Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  o student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  o activities requiring originality, critical analysis and expertise.
  o the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
MASTER OF FINE ARTS – CREATIVE WRITING

Description and Rationale:

The 2017-18 academic year marks the 20th anniversary since its founding of the Creative Writing International program at UNLV. The Master of Fine Arts in Creative Writing (with an emphasis in either Fiction or Poetry) is a three-year studio arts degree which requires the completion of 54 credits of Creative Writing workshops, Forms courses (literature that emphasizes the craft of a particular genre), Literature courses with the Department of English, the completion of the ENG 791 College Teaching in Language and Literature teacher preparation course, plus Independent Study in the M.F.A. Thesis, Literary Translation, and the completion of six credits of International Focus study abroad in a non-English speaking country. All M.F.A. students, while working primarily within their own genres, are required to take at least one Forms and one Workshop course in a genre other than the one of their primary concentration. The M.F.A. at UNLV is distinguished for its international focus, and for requiring students to work intensively in British, American and World Literatures, and to encourage students to view themselves and their art in a global context and as public intellectuals.

Learning Outcomes:

- Through taking 54 credits of Creative Writing Workshops, Forms courses, Literature courses, and Independent Study in Literary Translation, International Focus (study abroad) and the M.F.A. Thesis, students will acquire the creative and critical foundations on which to build toward excellence in their writing.
- By reading and writing in a genre other than the one of their primary focus, students will develop an appreciation of and versatility with writing in different forms, and of the contexts through which new literature and art is written.
- Through close reading and literary translation from a language other than English, students will expand their worldviews, expand their comprehension of what language can do, and will learn to see their art in a global context.
- Upon completion of the program, students will have written a book-length manuscript of original work with the intention to publish and deemed “of publishable quality” in the opinion of the faculty.

Assessment of Learning Outcomes:

- Assessment measures are subjective as reported by the Creative Writing faculty; as self-reported by students; and are also quantitatively measured by periodic surveys of student cohorts both enrolled in the program and post-graduation. Program assessments are designed to measure creative and critical expression through the three-year program of studies; and to assess by reported learning outcomes post-degree.
- Students take 30 hours of in-class coursework and are assessed individually by their instructors through portfolio, exams, and critical essays, as well as digital presentations.
• Students take 24 credit hours independently, working with advisors who individually assess translation projects, the international focus experience, and the M.F.A. thesis.

• Current and past surveys (since 2014) show that approximately 50% of M.F.A. students contribute to national arts and letters communities at conferences and/or meetings of the Associated Writing Programs (AWP), American Literary Translators Association (ALTA), the Far West Popular Culture Conference, and at regional meetings of the Modern Language Association (MLA). Also: all M.F.A. students present or read their work in public forums to develop skills as public intellectuals.

• Over the past 3 years (2014-2017), the M.F.A. program has enrolled 30 M.F.A. students. Of the 10 due to graduate in 2017, 9 earned their M.F.A. degrees; completion rate = 90%. This fits with the general 90% completion rate in the 20 years since the founding of the Creative Writing International program.

• Over the past 3 years (2014-2017), 90% of M.F.A. students report active new publications, most in smaller literary magazines or online journals; recent post-M.F.A. students (within two years of graduation) report publications in such prestigious venues as: The New York Times, The Guardian, The Daily Beast, The L.A. Review of Books, The American Poetry Review, McSweeney’s, and others; and one M.F.A. graduate’s work developed in workshops at UNLV was selected for inclusion in The Best American Short Stories 2015. Also: the cohort of 30 students for the past 3 years report publication of 9 literary translations in magazines, and 1 translated book under contract from a nonprofit press.

• Job placement data on such a recent cohort is unclear (two years include currently enrolled students); but out of a cohort of 20 graduates now 3 and 4 years post-degree, 4 report post-M.F.A. employment as teachers at the college or community college level; 2 report work for nonprofit organizations; 5 report admission for advanced studies for the Ph.D., including at University of Southern California, Florida State University, and Emory University. Data is incomplete, but anecdotal reports by previous cohorts include teaching in ESL programs abroad in Korea, Taiwan, the Peoples’ Republic of China, Romania, and Vietnam.

NOTE: The M.F.A. program at UNLV has been consistently ranked among the top 20-30 (of 370 +) in the country = in the top 10%. On average, the number of students admitted compared to the number of applications is 5% (depending on the year). The M.F.A. program continues to attract and enroll among the most talented developing writers nationally and internationally for studies at UNLV.
Ph.D. IN ENGLISH - WITH CREATIVE DISSERTATION

Description and Rationale:

The Ph.D. in English with Creative Dissertation and Black Mountain Institute Fellowship program is a three-year Ph.D. degree in the Department of English, requiring 48 credit hours of advanced studies in British, American, and World Literatures. The program of studies is designed to build on the foundations of general literary knowledge earned by the previous M.F.A. or M.A. degree, and for students to continue to develop their critical and creative writing skills in major field areas, including: historical periods, genres, major figures, and special topics. Ph.D. students also must show competence in two foreign languages, with more advanced competence in one of these. A qualifying examination is taken during the third year, after the student has completed all course studies and the foreign language competency; and in the third year, while working closely with the dissertation advisor, the Ph.D. student completes writing a creative dissertation, which should be a book-length manuscript of poems, short stories, or a novel, with intentions for eventual publication. The Ph.D. with Creative Dissertation Black Mountain Institute fellows program intends to prepare graduates for full-time, tenure track faculty positions at universities, colleges, or community colleges, and for professional writing careers.

Learning Outcomes:

- The 48 credit hours of studies, mainly in Literature classes offered by the Department of English, builds upon foundations brought to the Ph.D. program by previous studies by educating the student to develop expertise in a chosen field.
- Students concentrate on a chosen historical period, a genre, and a major author (or authors) in the first half of the Ph.D. experience. Their professors, through examinations, critical al essays, and oral or digital presentations, assess and measure progress subjectively and individually.
- Students demonstrate expertise in one foreign language and competence in another, through either taking course work offered by the Department of World Languages and Cultures or by examinations offered by the English Department.
- After course work and the foreign language requirement have been completed, students take a 12 hour, three-day qualifying examination to demonstrate detailed knowledge of: a.) an historical period; b.) a genre; and c.) a major author or group of authors; an examination of the student’s own writing in the context of or in relationship to other writers; or a special topic approved by the student’s Ph.D. committee.
- Once the qualifying examination is completed successfully, students finish writing and perfecting the Creative Dissertation, which should be a book-length manuscript of poems, short stories, or a novel, intended for publication, and which is judged to be “of publishable quality” by the student’s Ph.D. committee.
Assessment of Learning Outcomes of the Ph.D. with Creative Dissertation

Program assessment of the learning outcomes for the Ph.D. with Creative Dissertation measure student success by reporting of successful employment in teaching at the university, college, or community college level; or by the graduate’s use of the Ph.D. education and credentials to find employment in related fields, such as in literary publishing, or work with nonprofit organizations; and by their successful records of paid publication as professional writers.

Note: data is as yet incomplete for publication records; a current survey of all Ph.D. with Creative Dissertation graduates is in process for 2018; publications reported, along with employment status, does not show all, or specifically, as will be further specified by survey results. Since Ph.D. program founding, in 2001, we have admitted 28 students, of which 7 are currently enrolled and on track to complete their degrees; 1 student withdrew and did not complete the degree. Self-reports from the remaining 20 Ph.D. post-graduates shows:

(in alphabetical order)

1. Erica Anzalone, Ph.D. 2012: Lecturer, Emerson College, Boston; multiple publications in literary magazines and journals.
2. Christopher Arigo, Ph.D. 2006: Associate Professor, Idaho State University; two book publications; multiple publications in literary magazines and journals.
3. David Armstrong, Ph.D. 2014: Assistant Professor, University of the Incarnate Word, (Texas); four book publications; numerous publications in literary magazines and journals, and at least three independent press awards.
4. Mark Baumgartner, Ph.D., 2012: Associate Professor, East Tennessee State University; multiple magazine and journal publications; also fiction editor of The American Review.
5. Aurora Brackett, Ph.D., 2016: Free lance writer and part-time instructor at various schools in Nevada; multiple magazine and journal publications; and a Glimmer Train prize and featured publication.
6. Maile Chapman, Ph.D., 2010: Assistant Professor, University of Nevada, Las Vegas; one book publication and multiple magazine and journal publications; editor of “Witness”; short-listed for first novel prize from “The Guardian”.
7. Katherine Lien Charriott, Ph.D., 2006: Assistant Professor, College of Charleston, editor for “Crazyhorse”; multiple magazine and journal publications.
8. Olivia Clare, Ph.D. 2017: Assistant Professor, Sam Houston University; two book publications and a third book under contract; multiple magazine and journal publications: a Rona Jaffe Award; an O’Henry Award.
10. Constance Ford, Ph.D. 2004: Adjunct Faculty, College of Southern Nevada; multiple magazine and journal publications.
11. Colby Gillette, Ph.D. 2014: Lecturer, UNLV; multiple magazine and journal publications.
12. Joshua Kryah, Ph.D., 2005: Assistant Professor, University of Missouri; two book publications; multiple magazine and journal publications.
15. Derek Pollard, Ph.D., 2015: Lecturer, UNLV; multiple magazine and journal publications.
16. Matthew Shears, Ph.D., 2004: Lecturer, California College of the Arts; one book publication; multiple magazine and journal publications.
17. Vu Tran, Ph.D., 2006: Professor of Practice, University of Chicago; one book publication, and a second book under contract; multiple magazine and journal publications; a Best Short Stories Award; a Whiting Award; and an NEA Literary Fellowship award.
20. Heather Winterer, Ph.D. 2007: Associate Professor, New Mexico State University; two book publications; multiple magazine and journal publications.

We assess that 12 of the 20 have secured full-time faculty positions; 2 are working in related fields; and an additional 3 are using their Ph.D. degrees to secure Part-Time teaching; another 3 are free lance writers and/or editors.

The Ph.D. with Creative Dissertation program shows a 95.2% completion rate.

The Ph.D. with Creative Dissertation program shows a 60% placement rate for full-time tenure track (or equivalent) faculty positions in the related field.

Of the remaining 40% (taken as a single aggregate), our graduates show a 75% placement rate in part-time teaching and/or related fields; and a 25% rate as free lance professional writers and/or editors.

OR: of our total Ph.D. graduates, 60% have earned full-time faculty positions; 15% find employment in part-time teaching; 15% find employment in related fields; and 10% work (so far) as free lance professional writers.