

As the creative writing industry evolves, different technological skills may be expected of our students. Our new media stream teaches students how to engage technically and ethically with (and on) digital platforms, and how to create forms of literary and artful expression that live 'off' the printed page. Due to our limited number of course offerings however, we are not yet able to offer the full stream of our new media classes with any regularity. Students seem to be craving experience on digital platforms. For example, last year in two CRWR 3303 Business of Writing classes students were given a choice to either conceptualize and develop a writing-themed print-based anthology *or* a writing-themed podcast. All seven of the two classes' groups chose to conceptualize and create writing-themed podcasts. This work involved researching production tools and means, podcast platforms, social media marketing techniques, digital launch ideas, as well as surveying what sorts of writing-themed podcasts are already out there. As the literary landscape continues to develop and change (especially with the move to digital platforms for community literary events during, and after, the first couple of years of the pandemic) digital acumen, digital literacy and ethics have become more and more important and relevant. In the student survey there were, retrospectively, few direct questions about the training we do in new media technologies – an indicator that the issue is, perhaps, too far off our radar.

Many of the strengths students identified in the program fall under 'genre' or storytelling modes of creativity, whereas a number of the suggestions for improvement involve increasing the diversity of classes offered and focusing more attention to issues related to employability ('more curriculum on how to get into the industry' 'a co-op opportunity') which is, as the alumni comments show, increasingly connected to digital literacy. One alumnus advocated for more of a media-based focus suggesting 'multimedia skills should be frequently integrated with CR[WR] courses to add depth and value to the content of the coursework,' another suggested 'more content on how to market your work online,' another asked for more 'online self-promotion/marketing' information, and another for training on the web, and self-publishing, and publishing house avenues of publication. Drawing more attention to our new media stream, and clarifying what its content should consist of, in a post-pandemic digital world where digital literacy and employment are increasingly entwined, is something the department should look at more closely.

2.3. Essential Skill Development

KPU has a standard for essential skills that each program is expected to address (KPU Policy AC 9) and the Ministry measures 7 skills through graduate assessments. The Creative Writing program fosters the following essential skills in learners:

Creative Thinking and Problem-Solving Skills.

All Creative Writing classes use these skills in assignments and in-class activities.

Oral Skills

All Creative Writing classes use these skills in discussions, workshops, student presentations, and student performances.

Interpersonal Skills

All Creative Writing classes use these skills in workshops, group work, pair work, meetings with instructors, and student presentations.

Teamwork and Leadership Skills

All Creative Writing classes use these skills in workshop, group work, pair work, student presentations, and student-lead exercises.

Personal Management & Entrepreneurial Skills

Creative Writing classes teach students how to manage their time through instruction on process, planning, and deadlines, and student-led activities in the classroom.

Writing Skills

All Creative Writing classes develop students' writing skills.

Reading and Information Skills

All Creative Writing classes develop students' reading and information skills through reading and research assignments.

Visual Literacy

Several Creative Writing classes such as CRWR 3400 Special Topics: The Graphic Novel and CRWR 1240: New Forms and Media: Networked Narratives teach visual literacy.

Mathematical Skills

Most Creative Writing classes do not teach mathematical skills though CRWR 3303 The Business of Writing can include grant writing training and modules on financial literacy and budget preparation for writers.

Technological Skills

Several Creative Writing classes teach technological skills, such as CRWR 2140: Writing and Creativity on the Web and CRWR 3140: New Forms and Media: Sites and Platforms.

Intercultural Skills

All Creative Writing classes teach intercultural skills as this is related to one of our Program Learning Outcomes.

Citizenship and Global Perspective

All Creative Writing classes teach these skills as this is related to one of our Program Learning Outcomes.

Independent Learning

All Creative Writing classes foster independent learning through independent writing and research projects.

2.4. Curriculum Assessment

An analysis of the Creative Writing Curriculum Map (please see Appendix D) reveals that our recently rearticulated Program Learning Outcomes are well-matched with the skills that are actually taught in Creative Writing courses at all levels, and that the Creative Writing department has a wide array of courses that cover an impressive range of skills. In particular, Program Learning Outcomes #1-4, which deal primarily with issues of craft in creative writing, are taught in nearly every Creative Writing class. This list of PLOs was created collaboratively by faculty and that is reflected in how widely employed the majority of our PLOs are across genre and year of study. There is also a clear scaffolding of skill levels, from introduced to developing to advanced, which corresponds to the levels of the courses being taught. The 1000-level courses introduce and start to develop particular skills; the 2000-level courses develop them further, the 3000-level courses work both with developing and advanced skills, and the 4000-level courses cover advanced skills. This is consistent throughout the courses taught, and shows a clear progression for the skills taught in Creative Writing department courses.

Gap Analysis

One apparent gap in analyzing the curriculum map is that some of the Program Learning Outcomes could be better represented in some courses. In particular, Program Learning Outcomes #5-8 need to be incorporated into the Course Learning Outcomes of more Creative Writing courses. These Program Learning Outcomes focus on necessary skills such as developing a critical understanding of civic responsibility and socio-cultural issues alongside national, international, and global issues in relation to creative work and representation; considering and applying constructive feedback of one's creative work; and engaging in group work in a constructive and ethical manner. These are essential skills that a Creative Writing graduate should have, and they are skills that are already being taught in our classes at every level, but the Course Learning Outcomes for some courses do not address these skills. The issue here is not that these skills aren't being taught; in most cases they are. The issue is that the written Course Learning Outcomes in the official course outlines need to be updated for some courses to incorporate the work that is already being done, so that all Course Learning Outcomes match the current Program Learning Outcomes.

As to the question of whether faculty are teaching things that aren't relevant to the PLOs, that analysis will best be done in working groups (where faculty who teach the same course meet to discuss key elements of their shared course's curriculum). In the past few years, faculty have moved toward identifying 'modules' that we believe should be taught in some of our core/required courses regardless of who is teaching that course (i.e., a module on creative and cultural appropriation in