Process	ss adopted on: _2012 Process will be revisited on: _May 2014	
	Program-Level Continuous Improvement Process (CI-Process) Basics Program Name: State formal program name from list of ADHE- or UCA-recognized programs.	
	BA in Creative Writing	
	Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, be should NOT be a reiteration of those statements.	ut it
Program Basics	The BA in Creative Writing exists to develop students as writers who can critically read texts, write proficiently in a number of forms of imaginative writing, and apply creative and analytical skills to various rhetorical situations.	er
	Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers. Demonstrate proficiency in the critical reading of peers' creative writing texts.	
oals)	Goal 2: Demonstrate proficiency in the forms of poetry, fiction, nonfiction, scriptwriting or multimedia.	
oals nave 2-4 goals)	Goal 3: Demonstrate proficiency in applying creative and analytical skills to various rhetorical situations.	

Program Goals (Typically programs have

Goal 4:

Demonstrate proficiency in the critical analysis of exemplary texts in more than one genre.

Program-Level Continuous Improvement Process (CI-Process) Plan

	Data	Who & How: Indicate who will collect the data and how data will be collected.
	Collection	Data is collected by the Director of Creative Writing Assessment in the form of graduating senior portfolios.
		Timeline: Indicate when the data will be collected. Graduating senior portfolios will be submitted to Director of Creative Writing assessment by the last day of finals week in December and May.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The Director of Creative Writing Assessment will organize an assessment meeting during which all creative writing faculty will read and assess portfolios annually in May. Portfolios will be assessed by two creative writing faculty each. Portfolios with assessment discrepancies will be sent to a third creative writing faculty member.
		Timeline: Indicate when the data will be analyzed. Portfolios will be assessed in the second week of May. Data from assessment will be analyzed during the last two weeks of May.
Closing the Loop Process	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. Data from the May assessment will be shared by the director of creative writing assessment with the department chair and later in a meeting of all writing faculty.
Closing t		Timeline: Indicate when the data will be shared. Data from the May assessment will be shared in a meeting of all in the fall following the May assessments.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The Director of Creative Writing Assessment will meet with the Chair of the Department of Writing in the following fall to formally share results and present desired program changes.
		Timeline: Indicate when the data and faculty feedback will be shared. Data and faculty feedback will be shared in early fall.
	Re- assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. We will informally examine data and make changes in curriculum and course requirements.
		Timeline: Indicate when the data will be collected following these changes. The following May during assessment.

Process wi	ll be revisited	on: May	2014
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CI-Process Student Learning Outcome Information Sheet Repeat table as needed for <u>each</u> Student Learning Outcome

Process adopted on: _2012___

	Learning Outcome		ents will demonstrate the ability to critically analyze a peer's work.	i goan(s).			
Student Learning Outcome	Related Program Goal(s)		the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal onstrate proficiency in the critical reading of peers' creative writing texts.	or multiple goals.			
	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. written peer critique included in the portfolio.				
	Assessment Method		in how the quality of the above activity will be assessed. Ity will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent.				
Student Len	Benchmark	We h	the performance expectation for the above activity, and some justification for that expectation. ave not yet set a benchmark for this outcome and will do so after we get the results fisment.	rom this year's			
	Location		te whom will be assessed using the above activity AND where it will occur. ident portfolios will be assessed by faculty in Thompson Hall 331.				
	Frequency		when AND how frequently the above activity will be assessed. ortfolios of graduating seniors will be assessed annually in May.				
	Data Summary	Provid	de a short summary of the results of the above activity AND the date these results were compiled.				
ations	Result	Exc	ceeded Met Did Not Meet The benchmark for this activity (stated above).				
Observations	Responsible Authority Analysis	Direct Date of	rity Responsible for Analysis: Provide the position of the person responsible for the program. tor of Creative Writing Assessment of Analysis: Provide the date on which Responsible Authority reviewed data ments: Provide comments about data from Responsible Authority				
	Department/		ited to Program Faculty by: Provide position of person responsible for sharing results with relevant	faculty.			
	Area/ Program Faculty		or of Creative Writing Assessment of Presentation: Provide the date on which presentation to faculty was conducted.				
Analysis		Comments: Provide comments about the data from the relevant faculty Example:					
	Conclusion	Con	ntinue to assess next assessment period Rotate out of assessment (to be assessed again:) Curricular change			
		☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other:					
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Fall 2013.					
osing	Acknowledgeme	ent	Provide signature of Department Chair acknowledging above results.	ate			
C	Acknowledgement Provide signature of College committee chairperson or College Dean acknowledging above results. Date						

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

	Student Learning Outcome		dent Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Ints will demonstrate proficiency in the creation of poetry, fiction, nonfiction, scriptwriting or multimedia.				
	Related Program Goal(s)		State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Demonstrate proficiency in the forms of poetry, fiction, nonfiction, scriptwriting or multimedia.				
me	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. ent-produced, original work included in portfolio.				
ning Outco	Assessment Method		in how the quality of the above activity will be assessed. Ity will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent.				
Student Learning Outcome	Benchmark	We	the performance expectation for the above activity, and some justification for that expectation. have not yet set a benchmark for this outcome and will do so after we get the results from this year's issment.				
	Location	State	whom will be assessed using the above activity AND where it will occur.				
		Stud	ent portfolios will be assessed by faculty in Thompson Hall 331.				
	Frequency		when AND how frequently the above activity will be assessed. ortfolios of graduating seniors will be assessed annually in May.				
	Data Summary	Provi	le a short summary of the results of the above activity AND the date these results were compiled.				
fions	Result	Ex	seeded Met Did Not Meet The benchmark for this activity (stated above).				
Observations	Responsible Authority	Autho	rity Responsible for Analysis: Provide the position of the person responsible for the program.				
0	Analysis	Date	f Analysis: Provide the date on which Responsible Authority reviewed data				
		Comn	nents: Provide comments about data from Responsible Authority				
	Department/ Area/		ited to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. or of Creative Writing Assessment				
	Program Faculty		f Presentation: Provide the date on which presentation to faculty was conducted.				
Analysis		Comn Examp	nents: Provide comments about the data from the relevant faculty le:				
	Conclusion	Co	utinue to assess next assessment period Rotate out of assessment (to be assessed again:				
		Pec	agogic change Assessment Process change Benchmark change Other:				
	5	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.				
Closing the Loop	Assessmen t Data- Driven Change	Fall 2013.					
sing	Acknowledgeme	ent	Provide signature of Department Chair acknowledging above results.				
Clos	Acknowledgeme	ent	Provide signature of College committee chairperson or College Dean acknowledging above results. Date				

Semester and/or academic year for which the data applies:

CI-Process Student Learning Outcome Information Sheet

	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate proficiency in applying creative and analytical skills to rhetorical situations.						
оте	Related Program Goal(s)		State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Demonstrate proficiency in applying creative and analytical skills to various rhetorical situations.					
	Goulds	Dem	onstrate proficiency in applying creative and analytical skills to various metorical	situations.				
	Assessment Activity		State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced, original work included in portfolio.					
Student Learning Outcome	Assessment Method	Expla Facul	in how the quality of the above activity will be assessed. Ity will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent					
Student 1	Benchmark	We h	State the performance expectation for the above activity, and some justification for that expectation. We have not yet set a benchmark for this outcome and will do so after we get the results from this year's assessment.					
	Location		whom will be assessed using the above activity AND where it will occur. ent portfolios will be assessed by faculty in Thompson Hall 331.					
	Frequency		when AND how frequently the above activity will be assessed. ortfolios of graduating seniors will be assessed annually in May.					
	Data Summary	Provid	le a short summary of the results of the above activity AND the date these results were compiled.					
ations	Result	Ехо	ceeded Met Did Not Meet The benchmark for this activity (stated above).					
Observations	Responsible Authority Analysis	Direc	rity Responsible for Analysis: Provide the position of the person responsible for the program. etor of Creative Writing Assessment					
	Allatysis		of Analysis: Provide the date on which Responsible Authority reviewed data					
9/8/5	Department/ Area/		nted to Program Faculty by: Provide position of person responsible for sharing results with relevents or of Creative Writing Assessment	ant faculty.				
	Program Faculty		of Presentation: Provide the date on which presentation to faculty was conducted.					
Analysis		Comments: Provide comments about the data from the relevant faculty Example:						
	Conclusion	☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:						
			agogic change Assessment Process change Benchmark change Other:					
Closing the Loop	Assessment Data-Driven Change	Planne Fall 2	ed Implementation Date: Provide date on which change(s) will be made based on data for this SL 2013.	.0.				
sing th	Acknowledgeme	Provide signature of Department Chair acknowledging above results. Date						
5	Acknowledgement Provide signature of College committee chairperson or College Dean acknowledging above results. Date							

Semester and/or academic year for which the data applies:

CI-Process Student Learning Outcome Information Sheet

A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).

8 18	Student	A Student Learning Outcome Information Sneet A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).				
	Learning Outcome	Students will demonstrate proficiency in the critical analysis of exemplary texts in more than one genre.				
	Related Program	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.				
	Goal(s)	Demonstrate proficiency in the critical analysis of exemplary texts in more than one genre.				
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced, original work included in portfolio.				
Student Learning Outcome	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent				
Student Lear	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. We have not yet set a benchmark for this outcome and will do so after we get the results from this year's assessment.				
	Location	State whom will be assessed using the above activity AND where it will occur. Student portfolios will be assessed by faculty in Thompson Hall 331.				
	Frequency	State when AND how frequently the above activity will be assessed. All portfolios of graduating seniors will be assessed annually in May.				
	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.				
Observations	Result	Exceeded Met Did Not Meet The benchmark for this activity (stated above).				
Obser	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of Creative Writing Assessment Date of Analysis: Provide the date on which Responsible Authority reviewed data				
		Comments: Provide comments about data from Responsible Authority				
	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Director of Creative Writing Assessment Date of Presentation: Provide the date on which presentation to faculty was conducted.				
Analysis		Example: Comments: Provide comments about the data from the relevant faculty Example:				
	Conclusion	Continue to assess next assessment period Rotate out of assessment (to be assessed again:) Curricular chan				
TER.		Pedagogic change Assessment Process change Benchmark change Other:				
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Fall 2013				
OSIDE	Acknowledgeme					
		Date Provide signature of College committee chairperson or College Dean acknowledging above results.				

Semester and/or academic	year for which the data applies:	
		Date

BA in Creative Writing Portfolio Rubric

Student Name:			

	Excellent	Acceptable	Unacceptable	Absent
Demonstrates proficiency in the critical reading of peers' creative writing texts.			×	
Demonstrates proficiency in applying creative and analytical skills to various rhetorical situations.				
Demonstrates proficiency in understanding and creating the forms of poetry, fiction, nonfiction, scriptwriting or multimedia.				
Demonstrates proficiency in the critical analysis of exemplary texts in more than one genre.				

Notes: