METRO STATE
UNIVERSITY

Program Annual Reflection

2022-23 Academic Year

Program Name: Creative Writing

   The creative writing program empowers student voices during their academic experience and beyond. By teaching the courses in a workshop setting, students develop their skills of leadership, listening, and writing through consistent feedback and interactive dialogue. Students read and write extensively in the core courses; assigned readings represent cultural and genre diversity. We encourage student involvement in our university arts journal, *Haute Dish*, to further learn the editorial process as well as adapt to a clear understanding of writing styles including documentation for academic assignments. Graduates of the program find work in editing, publishing, web design, freelance writing, etc. Several of our students go on to pursue a liberal arts graduate degree. Our students tell us our program is deeply impactful in terms of developing a writer's life committed to the arts.

Academic Year: 22-23

Section I: Institutional Data: Please comment on the data from Institutional Effectiveness and Research. (Please limit responses to 200 words for each item)

a. CRITERION 4: Number of majors:__**48**_____   Increase   Decrease **x(by three)**   Static
    Is this number an increase, decrease, or static compared to previous year?Click or tap here to enter text.
    Optional comments: I am wondering when this data was last updated. I believe we have new majors for the fall not included.

b. Retention of Majors and Pre-Majors or Graduate Students: Retention data provided by Institutional Effectiveness and Research
    What trends do you see with this data comparing to previous years? **Our students are taking longer to finish their degree**

c. Number of graduates:_____**11**_____   **X** Increase   Decrease   Static: **we tend to graduate on average 10 students per year.**
    Is this number an increase, decrease, or static compared to previous year? Click or tap here to enter text.

Academic Innovation, Planning, and Quality Improvement Council, April 2023

Optional comments:Click or tap here to enter text.

d. CRITERION 4: Number of credit hours enrolled: _____ Increase   Decrease   Static
   Is this number an increase, decrease, or static compared to previous year? Click or tap here to enter text.
   Optional comments: **interesting note: creative writing is not listed as a major for credit hours. I cannot obtain the information on RF/CF hours as well.**

e. CRITERION 2: Number of credit hours taught by: RF_____ CF_____ Increase   Decrease   Static. **NA**

   Percentage of total credits hours taught by RF_____ CF_____ Increase   Decrease   Static
   Optional comments: **data is not available. CW is not listed.**

f. CRITERION 5: Costs vs. Revenues: Program costs and revenue from tuition and fee data provided by Institutional Effectiveness and Research. **NOTE: This data is not available as of 7/25/23**
   What trends are evident compared to previous years? Are there particular expenses impacting the cost vs. revenue data that need to be explained?
   Affiliated two-year colleges are reporting an increase in a demand for asynchronous courses in creative writing. Popularity in the following genres has also been reported:
   A. speculative fiction (sci fi, horror and fantasy)
   B. the graphic novel; increased interest among students in GLBTQ2+ related courses and materials.

Section II: Please reflect on the 2022-23 academic year in the following questions. Please limit each response to 300 words.

a. What are the greatest successes for your program during the 2022-23 academic year?Click or tap here to enter text.
                    We have several successes that we are proud to announce:

1. **Graduating creative writing major, Tim Knight, won the prestigious Carothers Writing Award in 2023. A creative writing student was an honorable mention of that award.**
2. **Student literary publication:** *Haute Dish* **(is published bi-annually, and has a student editorial staff of 12-16 students per semester, and receives well over 100 submissions annually).**
3. *Get Lit* **(a group of writers to include alumni and current students who meet once a month for three hours on zoom for advanced workshopping).**
4. *Spoken Word* **collaborates with the theatre department for student performance.**
5. **Ed Lee, resident faculty, presented a paper at AWP 2023:** *Beyond BTS: Contemporary Korean Poetry in Translation.*

6. **Suzanne Nielsen, resident faculty, launched a book reading with student participation at Metro State for her latest poetry collection,** *Face Up*, **Spring, '23.**
7. **Creative Writing resident faculty were featured readers at several local/national events.**
8. **The Student Salon poetry reading collaboration with the theater department.**

What are the continuing initiatives related to the program health and sustainability criteria and the results of those initiatives.

Our new initiatives are impacted by recent research we've conducted with our two-year creative writing affiliate programs indicating that increasing the modality of choice for creative writing courses is essential for success. This includes an increase in asynchronous courses, and an increase in genre-specific courses to include speculative fiction and the graphic novel.

Another new and continuing initiative includes offering a Topics in Writing course: Travel Writing, in summer, '22. This summer it was cancelled due to low enrollment.

A BIPOC Creative Writing Student Group formed this year.

New course developments are underway.

New fall editorial staff for Haute Dish are being recruited.

The Sidewalk Poetry Project for WRIT 300 is offered, where creative writing students gain inspiration.

A collaboration between creative writing and theater on Spoken Word shows (Global Poetry).

Initiatives related to mission alignment and reputation and their results:

Creative writing has a current collaboration with local literary arts organizations such as Rain Taxi. This has resulted in increased student interest in poetry and literature in translation. For instance, one student requested working with a resident faculty developing an SDIS in Somali poetry translation. Other students expressed interests in translation as well. This is in direct alignment with the creative writing programs' anti-racism mission of serving first generation college students, making partnerships within the community, and our commitment to engagement and greater diversity goals. Our resident faculty member, Ed Lee, presented a paper at a national convention this year to further support our mission.

      i. Initiatives related to the strength of the program structure and foundation and results (might include faculty search results, % of courses taught by RF and CF, curriculum innovation, accreditation, feedback on the program by employers or experts, etc

It is essential that we present the importance of growing our program by adding a full-time hire for Fall, 2024. There is a high demand for genre-specific courses, as we stated earlier, and we feel strongly that to stay on the cutting edge of a creative writing program, birthed by our esteemed colleague, Alison McGhee, we need to stay current with literary desires. We can do that, and remain a leader in a competitive world. Many voices believe in Metro State. Our program brings in guests such as Michael Kleber-Diggs, Sarah Cooper, Al Franken, among others for career and professional connections. Many of our guests visit our classrooms for free because they believe in the mission of our university. Lastly, we have added one new community faculty member for creative writing. Her first course with us was this past summer, '23.

ii. Initiatives related to the outcomes and achievements of the program and results (might include student outcomes like graduation/licensure/certification, faculty scholarship, student satisfaction with courses, grant revenue, etc.

We will start by sharing some of our student comments from our recent graduates:

What I am taking away from the creative writing program that steadies my craft, is the art of it. The art of creative writing has allowed me to utilize my creativity with confidence, boldness, and awareness that I am a successful writer who can write just about anything if I put my mind to it. Most importantly, if I keep my fingers typing, my pen moving, and just keep on writing, I'll master the art of creative writing."

"I enjoyed the assignments, both the free writes and critiques, because they encouraged me to write and to think about my own and other peoples' writing. Also because the papers assigned put me out of my comfort zone. I enjoyed the workshops and discussions because they got me thinking about other peers' writing."

"I feel like I have the tools to write interesting fiction pieces of any length now, where before I had rather indifferent confidence."

This class has shown me many things, but most important to respect others view and my own work.

We have been averaging graduating on average 10 students per year, and many of our students go on for graduate studies. Our students regularly publish work in various literary journals/publications and share their news with us throughout the years. We remain up to date with articulation agreements among our partner schools.

iii. Initiatives related to the size of the program and results (might include articulation agreements, outreach efforts, student retention and completion, etc.

One of our resident faculty will be conducting four outreach events in the metro area in effort to recruit more students. Throughout the year our resident faculty visit local high schools and hold a workshop in class. As stated earlier, we have strong alumni representation at our *Get Lit* monthly meetings, and many of our students inform us of their career progressions. Our articulation agreements are up to date.

iv. Initiatives related to the revenue and expenses of the program and results (might include increasing class fill rates, reducing program costs through schedule management, faculty workload management,

We want to continue partnerships with other departments to offset costs, such as another theater collaboration, as well as a collaboration among our new department. We offer many SDIS/FDIS options in our program due to our two-year schedule, and the potential outcome of cancelled classes. Students do not want to wait a semester, and in some cases several semesters, to graduate, and therefore this is an option we've honored.

v. Initiatives related to new opportunities for the program and results (might include partnerships, unique program strengths/distinctions, innovative teaching practices, collaborating with other departments to share curriculum, curriculum that is part of other programs/GELS/RIGR, etc

Our creative writing/literary arts collaboration with Rain Taxi, a local non-profit literary arts organization is an important connection for our students because collaborating branches into potential internship opportunities for our students. In addition, we plan to create co-taught courses with lit and language, our new department colleagues.

b. Were any initiatives put on hold or discontinued during the 2022-23 academic year and why   **NO**

c.   What were the greatest challenges for your program during the 2022-23 academic year?

Declining enrollments everywhere throughout higher ed are a huge challenge. In addition, administrative turnover; lack of continuity in support staff and administrative leadership, particularly in professional advising are contributing challenges. There's been a massive turnover with those who knew our program well. COVID: BIG DEAL. If data specific to our program seemed easier to obtain, that would relieve an ongoing challenge.

d. Based on this reflection, what are the priorities, opportunities, initiatives for your program for the 2023-24 academic year?

Our priorities include to continue to grow our program amidst a compromised state everywhere; we are committed to continue to diversify the faculty and course offerings, and particularly committed to increasing our faculty by one full time member during a budget surplus. We have the opportunity to grow our student numbers by attracting more than a Minnesota-based perspective of students through offering a variety of class delivery instruction.   We will continue and expand on our collaborating with our colleagues for the best learning options of our students.

e. What resource needs does your program have to support the priorities, opportunities, and initiatives during the 2023-24 academic year? Types of

One additional full-time faculty added to our program.

Section III: Assessment of Student Learning

g. Please answer each of the following questions based on your program assessment of student learning activities during the 2022-23 academic year. (Please limit responses to 250 words for each item)

i. Which Student Learning Outcomes and Learning Indicators were assessed last academic year and how were they assessed course evaluations: ?

Our syllabi clearly state our outcomes for each specific course. Below are examples:

Writing short creative works is a multi-genre workshop designed for creative writers who wish to work exclusively on very short pieces. Students will deepen their knowledge of the general craft of writing, expand their personal writing horizons by writing outside familiar genres, and work intensively on drafting and revising short works. The range of writing possible in the class include poems, prose poems, personal essays, sudden fiction, humor writing, short-short memoirs and creative non-fiction, and other genre-defying work.

~ This workshop course emphasizes the union of reading and writing. Good creative writers need to understand literature from the writer's perspective. They also need a comprehensive background in the various genres of literature, and must be able to discuss, critique, and identify the basic components of imaginative writing. This course focuses on tone, style, diction and author's voice through the students' own writing and through the readings of others.
~ Application of active reading.
~ Apply techniques for identifying key concepts in academic reading and incorporate those concepts into responsive reading.
~ Articulate an informed personal reaction to works in the arts and humanities.
~ Comprehend the importance of re-reading.
~ Construct logical and coherent arguments.

~ Demonstrate awareness of the scope and variety of works in the arts and humanities.
In addition, we take class polls, we read and evaluate final reports, class and capstone portfolios and career assessments

What are the results of those assessment activities? Provide a table or attach eLumen report(s); if possible, show results from multiple years
A need for an increase types of classes, and an increase in diversity of modalities. The results are that we remain student-centered, and satisfaction remains very high; our alumni stay connected, engaged citizens well after graduation . We are a small program, and we believe all of our courses build on one another, and through scaffolding our pedagogy, and continued attention to detail within our program's growth and further development we will be able to create and provide a table more specific, if necessary.
<u>**Our Creative Writing Courses and Semester Offerings:**</u>
WRIT 251   Introduction to Creative Writing. (3 credits; taught fall, spring and summer)

WRIT 300   Creative Writers, Identity and Race in the Twin Cities (4 credits; offered fall and spring; can be repeated for credit)

WRIT 324   Topics in Writing (TBA)

WRIT 352   Writing Memoir and Creative Nonfiction (4 credits; taught spring only; can be repeated for credit)

WRIT 353   Writing Short Fiction (4 credits; offered fall, spring; can be repeated for credit)

WRIT 354   Writing Poetry (4 credits; offered fall, spring; can be repeated)

WRIT 355   Writing Children's Literature (4 credits; offered every other year, spring?)

WRIT 356   Writing Humor (4 credits; offered every other year in spring; can be repeated for credit)

WRIT 357   Writers as Readers (4 credits; offered fall only; can be repeated for credit)

WRIT 358   1000 Words or Less (4 credits; offered fall only; can be repeated for credit)

WRIT 359   Boot Camp: Creative Writing for Non-Majors (This can be taken in place of 251; 4 credits; taught in spring for 6 weeks)

WRIT 371   Editing (cross listed with TCID; 4 credits, not certain if it is offered both semesters)

WRIT 481   Advanced Creative Writing (5 credits; offered in spring only; can be repeated for credit)

     ii.   Describe you analysis of the results (might include trends, areas of strength, areas of weakness, etc.
Somewhat redundant; we look forward greater staff/admin continuity to increase our own efficiency and effectiveness as we move forward.
     iii.   What changes will you make in the 2023-24 academic year in response to your analysis of the results (might curriculum, program learning outcomes, course learning outcomes, activities used to assess learning, etc.   **We will continue to oil a well-running machine.**

Academic Innovation, Planning, and Quality Improvement Council, April 2023

Please submit a curriculum map for your program that articulates the program learning outcomes and which courses in the curriculum contribute to student achievement of each outcome using the template provided.

We listed our courses above in creative writing, to include the semesters that the courses are offered. All our courses are relevant.

Signed by program members below: **Suzanne Nielsen,**

Rubric To Evaluate the Health and Sustainability of Academic Programs

Metro State University

Evaluations based on Information Provided by Program Review and/or Program Annual Reflection

Note: Not all factors listed for each criterion are relevant for every academic program.

	NOT HEALTHY (1 point)	**HEALTHY (2 points)**	**EXCEPTIONALLY HEALTHY (3 points)**
CRITERION 1 (15%): Mission Alignment and Reputation	No evidence of university mission alignment—including antiracism, serving first-generation college students, comprehensiveness, and community orientation. No evidence of community links and partnerships. No evidence of visibility and prestige of program (specify context: local/state community, state/regional professional, national/international professional).	Some evidence of university mission alignment—including antiracism, serving first-generation college students, comprehensiveness, and community orientation. Some evidence of community links and partnerships. Some evidence of visibility and prestige of program (specify context: local/state community, state/regional professional, national/international professional).	Compelling evidence of university mission alignment—including antiracism, serving first-generation college students, comprehensiveness, and community orientation. Evidence of mission alignment may also include, for example: a. RIGR and GELS courses in a program, b. Courses that serve other majors. Compelling evidence of community links and partnerships. Compelling visibility and prestige of program (specify context: local/state community, state/regional professional, national/international professional).

Academic Innovation, Planning, and Quality Improvement Council, April 2023

| CRITERION 2 (15%): Strength of Structure/Foundations | Less than 75% of resident faculty have terminal degrees.

Evidence the program attracts candidates from a **statewide** pool in recent faculty searches.

Percentage of course sections and seminars taught by resident faculty is 33% or less. (OR at less than the **minimum** level recommended by a program's accrediting body.)

No evidence that program's curriculum has been revised within the last five (5) years.

Faculty provide no evidence of actively seeking outside review of the program's curriculum by subject matter experts and/or potential program graduate employers within the past five (5) years.

If accreditations for the program are available, the program has either lost accreditation or is on probation. | More than 75% of resident faculty have terminal degrees.

Evidence the program attracts candidates from a **regional** (e.g., Midwest) pool in recent faculty searches.

Percentage of course sections and seminars taught by resident faculty is at least 50% and stable. (OR at the **minimum** level recommended by a program's accrediting body.)

Evidence that program's curriculum has been revised within the last five (5) years, based on external demand or assessment of program learning outcomes.

Faculty show evidence of actively seeking outside review of the program's curriculum by subject matter experts and/or potential program graduate employers within the past five (5) years. | 100% of resident faculty have terminal degrees.

Evidence the program attracts candidates from a **national** (or international) pool in recent faculty searches.

Percentage of course sections and seminars taught by resident faculty is at least 67%. (OR at a level higher than recommended by a program's accrediting body.)

Evidence that program's curriculum has been revised **significantly** within the last five (5) years, based on external demand and assessment of program learning outcomes.

Faculty show evidence of actively seeking outside review of the program's curriculum by subject matter experts and/or potential program graduate employers within the past three (3) years.

If accreditations for the program are available, the program has at least one top-tier national accreditation. |

	Investment is needed now for new or modern lab, classrooms, or equipment. The library faculty indicate that investments are needed to enhance the electronic library holdings to support the **teaching** needs of the program.	If accreditations for the program are available, the program has at least one national accreditation. No significant investment in new or modern labs, classrooms, and equipment is anticipated by the program for the next 3-5 years. According to the library faculty, electronic library holdings to support the **teaching** needs of the program are sufficient.	According to outside review, labs, classrooms, and equipment are considered modern and sufficient for the program. According to outside subject matter expert review and agreement by the library faculty, electronic library holdings to support the **teaching and research** needs of program faculty are sufficient.
CRITERION 3 (15%): Outcomes and Achievements	If the program has related national standardized exams, professional licensure, or certification exams, less than a majority of its graduates taking the exam pass OR most of its graduates score less than the 50th percentile. No more than 25% of resident faculty have published at least one (1) scholarly or professional artifact in their discipline or presented at a **local** scholarly or professional conference or workshop within the past two (2) years of duty.	If the program has related national standardized exams, professional licensure, or certification exams, a majority of its graduates taking the exam pass or score within the 50th percentile. At least 50% of resident faculty have published at least one (1) scholarly or professional artifact in their discipline or presented at a **regional** scholarly or professional conference or workshop within the past two (2) years of duty.	If the program has related national standardized exams, professional licensure, or certification exams, a majority of its graduate taking the exam pass or score within the 60th percentile. At least 75% of resident faculty have published at least one (1) scholarly or professional artifact or presented at a **national or international** scholarly or regional conference or workshop within the past two (2) years of duty. In cumulative measures of student satisfaction for courses within

	In cumulative measures of student satisfaction for courses within		programs (aggregated IDEA data), at

	programs (aggregated IDEA data), less than 50% students report they are "satisfied" or "very satisfied" in the last five (5) years; the average has declined over the last three (3) years.

For preprofessional programs: Less than a majority of graduates of the program seeking employment or acceptance into graduate study succeed within (24) months after graduation.

Of program graduates seeking graduate or professional school admission, less than 50% of those applying are admitted into their school of choice.

The program has not generated any grant revenue or shown evidence of fundraising activities in the past five (5) years. | In cumulative measures of student satisfaction for courses within programs (aggregated IDEA data), at least 50% of students report they are "satisfied" or "very satisfied" in the last five (5) years; the average has improved over the last three (3) years.

For preprofessional programs: A majority of graduates of the program seeking employment or acceptance into graduate study find employment within (24) months after graduation.

Of program graduates seeking graduate or professional school admission, at least 50% of those applying are admitted into their school of choice.

The program has generated grant revenue or shown evidence of fundraising activities within the last five (5) years. | least 60% of students report they are "satisfied" or "very satisfied" in the last five (5) years.

For preprofessional programs: A majority of graduates of the program seeking employment or acceptance into graduate study find employment within (24) months after graduation.

Of program graduates seeking graduate or professional school admission, at least 60% of those applying are admitted into their school of choice.

The program generates grant revenue annually (of any amount) OR demonstrates an increasing amount of grant dollars earned, or has or shown particularly strong evidence of fundraising activities over the past five (5) years. |
| **CRITERION 4 (15%)**: Size | The program or department serves less than 5% of the university's students during the past 3 years. | The program or department serves from 5%-10% of the | The program or department serves more than 10% of the university's students during the past 3 years. |

		university's students during the past 3 years. Numbers of majors and/or registrations held steady over the past five (5) years. The program is within the top 25 of those awarding degrees (total) and certificates at the university.	
	Numbers of majors and/or registrations declined over the past five (5) years. The program is not within the top 25 of those awarding degrees (total) and certificates at the university.		Numbers of majors and/or registrations increased over the past five (5) years. The program is within the top 10 of those awarding degrees (total) and certificates at the university.
CRITERION 5 (15%): Revenues and Expenses	Tuition revenues are significantly lower than program costs. Tuition revenues and/or revenue/cost ratio [and revenue/cost] have declined over the last five (5) years.	Tuition revenues are even with or slightly higher than program costs. Tuition revenues and/or revenue/cost ratio have been stable over the last five (5) years.	Tuition revenues are significantly higher than program costs. Tuition revenues and/or revenue/cost ratio have increased over the last five (5) years)
CRITERION 6 (25%): Opportunities	No evidence of cooperative advantages (based in partnerships) over peer programs in the area/state. No evidence of competitive advantages (based in unique strengths) over peer programs in the area/state. The program provides little to no evidence that it implements innovative teaching practices.	Some evidence of cooperative advantages (based in partnerships) over peer programs in the area/state. Some evidence of competitive advantages (based in unique strengths) over peer programs in the area/state. The program provides some evidence that it implements innovative teaching practices.	Compelling evidence of cooperative advantages (based in partnerships) over peer programs in the area/state. Compelling evidence of competitive advantages (based in unique strengths) over peer programs in the area/state. The program provides compelling evidence that it implements innovative teaching practices AND

	Enrollment in program courses is not required by any other program. Less than 20% of enrollment is due to majors. This program provided university- wide prerequisites or at least (2) GELS/RIGR categories in less than 10% of its course sections offered in the past (2) years.	Enrollment in at least two (2) program courses are required by at least one (1) other program. Most enrollment is due either to majors or general studies purposes. This program provided university-wide prerequisites or at least (2) GELS/RIGR categories 10%-50% of its course sections offered in the past (2) years.	that such innovations are positively impacting student learning. Enrollments in at least three (3) program courses are required by at least two (2) other programs. The majority of enrollment in program courses is for majors. This program provided university-wide prerequisites or at least (2) GELS/RIGR categories in more than 50% of its course sections offered in the past (2) years.

Academic Innovation, Planning, and Quality Improvement Council, April 2023