESS

### 1. Learning Outcome

| The work of fiction, creative non-fiction, or poetry adeptly employs multiple writing techniques in a single, unified piece. |

### 2. Supports University Theme

(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)

- Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing
- Describe how the theme is supported by the learning outcome

**Student Writing:** The BFA is a degree in creative writing, so writing skills are the main focus of the program, and student writing is often used as text in the workshop classroom. The final portfolio is a writing project that pulls together each student’s creative writing over the course of his or her college career, as well as the writing of new work. This new work (the “Capstone Project”) is used as assessment material.

**Research:** The BFA creative writing program offers a wide variety of courses (poetry, fiction, creative non-fiction, rhetoric, literature and critical theory), where students are introduced to and develop competency in a variety of writing techniques, particularly in story-telling, narrative, and poetry. As students experiment with these techniques in their own writing, they employ strategies of research to understand the history, conventions, and effects of such techniques, so that they may construct effect stories, narratives, or poems in their own work.

**Personalized Education:** Each student develops an individual, original piece to add to his/her portfolio and voice, under the guidance of faculty. In relation to this SLO in particular, each student employs specific techniques of story-telling, narrative, or poetry to best create this individual work. Further, students select a series of elective classes that make their experience in the program unique to their educational, creative, and career goals, culminating in a capstone that is an individual reflection of that journey, and their future goals as writers.

### 3. Supports WASC Core Competency, For Undergraduate Programs Only

(Please indicate whether this outcome supports any of WASC’s core competencies)

- Oral Communication
- Written communication
- Information Literacy
- Quantitative Reasoning
- Critical Thinking

**Written Communication**

**Information Literacy**

**Critical Thinking**

### 4. Where is the outcome published for students?

- Syllabi (If syllabi, list course numbers)
- Website
- Handbook

The SLO was revised in May 2011 and expanded in 2015, and revised again in 2016; all SLOs are included in all syllabi for BFA courses and on the department website.

### 5. Evidence of Learning

- capstone project
- presentation
- performance

The capstone course requires students to produce 80 pages of creative writing (fiction—short, long, novel, non-fiction, poetry, stage/screen play), presented in a capstone portfolio that includes revised work.
<table>
<thead>
<tr>
<th>Course-embedded exam</th>
<th>submitted for publication and an introductory metacognitive essay. The entire portfolio is evaluated for this SLO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>Standardized test</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

**Attach assignment prompts**

<table>
<thead>
<tr>
<th>6. Collecting and Analyzing the Data</th>
</tr>
</thead>
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<tr>
<td>How did you select the sample?</td>
</tr>
<tr>
<td>What was your sample size (number of students)?</td>
</tr>
<tr>
<td>Provide the percentage of the sample size as compared to the relevant population.</td>
</tr>
<tr>
<td>How did you assess the student work/data collected?</td>
</tr>
<tr>
<td>Possible Tools: rubric, exam questions, portfolio template</td>
</tr>
</tbody>
</table>

**Required: Attach all assessment tools**

This year the BFA program used the methodology of 7WI, asking the two instructors (one of which is the BFA Program Director) of the three capstone sections to evaluate the work of their students using the assessment rubrics. The total number of capstone projects evaluated was 33, or 100% of the capstone students (BFA seniors). The capstone course (ENG 497) supports personalized education for each BFA student’s culminating writing project. It, therefore, is appropriate data for assessing the BFA program.

See attached “BFA Rubric 2017” for all rubric scoring categories.

The proficiency levels (advanced, satisfactory, unsatisfactory) for each rubric are given a numeric value (3, 2, 1). The total score for each rubric category is then averaged by the categories to get a score out of 3.0 (for example, in the 5 category SLO rubrics, a score of 13/5 = 2.60).

In 2014-15, the Satisfactory threshold was raised to 2.44 overall. In 2016-2017, the Satisfactory threshold was raised again to 2.50. For 2017-2018, the Satisfactory threshold remains 2.50.

<table>
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<th>7. Expected Level of Achievement</th>
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<tbody>
<tr>
<td>What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</td>
</tr>
</tbody>
</table>

We expect 90% of BFA students to exhibit Satisfactory or Advanced skills on SLO 3 in the capstone project.
## LEARNING OUTCOME 4

### I. PROCESS

#### 1. Learning Outcome

Invent a distinct personal voice or style that is appropriate for the content and effect in the given piece.

#### 2. Supports University Theme

*Some or all of the program’s learning outcomes must support at least two of the university’s strategic themes*

- **Themes:** Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing
- **Describe how the theme is supported by the learning outcome**

**Student Writing:** The BFA is a degree in creative writing, so writing skills are the main focus of the program, and student writing is often used as text in the workshop classroom. The final portfolio is a writing project that pulls together each student’s creative writing over the course of his or her college career, as well as the writing of new work. This new work (the “Capstone Project”) is used as assessment material.

**Personalized Education:** Each student develops an individual, original piece to add to his/her portfolio and voice, under the guidance of faculty. In relation to this SLO in particular, each student employs specific techniques of story-telling, narrative, or poetry to best create this individual work. Further, students select a series of elective classes that make their experience in the program unique to their educational, creative, and career goals, culminating in a capstone that is an individual reflection of that journey, and their future goals as writers.

#### 3. Supports WASC Core Competency, For Undergraduate Programs Only

*Please indicate whether this outcome supports any of WASC’s core competencies*

- Oral Communication
- Written Communication
- Information Literacy
- Quantitative Reasoning
- Critical Thinking

**Written Communication**

#### 4. Where is the outcome published for students?

- Syllabi (If syllabi, list course numbers)
- Website
- Handbook

The SLO was designed and implemented in 2016; all SLOs are included in all syllabi for BFA courses and on the department website.

#### 5. Evidence of Learning

- capstone project
- presentation
- performance
- course-embedded exam
- assignment
- standardized test
- portfolio

**Attach assignment prompts**

The capstone course requires students to produce 80 pages of creative writing (fiction—short, long, novel, non-fiction, poetry, stage/screen play), presented in a capstone portfolio that includes revised work submitted for publication and an introductory metacognitive essay. The entire portfolio is evaluated for this SLO.

#### 6. Collecting and Analyzing the Data

- **How did you select the sample?**

This year the BFA program used the methodology of 7WI, asking the two instructors (one of which is the BFA Program Director) of the three capstone sections to evaluate the work of their students using the...
• **What was your sample size (number of students)?**
• **Provide the percentage of the sample size as compared to the relevant population.**
• **How did you assess the student work/data collected?**
  • **Possible Tools:** rubric, exam questions, portfolio template

**Required: Attach all assessment tools**

<table>
<thead>
<tr>
<th>7. Expected Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</strong></td>
</tr>
</tbody>
</table>

Assessment rubrics. The total number of capstone projects evaluated was 33, or 100% of the capstone students (BFA seniors). The capstone course (ENG 497) supports personalized education for each BFA student’s culminating writing project. It, therefore, is appropriate data for assessing the BFA program.

See attached “BFA Rubric 2017” for all rubric scoring categories.

The proficiency levels (advanced, satisfactory, unsatisfactory) for each rubric are given a numeric value (3, 2, 1). The total score for each rubric category is then averaged by the categories to get a score out of 3.0 (for example, in the 5 category SLO rubrics, a score of 13/5 = 2.60).

In 2014-15, the Satisfactory threshold was raised to 2.44 overall. In 2016-2017, the Satisfactory threshold was raised again to 2.50. For 2017-2018, the Satisfactory threshold remains 2.50.

We expect 90% of BFA students to exhibit Satisfactory or Advanced skills on SLO 4 in the capstone project, consistent with the other SLOs. Threshold for Satisfactory will match the other SLOs at 2.5.