

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

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>BA in Creative Writing</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>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.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Demonstrate proficiency in the critical reading of peers' creative writing texts.</p>
	<p>Goal 2:</p> <p>Demonstrate proficiency in the forms of poetry, fiction, nonfiction, scriptwriting or multimedia.</p>
	<p>Goal 3:</p> <p>Demonstrate proficiency in applying creative and analytical skills to various rhetorical situations.</p>
	<p>Goal 4:</p> <p>Demonstrate proficiency in the critical analysis of exemplary texts in more than one genre.</p>
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Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. 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.
	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.
		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.

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate the ability to critically analyze a peer's work.
	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 critical reading of peers' creative writing texts.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. The written peer critique included in the portfolio.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent.
	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.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of Creative Writing Assessment</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data</p> <p>Comments: Provide comments about data from Responsible Authority</p>
Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Example: Director of Creative Writing Assessment</p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. Example:</p> <p>Comments: Provide comments about the data from the relevant faculty Example:</p>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	<p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p> <p>Fall 2013.</p>
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	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

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	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 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.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced, original work included in portfolio.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent.
	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.
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Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Student Learning Outcome	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.
	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.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced, original work included in portfolio.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent
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Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Student Learning Outcome	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 the critical analysis of exemplary texts in more than one genre.
	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 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.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent
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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: