

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>MFA 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 MFA in Creative Writing exists to provide students an advanced education in creative writing, creative writing pedagogy and editing and publishing.</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 compl MFA students will demonstrate an advanced understanding of creative writing.</p>
	<p>Goal 2:</p> <p>MFA students will demonstrate knowledge of the theories and histories of modern composition theory and creative writing pedagogy.</p>
	<p>Goal 3:</p> <p>MFA students will demonstrate knowledge of desktop publishing and editing.</p>
	<p> </p>

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 theses.
		Timeline: Indicate when the data will be collected. Graduating theses will be submitted to Director of Creative Writing assessment by the last day of finals week in December and May. Theses will be scored in 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 theses annually in May. Theses will be assessed by two creative writing faculty members each. Theses with assessment discrepancies will be sent to a third creative writing faculty member.
		Timeline: Indicate when the data will be analyzed. Theses 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 with 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). MFA students will demonstrate an advanced understanding of creative writing.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. The program thesis.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will score 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. Theses from graduating students will be assessed by faculty in Thompson Hall 331.
	Frequency	State when AND how frequently the above activity will be assessed. Theses 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	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
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Director of Creative Writing Assessment Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Fall 2013.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

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). Portfolios will include student produced examples of original poetry, fiction, nonfiction, scriptwriting or multimedia. MFA students will demonstrate knowledge of the theories and histories of composition and creative writing pedagogy.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Final essays from Composition Theory (5330) and Teaching Creative Writing (5320) courses.
	Assessment Method	Explain how the quality of the above activity will be assessed. Faculty will score 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. Final papers will be assessed by graduate creative writing faculty in Thompson Hall 331.
	Frequency	State when AND how frequently the above activity will be assessed. Final papers will be stored and 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	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	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. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Fall 2013.
	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

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). MFA students will demonstrate knowledge of desktop publishing and editing.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced chapbooks from Editing and Publishing (6390) class.
	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 chapbooks from graduating students will be assessed by graduate creative writing faculty in Thompson Hall 331.
	Frequency	State when AND how frequently the above activity will be assessed. All chapbooks of graduating students 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	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
Analysis	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. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Fall 2013.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____

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

Date

Creative Writing Portfolio Rubric

Student Name: _____

	Excellent	Acceptable	Unacceptable	Absent
Thesis demonstrates an advanced knowledge creative writing.				
Final paper from Modern Composition Theory course demonstrates knowledge of theory and history of Modern Composition Theory.				
Final paper from Teaching Creative Writing course demonstrates knowledge of theory and history of the teaching of creative writing.				
Student produced chapbook demonstrates knowledge of editing and desktop publishing				

Notes: