



Creative Writing [CRWR]

Cycles included in this report:

Jun 1, 2021 to May 31, 2022

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Program Name: Creative Writing [CRWR]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2017-2018:

Overall, to help improve the quality of the program and the master plan's efficiency and accuracy these specific steps should be taken in the year ahead:

1. Evaluate which questions from the exit survey are actually relevant to assessing the quality of the Master of Fine Arts program.
2. Continue to advocate for a return to former funding levels to ensure quality recruits and student retention.
3. Increase student involvement in the McNeese Review.
4. Continue close mentorship to ensure students are successful in the program and beyond.

2018-2019:

2019-2020:

Overall, to help improve the quality of the program and the master plan's efficiency and accuracy these specific steps should be taken in the year ahead:

1. Evaluate which questions from the exit survey are actually relevant to assessing the quality of the Master of Fine Arts program.
2. Continue to advocate for a return to former funding levels to ensure quality recruits and student retention.
3. Continue close mentorship to ensure students are successful in the program and beyond.

2020-2021:

Overall, to help improve the quality of the program and the master plan's efficiency and accuracy these specific steps should be taken in the year ahead:

1. Evaluate which questions from the exit survey are actually relevant to assessing the quality of the Master of Fine Arts program.
2. Continue to advocate for a return to former funding levels to ensure quality recruits and student retention.
3. Continue close mentorship to ensure students are successful in the program and beyond.

2021-2022:

Overall, to help improve the quality of the program and the master plan's efficiency and accuracy these specific steps should be taken in the year ahead:

1. Evaluate which questions from the exit survey are actually relevant to assessing the quality of the Master of Fine Arts program.
2. Continue to advocate for a return to former funding levels to ensure quality recruits and student retention.
3. Continue close mentorship to ensure students are successful in the program and beyond.

4 Program Highlights from the Reporting Year

2017-2018:

The added financial burden in the form of higher tuition and housing costs resulted in one student leaving at the end of the year. In addition, our application numbers for the class coming in for 2018 were down by an additional third since the reduction in funding for the third year in a row. We have secured Endowed Professorships to assist in funding our writers' series and conference attendance for students and faculty. Also, a particularly challenging faculty issue was resolved by an instructor leaving the University, which we hope will boost morale.

Alumni & Student Successes:

Despite these challenges, our students have continued to accomplish great things. Ten out of 20 MFA students published their work in literary journals this year. Our alumni are publishing and earning numerous accolades, including publishing books and stories and poems. Notable book publications were Stacy Austin Egan's fiction chapbook, *You Could Stop It Here*, Rachel Rinehart's poetry collection, *The Church in the Plains*, Collier Brown's poetry collection, *Eye, Thus Far Unplucked*, and Michael Shewmaker's poetry collection, *Penumbra*. This is the truest emblem of the success of our program's endeavor.

Notable Placements:

Lauren Howton (MFA, poetry 2018), Brett Hanley (MFA, poetry 2018), and Paul Hansen (MFA, fiction 2017) started the Ph.D. program in Creative Writing at Florida State University in the fall of 2018. Annaliese Wagner Chaudhuri (MFA, poetry 2016) and Avee Chaudhuri (MFA, fiction 2-17) were hired as instructors of English at Stephen F. Austin State University.

2018-2019:

2019-2020:

Alumni & Student Successes:

Despite these challenges, our students have continued to accomplish great things. Seven out of 18 MFA students published their work in literary journals this year. Our alumni are publishing and earning numerous accolades, including publishing books and stories and poems. Notable book publications were Dorsey Craft (Olbrich)'s collection of poems, *Plunder*, as well as her chapbook, *The Pirate Anne Bonney Dances the Tarantela*.

Notable Placements:

Two 2020 graduates will begin Ph.D. programs in the fall: Sarah Harshbarger will attend the University of Tennessee and Matthew Moniz will attend the University of Southern Mississippi. Ashlee Lhamon now works in public relations at McNeese State University.

2020-2021:

With the occurrence of the pandemic and two major hurricanes three students left the program during or at the end of the year. Also Chris Lowe, our fiction professor, accounting for one-half the MFA faculty, has elected to leave the area and the university in the wake of the hurricanes. In addition, our application numbers for the incoming class continue decrease due to low stipend, high housing costs, and lack of desire to live in a hurricane-prone and ravaged area. We have secured Endowed Professorships to assist in funding our writers' series and conference attendance for students and faculty. Though the pandemic and hurricanes curtailed much of these activities, we were able to host readings and conferences with visiting writers via Zoom in the spring.

Alumni & Student Successes:

Despite these challenges, our students have continued to accomplish great things. Five out of 15 remaining MFA students published their work in literary journals this year. Our alumni are publishing and earning numerous accolades, including publishing books and stories and poems. Notable book publications were Eric Nguyen's novel, *What We Lost to the Water* (named a 2021 Summer Book Pick by Barack Obama), Carrie Green's poetry collection, *Studies of Familiar Birds*, and Brett Hanley's chapbook, *Defeat the Rest*.

Notable Placements:

The 2021 were well placed. Ladi Opaluwa (fiction) will begin the Ph.D. program in English at the University of Louisiana-Lafayette. Maegan Gonzales was hired as a full-time dual-enrollment

instructor at SOWELA. Gauri Awasthi has received a paid publicity and editorial internship at Four Way Books in New York City.

Alumni placements include Dr. Danielle (Grimes) Sutton, assistant professor of English at Columbus State University in Georgia, and Gerald Withers, instructor, Columbia College in South Carolina.

2021-2022:

Recovery from the pandemic and the hurricanes of 2020 has continued slowly. Some students began the academic year remotely, but by mid-fall semester everyone was on site. The cost and availability of housing have been a significant hurdle for our students as they are almost exclusively out-of-state students.

We were able to host one online visiting writer and one in-person visiting writer in the fall, and this spring we hosted a major event celebrating the 40th anniversary of the MFA program, which included three alumni readings on campus by alumni and a crawfish boil. On Thursday, May 7th, Eric Nguyen ('15) read from his best-selling novel based on his thesis, *Things We Lost to the Water*. On Friday, April 8th, Morri Creech ('98), Pulitzer Prize finalist, read from his new manuscript forthcoming from LSU Press. On Saturday, April 9th, Adam Johnson ('96), winner of both the National Book Award and the Pulitzer Prize, read from his novel in progress. In addition on Friday, Adam led a craft talk for all MFA students, which was highly effective.

Nearly all of the MFA students, as well as faculty Allie Mariano and Michael Horner, were able to attend the annual Association of Writers & Writing Programs conference in Philadelphia. Unfortunately due to our static low funding we lost three of our seven first-year students who are leaving to attend programs with double our funding. Our meager stipends and waivers unfortunately don't make us very competitive and our applications were the lowest we've seen in a decade. Many people we offered spots to turned us down for better financial offers or because they couldn't afford to come for the amount we offer. Because of this, we were only able to recruit seven people. The program will be at its lowest enrollment in over a decade next year due to this. Our program was featured on the national podcast, *MFA Writers*, with an interview of recent alumna, Gauri Awasthi.

Alumni & Student Success:

Despite challenges our students continue to publish and present their work. Jack Vanchiere won the national Sigma Tau Delta poetry award at the national convention in Atlanta. After graduation he will work as an intern at the Headlands Artists Colony in California. Jordan Sheryl McQueen published a story in the anthology *It Came from the Swamp*. Reese Menefee has a poem forthcoming from *The Sun* and has started a literary e-zine called *MoonCola*. Rachel Pittman has published poems in *Gingerbread House* and *WhaleRoad Review*. She also won a residency fellowship from the Writers Colony at Dairy Hollow. Alex Howe published two poems in *New Ohio Review*.

Recent graduates Gauri Awasthi and Maegan Gonzales were awarded full scholarships to the prestigious national conference, Community of Writers. Our alumni continue to publish widely and well.

Notable Placements:

Gauri Awasthi works as an editorial assistant at the Cheney Literary Agency in New York. She also teaches Decolonizing Poetry workshops for Catapult. Ladi Opaluwa began the PhD program in English at University of Louisiana-Lafayette.

5 Program Mission

The program gives graduate students pursuing the 60-hour MFA in Creative Writing training in their craft and the necessary academic background to become competent professionals and teachers of writing and literature.

6 Institutional Mission Reference

The MFA in Creative Writing prepares graduates to pursue their artistic and academic interests as well as careers in teaching. Many go directly into teaching at the university level, while others continue their education in PhD programs. Through the efforts of the graduates and the many public readings and lectures scheduled, the MFA program fosters a climate that enhances student learning, enriches the quality of campus life, and expands opportunities for the arts and humanities.

7 Assessment and Benchmark ENGL 671 and 672 Amount of Writing

Assessment: Students will submit a sufficient amount of writing to workshop.

Benchmark: 100% of enrolled students will submit a sufficient amount of writing to workshop.

“Sufficient” is defined in fiction as four stories or excerpts from a novel per year.

“Sufficient” is defined in poetry as 12 poems or pages.

Outcome Links

Creating Art [Program]

Students will create works of art in the forms of poetry or fiction.

7.1 Data

Academic Year	Fiction writers that met the benchmark		Poets that met the benchmark	
	#	%	#	%
2015-2016	9/10	90%	8/8	100%
2016-2017	10/11	91%	9/9	100%
2017-2018	11/11	100%	11/11	100%
2018-2019	10/10	100%	9/9	100%
2019-2020	9/9	100%	10/10	100%
2020-2021	8/8	100%	7/7	100%
2021-2022	9/9	100%	8/8	100%

7.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:

All students met the benchmark this year; however, we've used this criterion to motivate students who have been lagging behind their peers.

2018-2019:

All students met the benchmark this year; however, we've used this criterion to motivate students who have been lagging behind their peers.

2019-2020:

All students met the benchmark this year; however, we've used this criterion to motivate students who have been lagging behind their peers.

2020-2021:

All students met the benchmark this year; however, we've used this criterion to motivate students who have been lagging behind their peers.

2021-2022:

All students met the benchmark this year; however, we've used this criterion to motivate students who have been lagging behind their peers.

Comments

Gracie Menard (7/12/22 3:34 PM)

Status changed to **Approved**

The analysis has been the same for five years, so IRE suggests you consider changing the definition of

"sufficient" or eliminating this assessment.

8 Assessment and Benchmark ENGL 677 TA Training

Assessment: TAs will receive training in ENGL 677: Seminar in Teaching Freshman English (Lec. 3, Cr. 3).

Benchmark: During their first year of teaching, 100% of TAs will receive training in ENGL 677: Seminar in Teaching Freshman English (Lec. 3, Cr. 3).

Outcome Links

Professionalism [Program]

Students will gain foundational knowledge of the publishing industry and creative and scholarly communities.

8.1 Data

Academic Year	First-year teaching GAs enrolled in ENGL 677	
	#	%
2015-2016	—	100%
2016-2017	—	100%
2017-2018	—	100%
2018-2019	5/5	100%
2019-2020	4/4	100%
2020-2021	6/6	100%
2021-2022	4/4	100%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue to provide training for all TAs. The training helps ensure the integrity of the instruction of departmental courses as well as prepare students for instructor positions.

2016-2017:

Continue to provide training for all TAs with enrollment in ENGL 677: Seminar in Teaching Freshman English both fall and spring semesters of the first year of teaching.

2017-2018:

Continue to provide training for all TAs with enrollment in ENGL 677: Seminar in Teaching Freshman English both fall and spring semesters of the first year of teaching. Beginning the 2018-2019 the course will be for credit and count toward students' GPA. Though it has been required, it hasn't been counting toward their degrees and they have tended to take the course less seriously because of that.

2018-2019:

Continue to provide training for all TAs with enrollment in ENGL 677: Seminar in Teaching Freshman English both fall and spring semesters of the first year of teaching. Beginning this academic year the course counted for credit and toward students' GPA. Though it has been required, it hasn't been counting toward their degrees and they have tended to take the course less seriously because of that. This has been a positive change.

2019-2020:

Continue to provide training for all TAs with enrollment in ENGL 677: Seminar in Teaching Freshman English both fall and spring semesters of the first year of teaching.

2020-2021:

The first-time teachers encountered additional challenges due to COVID and the hurricanes. They did a great job staying connected to their students in a particularly trying time. It is a lot

to ask of these student-teachers to maintain an online presence while trying to keep their students motivated during a global pandemic and two major natural disasters. The mentorship and support they receive through the teaching courses prove helpful.

2021-2022:

Continue to provide training for all TAs with enrollment in ENGL 677: Seminar in Teaching Freshman English both fall and spring semesters of the first year of teaching.

9 Assessment and Benchmark ENGL 699 Theses

Assessment: ENGL 699 Theses.

Benchmark: 100% of submitted theses will pass and be successfully defended.

Outcome Links

Artistic Aesthetic [Program]

Students will develop and articulate a mature artistic aesthetic.

9.1 Data

Academic Year	Submitted theses successfully defended	
	#	%
2015-2016	7/7	100%
2016-2017	5/5	100%
2017-2018	5/5	100%
2018-2019	7/7	100%
2019-2020	6/6	100%
2020-2021	4/4	100%
2021-2022	6/6	100%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

All students who submitted their theses passed their defenses. As long as students make regular progress toward completion, this should never be a problem. We had a second-year student who wasn't making adequate progress in quantity or quality of work, who was asked to leave the program as a result.

2018-2019:

All six of the graduating students submitted their theses and passed their defenses.

2019-2020:

All seven of the graduating students submitted their theses and passed their defenses.

2020-2021:

All four students who submitted their theses passed the defenses. One student elected to postpone graduation for a year.

2021-2022:

All six students who submitted their theses passed their defenses. This year it was challenging to shepherd students through the process because of the lack of continuity of fiction professors, but everyone successfully completed the procedures.

10 Assessment and Benchmark Alumni Survey

Assessment: Alumni survey question regarding the extent to which training received at McNeese assisted alumni in their careers.

Benchmark: When asked the extent to which training received at McNeese assisted alumni in their careers, 75% of students will report "sufficient" or higher on the Alumni Survey.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

McNeese MFA Alumni Survey

Outcome Links

Professionalism [Program]

Students will gain foundational knowledge of the publishing industry and creative and scholarly communities.

10.1 Data

Academic Year	Reported "sufficient" or higher	
	#	%
2015-2016	3/3	100%
2016-2017	5/5	100%
2017-2018	4/4	100%
2018-2019	4/4	100%
2019-2020	5/5	100%
2020-2021	5/5	100%
2021-2022	4/4	100%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

There will be no further substitutions for the Professional Endeavors course, which is aimed at preparing students for careers. Emphasis has been primarily focused on academic careers, but we plan to reach out to alumni who work in the fields of marketing, non-profits, and editing to give more exposure to those fields for those who may be interested in pursuing non-academic routes.

2018-2019:

We continue to hear from our alumni about how well prepared McNeese made them for their careers and additional academic endeavors, which they attribute to both the Professional Endeavors class and the mentorship of the faculty during and beyond their time at McNeese.

2019-2020:

We continue to hear from our alumni about how well prepared McNeese made them for their careers and additional academic endeavors, which they attribute to both the Professional Endeavors class and the mentorship of the faculty during and beyond their time at McNeese.

2020-2021:

We continue to hear from our alumni about how well prepared McNeese made them for their careers and additional academic endeavors, which they attribute to both the Professional Endeavors class and the mentorship of the faculty during and beyond their time at McNeese.

2021-2022:

Our alumni report that they are well prepared for working in academic environments due to their training and instruction received in Professional Endeavors. There is room for improvement for those who pursue editing or other writing careers, which we hope to address in Professional Endeavors in the future. After the 40th anniversary event, a number of alumni have expressed an interest in forming a mentoring group for current students to give advice and guidance on career matters. We hope to begin implementing this beginning in the fall of next year.

11 Assessment and Benchmark Exit Survey

Assessment: Exit Survey Questions:

1. Question 9A: If you served as a teaching assistant, please rate your experience. How would you rank the training program provided?

2. Question 26: Students report their improvement in the area of world literature
3. Question 35: Students rank their preparation received to compete in the academic job market.

Benchmark 1: 100% of teaching assistants will respond “good” or “excellent” on question 9A.

Benchmark 2: 100% of graduating students will respond “good” or “excellent” on question 35.

Outcome Links

Artistic Aesthetic [Program]

Students will develop and articulate a mature artistic aesthetic.

Professionalism [Program]

Students will gain foundational knowledge of the publishing industry and creative and scholarly communities.

11.1 Data

Academic Year	Reported "sufficient" or higher	
	#	%
2015-2016	7/7	100%
2016-2017	4/5	80%
2017-2018	3/5	60%
2018-2019	7/7	100%
2019-2020	6/6	100%
2020-2021	4/4	100%
2021-2022	6/6	100%

11.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:

Only 40% of those graduating felt that teaching support was excellent or good. Results will be passed along to the director of freshman composition.

2018-2019:

100% of those graduating felt that teaching support was excellent or good. Results will be passed along to the director of freshman composition.

2019-2020:

100% of those graduating felt that teaching support was excellent or good. Results will be passed along to the director of freshman composition.

2020-2021:

100% of those graduating felt that teaching support was excellent or good. Results will be passed along to the director of freshman composition.

2021-2022:

Four out of six of those graduating reported their teaching support to be excellent or good. Two out of the six rated teaching support to be sufficient. In the narrative parts of the exit survey, the students explained that their supervisor was very good at supporting them; however, several noted that they wished that 677 & 679 were taught before they entered the classroom rather than simultaneously. This has been reported for many years. This particular measurement isn't the responsibility of the MFA program but rather the English department.

Comments

Gracie Menard (7/12/22 3:38 PM)

Status changed to **Approved**

Have there been discussions about changing when ENGL 677 and 679 are offered?

11.2 Data

Academic Year	Reported "sufficient" or higher	
	#	%
2015-2016	3/7	43%
2016-2017	5/5	100%
2017-2018	4/4	100%
2018-2019	6 /7	85%
2019-2020	5 /6	83%
2020-2021	4/4	100%
2021-2022	4/5	80%

11.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Only 60% reported good or excellent this year. Two of those graduating did not take Professional Endeavors, which is generally required of all MFA students due to having a substitution course with another faculty member that has caused major disgruntlement among the graduate students. This professor has now left the University.

2018-2019:

Of the graduating students 85% reported good to excellent this year. Not all students are interested in pursuing academic careers. We need to adjust this rubric to account for those aims.

2019-2020:

Of the graduating students 83% reported good to excellent this year. Not all students are interested in pursuing academic careers. We need to adjust this rubric to account for those aims.

2020-2021:

All graduating students reported good to excellent this year. Everyone of them is actually interested in academic careers.

2021-2022:

Only five out of six graduating students are interested in pursuing a career in academics. Sixty percent of the respondents reported their preparation for academic careers was good to excellent. One rated their preparation sufficient and one rated their preparation somewhat inadequate. This overall assessment is lower than usual. It could partially be attributed to the challenges presented by the pandemic and hurricanes. However, redoubling our efforts in Professional Endeavors and 677, 679, and Research Methods will be a worthwhile goal to improve this.

12 Assessment and Benchmark Graduate Activity Report

Assessment: Graduate Activity Report (GAR) Matrix.

Benchmark 1: 100% of students will attend at least six readings.

Benchmark 2: 50% of students will attend a conference.

Benchmark 3: 100% of students will read a sufficient amount of published material (books and journals).

Benchmark 4: 85% of students will have at least two face-to-face manuscript conferences with a published writer each year.

Benchmark 5: 100% of students will write at least four academic papers annually.

Benchmark 6: 100% of students will give at least three oral presentations annually.

Benchmark 7: Annually, 50% of students will give public readings of their creative or academic work. This includes participation at conferences.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MFA GAR MATRIX 2016

Outcome Links

Creating Art [Program]

Students will create works of art in the forms of poetry or fiction.

Professionalism [Program]

Students will gain foundational knowledge of the publishing industry and creative and scholarly communities.

12.1 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	18/18	100%
2016-2017	20/20	100%
2017-2018	22/22	100%
2018-2019	19/19	100%
2019-2020	18/18	100%
2020-2021	4/15	27%
2021-2022	17/17	100%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We have been able to secure a couple more smaller readings per year, so we have been able to maintain good numbers. The addition of funds from endowed professorships has made it easier to attain this. This is not a long-term guaranteed funding source, but it should be reliable for the near future.

2018-2019:

We have been able to secure a couple more smaller readings per year, so we have been able to maintain good numbers. The addition of funds from endowed professorships has made it easier to attain this. This is not a long-term guaranteed funding source, but it should be reliable for the near future.

2019-2020:

Due to a high attendance at this year's AWP conference in San Antonio, 100% of students were able to meet and exceed reading attendance.

2020-2021:

Due to COVID and the hurricanes, we were only able to host four readings via Zoom this year. Some students were able to attend external Zoom readings, but circumstances prohibited our being able to offer options to our students during this extraordinary year.

2021-2022:

Since we were able to resume in-person readings this year and the student-run reading series has resumed, as well as a high attendance at the AWP conference, this benchmark was easily achieved this year.

12.2 Data

Academic Year	Students meeting the benchmark	
	#	%
2017-2018	20/22	90%
2018-2019	12 /19	63%
2019-2020	18/18	100%
2020-2021	1/15	7%
2021-2022	15/17	88%

12.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We had a large number of students who attended the annual AWP conference in Tampa Bay this spring. Since the conference was within driving distance more people were able to afford to attend. We continue to provide some funding (in this case hotel and registration), but that is entirely dependent on available foundation and endowed professorship accounts. We also have continued to have a fair number of students attend and present at the South Central Modern Languages Association conferences.

2018-2019:

We continue to provide some funding (registration and airfare this time), but that is entirely dependent on available foundation and endowed professorship accounts. The annual Association of Writers & Writing Programs and the South Central Modern Languages Association continue to be the most heavily attend conferences.

2019-2020:

Due to the proximity (San Antonio) of this year's AWP conference and the ability for students to drive or be driven there, it made conference attendance much more affordable than the years when air travel is required. One student who was unable to attend AWP attended the SCMLA conference in the fall.

2020-2021:

Again with COVID there weren't many opportunities for students to attend or participate in conferences. One student attend and presented at a virtual conference held by Indiana University. The cost-benefit analysis of many of the other options were not favorable for attendance.

2021-2022:

The majority of the students in the program attended the AWP conference in Philadelphia in March, with the exception of two people who either did not want to attend or were afraid to fly. Additionally three students presented at other conferences and others attended in support of them. We hope to continue using Endowed Professorship funds to support student conference attendance.

12.3 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	18/18	100%
2016-2017	20/20	100%
2017-2018	22/22	100%

2018-2019	19/19	100%
2019-2020	18/18	100%
2020-2021	15/15	100%
2021-2022	17/17	100%

12.3.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Graduate students continue to complain about inadequate holdings and subscriptions. Given budgetary restrictions, the library has done little to remedy this problem. We continue to encourage students to use Inter-Library Loan to fill the gaps in McNeese's collection.

2018-2019:

2019-2020:

2020-2021:

Graduate students continue to complain about inadequate holdings and subscriptions. Given budgetary restrictions, the library has done little to remedy this problem. We continue to encourage students to use Inter-Library Loan to fill the gaps in McNeese's collection.

2021-2022:

We continue to register complaints from graduate students about access to current journals and books. The budgetary and personnel limitations of the library have become worse in that interlibrary loan used to be able to fill our library's gaps, but the library has no dedicated staff to handle requests. This is a university-wide problem, not restricted to graduate students.

Comments

Paige Daboval (4/19/22 3:07 PM)

Status changed to **Approved**

Can you send me and Jessica an email explaining what library resources your students need and if you've had any discussion with library staff about this?

12.4 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	18/18	100%
2016-2017	20/20	100%
2017-2018	22/22	100%
2018-2019	19/19	100%
2019-2020	18/18	100%
2020-2021	0/15	0%
2021-2022	17/17	100%

12.4.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

With the procurement of endowed professorships, we have been able to attract writers with strong national reputations to conference with our MFA students and deliver readings on our campus. If we are able to retain these funding sources, we should be able to continue to improve the offerings of visitors and consultants for our students. Since we have an extremely small faculty, these visiting writers have been vital for variety and range of feedback for our students' creative work.

2018-2019:

With the procurement of endowed professorships, we have been able to attract writers with strong national reputations to conference with our MFA students and deliver readings on our campus. If we are able to retain these funding sources, we should be able to continue to improve the offerings of visitors and consultants for our students. Since we have an extremely small faculty, these visiting writers have been vital for variety and range of feedback for our students' creative work. One student's conference resulted in a publication in a national journal.

2019-2020:

With the procurement of endowed professorships, we have been able to attract writers with strong national reputations to conference with our MFA students and deliver readings on our campus. If we are able to retain these funding sources, we should be able to continue to improve the offerings of visitors and consultants for our students. Since we have an extremely small faculty, these visiting writers have been vital for variety and range of feedback for our students' creative work.

2020-2021:

Due to the hurricanes, it was only possible to host Zoom readings in the spring semester. All students (100%) had one conference with visiting writers. Next year we plan to return to our practice of hosting writers each semester and having them conduct individual conferences with all our graduate writers.

2021-2022:

We were able to resume our usual number of visiting writers this year. In the spring we hosted a 40th anniversary celebration of the program, which included hosting three writers, two of whom conducted individual conferences with students, and Adam Johnson, winner of the National Book Award and the Pulitzer Prize, gave a craft talk to the MFA students. In exit surveys, graduates consistently rate having visiting writers either very important or invaluable as part of their experience in the MFA program. Having such a small faculty, these visiting writers provide needed varied and additional feedback to our students.

12.5 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	10/18	56%
2016-2017	16/20	80%
2017-2018	20/22	90%
2018-2019	18 /19	95%
2019-2020	18 /18	100%
2020-2021	15/15	100%
2021-2022	17/17	100%

12.5.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2017-2018:

We continue to have a number of students who complete MA work by the end of their third year, which accounts for some who write fewer papers. This benchmark seems more appropriate for the MA program, though we do require some academic papers in our form & theory and late 20th century literature courses.

2018-2019:

We continue to have a number of students who complete MA work by the end of their third year, which accounts for some who write fewer papers. This benchmark seems more appropriate for the MA program, though we do require some academic papers in our form & theory and late 20th century literature courses.

2019-2020:

We continue to have a number of students who complete MA work by the end of their third year, which accounts for some who write fewer papers. This benchmark seems more appropriate for the MA program, though we do require some academic papers in our form & theory and late 20th century literature courses.

2020-2021:

We continue to have a number of students who complete MA work by the end of their third year, which accounts for some who write fewer papers. This benchmark seems more appropriate for the MA program, though we do require some academic papers in our form & theory and late 20th century literature courses.

2021-2022:

This continues to be a metric more appropriately measured by the MA program. The MFA program's primary focus is the production of creative rather than scholarly work. Perhaps we could change the rubric to reflect this.

Comments

Gracie Menard (7/12/22 3:44 PM)

Status changed to **Approved**
Should this benchmark be removed?

12.6 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	14/18	78%
2016-2017	20/20	100%
2017-2018	21/22	95%
2018-2019	18 /19	95%
2019-2020	17/ 18	94%
2020-2021	15/15	100%
2021-2022	17/17	100%

12.6.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

As with academic papers, there are more opportunities for students to give oral presentations in literature courses. That said, my guess is the one student who reported only one oral presentation under-reported as most courses have one or more oral presentation components. Continue to promote oral presentations and confidence in public speaking.

2018-2019:

As with academic papers, there are more opportunities for students to give oral presentations in literature courses. That said, my guess is the one student who reported only one oral presentation under-reported as most courses have one or more oral presentation components. Continue to promote oral presentations and confidence in public speaking.

2019-2020:

As with academic papers, there are more opportunities for students to give oral presentations in literature courses. That said, my guess is the one student who reported only one oral presentation under-reported as most courses have one or more oral presentation components. Continue to promote oral presentations and confidence in public speaking.

2020-2021:

For literature and form & theory courses, there are usual one or two opportunities to present per class per semester. It is possible that those students in their last semester or two may

not present in classes as much; however, considering thesis defenses, graduate readings, and other extra-curricular colloquia, they are likely to hit this benchmark.

2021-2022:

Most courses have an oral presentation component, and many students either gave public readings or presented at conferences as well. Continue to develop opportunities for presentation.

12.7 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	15/18	83%
2016-2017	18/20	90%
2017-2018	20/22	90%
2018-2019	16 /19	84%
2019-2020	16/18	88%
2020-2021	5/15	33%
2021-2022	15/17	88%

12.7.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Students continue to participate in on-campus and local readings and presentations. We hope to continue to provide some funding support for those who seek to present at conferences and festivals.

2018-2019:

The Stellar Beans reading series, Women's Studies Lectures, and Bibliography paper presentations have offered more opportunities.

2019-2020:

Students continue to participate in on-campus and local readings and presentations. We hope to continue to provide some funding support for those who seek to present at conferences and festivals.

2020-2021:

Again due to COVID and the hurricanes, it was difficult to hit this benchmark; however one-third of the students did have an opportunity to publicly present their work either virtually or in-person, which is significant considering the obstacles.

2021-2022:

There has been an increase this year in opportunities for students to publicly present their work beyond regular in-class presentations. Some students are not simultaneously enrolled in the MA program, so they aren't interested in presenting papers at conferences. Some do not wish to present their work outside of class. We will continue to encourage people to get that experience, but if it isn't a requirement for a class there is no way to impel them to do so.

13 Assessment and Benchmark Internal Creative Writing Assessment Tool

Assessment: Internal Creative Writing Assessment Tool.

Benchmark: 100% of students will receive a 3.00 or higher on the internal Creative Writing Assessment Tool, averaged out over the entire academic year.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MFA Creative Writing Assessment Tool 2016

[Outcome Links](#)

Creating Art [Program]

Students will create works of art in the forms of poetry or fiction.

13.1 Data

Academic Year	Poetry average	Poets that met benchmark		Fiction average	Fiction writers that met benchmark	
		#	%		#	%
2015-2016	4.18	8/8	100%	4.40	10/10	100%
2016-2017	3.90	9/9	100%	3.95	9/10	90%
2017-2018	3.77	11/11	100%	3.13	9/11	81%
2018-2019	3.66	9 /9	100%	3.95	9/10	90%
2019-2020	3.61	9 /9	100%	3.66	9 /9	100%
2020-2021	4.07	7/7	100%	4.18	8/8	100%
2021-2022	3.75	8/8	100%	3.5	9/9	100%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Continue to evaluate students. Two students were not working up to standard. The first-year student has been counseled and encouraged. The second-year student had not made improvements despite counseling and encouragement. She was dismissed from the program for not making adequate progress in the quality and quantity of work produced.

2018-2019:

Continue to evaluate students. One student was not working up to standard. The first-year student was counseled all year, but had not made improvements. He was dismissed from the program for not making adequate progress in the quality and quantity of work produced.

2019-2020:

Continue to evaluate students. Currently all students are meeting the benchmark. No changes are needed at this time.

2020-2021:

Continue to evaluate students. One student who was having trouble completing work in the midst of the pandemic and hurricane aftermath, failed to resolve an incomplete and thus was dismissed from the program. Since the student withdrew during the spring semester, they were not measured in the evaluation.

2021-2022:

All students met the benchmark this year. Generally if someone does not, they are counseled or asked to leave the program.

14 Assessment and Benchmark External Creative Writing Assessment Tool

Assessment: External Creative Writing Assessment Tool, scored by select visiting writers.

Benchmark: 100% of students who have face-to-face conferences will receive a 3.00 or higher on the external Creative Writing Assessment Tool.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MFA Creative Writing Assessment Tool 2016

Outcome Links

Creating Art [Program]

Students will create works of art in the forms of poetry or fiction.

14.1 Data

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Academic Year	Poetry average	Poets that met benchmark		Fiction average	Fiction writers that met benchmark	
		#	%		#	%
2015-2016	3.50	8/8	100%	3.60	9/10*	90%
2016-2017	3.40	8/9	88%	3.55	9/10	90%
2017-2018	3.00	8/11	72%	3.10	8/11	72%
2018-2019	3.72	9/9	100%	3.55	9/10	90%
2019-2020	3.8	9/9	100%	3.5	9/9	100%
2020-2021	3.6	7/7	100%	3.5	8/8	100%
2021-2022	3.75	8/8	100%	3.61	9/9	100%

*No data on the score of one fiction writer.

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Three students per genre fell below the benchmark. This is a significant number, but much depends on the subjective aesthetic judgement of the external evaluators. Also, these students are submitting their work for conferences with visiting writers, ostensibly to get feedback and suggestions on their stories and poems, not always their most polished work. Because one student got two years of low internal and external evaluations, as well as under-performing in workshop, that writer was dismissed from the program.

2018-2019:

One fiction student got a below three average which correlated with the internal evaluation. That student was dismissed from the program due to lack of adequate progress.

2019-2020:

Continue to evaluate students. Currently all students are meeting the benchmark. No changes are needed at this time.

2020-2021:

Continue to evaluate students. One poetry student fell below the mark, but withdrew from classes before the end of the academic year, so we did not include them in the sample.

2021-2022:

All students met the benchmark this year. It is useful to have visiting writers evaluate the quality of work since our faculty is so small and deeply invested in the students.

15 Assessment and Benchmark Graduates Publish Work

Assessments: Graduates Publish Work.

Benchmark: 75% of MFA graduates will have published their work within three years of graduation.

Outcome Links

Creating Art [Program]

Students will create works of art in the forms of poetry or fiction.

15.1 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	3/5	60%
2016-2017	4/7	57%
2017-2018	6/7	83%

2018-2019	5/7	71%
2019-2020	4/6	66%
2020-2021	4/4	100%
2021-2022	5/6	80%

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

No action taken. Continue mentoring beyond graduation. Faculty continue to read manuscripts, suggest publishing venues, and write blurbs and recommendations for the students who remain in contact.

2018-2019: Continue mentoring beyond graduation. Faculty continue to read manuscripts, suggest publishing venues, and write blurbs and recommendations for the students who remain in contact.

2019-2020:

Continue mentoring beyond graduation. Faculty continue to read manuscripts, suggest publishing venues, and write blurbs and recommendations for the students who remain in contact.

2020-2021:

Continue mentoring beyond graduation. Faculty continue to read manuscripts, suggest publishing venues, and write blurbs and recommendations for the students who remain in contact.

2021-2022:

Faculty continues mentoring graduates beyond matriculation by writing recommendations, providing book blurbs, passing along publishing and employment opportunities. Not all students remain in contact, though most do. Faculty support remains the highest quality of our program.

16 Assessment and Benchmark TA Evaluation

Assessment: Teaching Assistants Evaluation each spring by director of freshman composition.

Benchmark: 100% of Teaching Assistants will receive a score of "satisfactory" or better.

Outcome Links

Professionalism [Program]

Students will gain foundational knowledge of the publishing industry and creative and scholarly communities.

16.1 Data

Academic Year	Students meeting the benchmark	
	#	%
2015-2016	18/18	100%
2016-2017	19/20	95%
2017-2018	22/22	100%
2018-2019	19/19	100%
2019-2020	18/18	100%
2020-2021	15/15	100%
2021-2022	11/11	100%

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The TAs continue to do a satisfactory job; however, now that the entire make-up of the program is paying tuition (whereas previously GAs got full-tuition waivers), the sense of responsibility seems to have shifted away from teaching and toward their own academic pursuits. Previously, there seemed more of a balance of responsibility. GAs seem to be more likely to cancel class or not meet with their supervisor as required. We have tried to return funding to closer to former levels, but the state budget has restricted all manner of raises and improvements.

2018-2019:

One student had issues as a tutor in the WTEC. That student also had challenges in his coursework in the program. At the end of the academic year he was dismissed from the program. One member of the program worked outside of the department for university relations and has since graduation been hired to work full-time there.

2019-2020:

The shift to online instruction at the end of the academic year created some obstacles for teaching assistants and tutors; however, they all adjusted well given the circumstances. Funding continues to be an issue in retention and recruitment.

2020-2021:

The wording of this should be changed to reflect that many of the students work in the Write to Excellence Center and elsewhere on campus. This was a challenging year with COVID and the hurricanes for students to teach online while pursuing their own academic degrees. Every effort was made to help the online transition, but some students graduated with very little opportunity to teach in person.

2021-2022:

I changed the evaluation to just those who are teaching GAs. This truly is a metric that should be evaluated by the English department rather than the MFA program as it does not fall under our evaluation.

End of report