Mission / Purpose

The Creative Writing Workshop at the University of New Orleans provides graduate level training in the writing of fiction, nonfiction, poetry, plays and screenplays. The Creative Writing Workshop offers a Master of Fine Arts degree. It provides students with training in the fields of writing, publishing, education, theater and film. Housed in the Department of English, the Creative Writing Workshop strives to give its students a strong background in literature along with developing and refining their writing and editing skills. The Creative Writing Workshop offers its students the opportunity to practice their craft in on-campus, low-residence, community and national and international venues. The Creative Writing Workshop also serves as a university-wide center for literary education at the University of New Orleans through its sponsorship of readings and visits by established writers, student readings, panels on topics of importance to writers and the publication of the literary magazines, Ellipsis and Bayou, as well as graduate assistantships in editing, conference management, teaching and administration. It also provides artistic support to the greater New Orleans community through its relationship with the Tennessee Williams Festival and its production of the Storyville series on WWNO.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: High quality work in their genres

Students will learn to produce high quality work in their genres: fiction writing, poetry, nonfiction writing, screenwriting, playwriting

Related Measures

M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

Target: 80% of students will satisfactorily complete their thesis within four years, thereby demonstrating high quality work in their genres.

Finding (2013-14) - Target: Met

Summer and Fall 2013: 21 students and Spring 2014: 14 students (or 100% of those who attempted the MFA thesis) successfully defended the thesis, thereby demonstrating the ability to produce high quality work in their genres. 31 of 35 students completed the thesis within four years.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | Outcome/Objective: Analytic expertise
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

M 2: Comprehensive exam

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating high quality work in their genres.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to help improve assessment of MFA Comprehensive Examination

Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their
specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Comprehensive exam  
Outcome/Objective: Analytic expertise  
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop  
**Additional Resources:** none

### SLO 2: Professional editing

Students will learn the skills of professional editing, skills that are taught, along with writing in the core workshops.

**Related Measures**

#### M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subject to an oral defense of the work before the members of the committee.

**Source of Evidence:** Senior thesis or culminating major project

**Target:**  
80% of students will satisfactorily complete their thesis within four years, thereby demonstrating professional editing skills.

**Finding (2013-14) - Target:** Met  
Summer and Fall 2013: 21 students and Spring 2014: 14 students (or 100% of those who attempted the MFA thesis) successfully defended the thesis, thereby demonstrating mastery of professional editing skills. 31 out of 35 defended within four years.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to improve assessment of the MFA thesis.**  
Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Thesis  
Outcome/Objective: Analytic expertise  
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop  
**Additional Resources:** none

#### M 2: Comprehensive exam

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**  
80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating professional editing skills.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**  
Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Comprehensive exam  
Outcome/Objective: Analytic expertise  
| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams
beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

SLO 3: Book-length manuscripts

CWW graduates will learn to produce book-length manuscripts in their genres.

Related Measures

M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will be subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

Target:

80% of students will satisfactorily complete their thesis within four years, thereby demonstrating the ability to produce book-length manuscripts.

Finding (2013-14) - Target: Met

Summer and Fall 2013: 21 students and Spring 2014: 14 students (or 100% of those who attempted the MFA thesis) successfully defended the thesis, thereby demonstrating the ability to produce book-length manuscripts in their genres. 31 out of 35 defended within four years.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | Outcome/Objective: Analytic expertise

| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

M 2: Comprehensive exam

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating the ability to produce book-length manuscripts.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to help improve assessment of MFA Comprehensive Examination

Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Comprehensive exam | Outcome/Objective: Analytic expertise

| Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

Implementation Description: We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

SLO 4: Analytic expertise

Students will develop analytic expertise in their genres. Students will be able to identify and analyze elements in their genre (in fiction, for example: plot characterization, style, point of view) and be able to comment on and manipulate these techniques. These skills are taught in genre workshops.

Related Measures
M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

Target:

80% of students will satisfactorily complete the comprehensive examination within four years, thereby demonstrating analytic expertise.

Finding (2013-14) - Target: Not Met

16 students (or 100% of students who took the comprehensive examination) passed the examination, thereby demonstrating analytic expertise in their genres. 14 out of 16 took and passed the examination within four years.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to improve assessment of the MFA thesis.

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

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<tr>
<th>Measure</th>
<th>Outcome/Objective: Analytic expertise</th>
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<tbody>
<tr>
<td>Book-length manuscripts</td>
<td>High quality work in their genres</td>
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Implementation Description: We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

M 2: Comprehensive exam

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating analytic expertise.

Related Action Plans (by Established cycle, then alpha):

Develop a rubric to help improve assessment of MFA Comprehensive Examination

Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

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Implementation Description: We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

Projected Completion Date: 09/2014

Responsible Person/Group: M.O. Walsh, Director of the Creative Writing Workshop

Additional Resources: none

SLO 5: Identify characteristics of English grammar, mechanics, and usage

All students will learn to identify characteristics of English grammar, mechanics, and usage and apply them to their own and to the texts of others.

Related Measures

M 1: Thesis

All graduates will take at least four workshops in their genre. In each workshop, students will write three or more original examples of the creative writing art form they are practicing and will write 300-600 word critiques of all their peers' work. Their work will improve both through production and analysis. As a capstone, all graduates must write a book-length thesis in their genre. All theses will be judged by a faculty committee of at least three members and will subjected to an oral defense of the work before the members of the committee.

Source of Evidence: Senior thesis or culminating major project

Target:

80% of students will satisfactorily complete their comprehensive examination within four years, thereby
demonstrating the ability to identify characteristics of English grammar, mechanics, and usage.

**Finding (2013-14) - Target: Met**

Summer and Fall 2013: 16 students and Spring 2014: 14 students (or 100% of those who took the comprehensive examination) satisfactorily completed the examination, thereby demonstrating the ability to identify characteristics of English grammar, mechanics, and usage. 28 out of 30 students satisfactorily completed the examination within four years.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to improve assessment of the MFA thesis.**

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Thesis  
- **Outcome/Objective:** Analytic expertise  
  | Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use this rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop  
**Additional Resources:** none

**M 2: Comprehensive exam**

All graduates will take a comprehensive exam to be evaluated by a faculty committee of at least three members.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:** 80% of students will satisfactorily complete the comprehensive exam within four years, thereby demonstrating their ability to identify characteristics of English grammar, mechanics, and usage.

**Related Action Plans (by Established cycle, then alpha):**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**

Although we continue to be impressed by our students' high level of achievement on their comprehensive examinations, we plan in the next year to construct a rubric, built by faculty for their specific genres, to help standardize and assist us in evaluating the comprehensive exam. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Comprehensive exam  
- **Outcome/Objective:** Analytic expertise  
  | Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use this rubric to assess all comprehensive exams beginning in the fall semester of 2014. Faculty will turn in this rubric to the program director upon completion.

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop  
**Additional Resources:** none

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Develop a rubric to help improve assessment of MFA Comprehensive Examination**

Although we continue to be impressed by our students' high level of achievement through a rigorous curriculum, as well as their success in publishing after they leave our program, we plan in the next year to construct a rubric, built by
faculty for their specific genres, to help standardize and assist us in evaluating both the written theses and the oral thesis defenses. This should help ensure that the various committees are holding all students to the same standard.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Thesis  
- **Outcome/Objective:** Analytic expertise  
  | Book-length manuscripts | High quality work in their genres | Identify characteristics of English grammar, mechanics, and usage | Professional editing

**Implementation Description:** We plan to use the rubric to assess all theses and oral thesis defenses beginning in the fall semester of 2014. Faculty will turn in rubric to the program director when each thesis defense is completed.  
**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** M.O. Walsh, Director of the Creative Writing Workshop  
**Additional Resources:** none