Proces	s adopted on:							
*	Decrease T 10 1 Version and D 20 D 1							
	Program-Level Continuous Improvement Process (CI-Process) Basics							
	Program Name: State formal program name from list of ADHE- or UCA-recognized programs.							
)	Writing Major, General Track							
	Decree Decree Code Willy decree Code Code Code Code Code Code Code Co							
	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.							
s,								
Program Basics	The strength of the General Track is its breadth, Students in this track will take 36 hours of writing classes in rhetoric, composition, creative writing, linguistics, and professional writing. As a result, students will leave the program with a solid interdisciplinary understanding of the field of writing, including its creative, scientific, and professional aspects.							
Pr								
	Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completer							
	Ability to solve practical communication problems in both print and digital environments							
Program Goals (Typically programs have 2-4 goals)	Goal 2:							
	Ability to make rhetorically based design and delivery choices							
	Goal 3:							
	Development of critical awareness of rhetorical situation							
E E	Goal 4:							
Program Goals programs have	Ability to create literary works in a variety of genres							
	Goal 5:							
(Typica	Development of critical awareness in various creative writing genres							
- 1	Goal 6:							
	Understanding of basic linguistic concepts							

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

Program-Level Continuous Improvement Process (CI-Process) Plan				
Data Who & How: Indicate who will collect the data and how data will be collected.				
	Collection	Students will submit portfolios to their advisors, who will in turn give them to the General Writing Assessment Coordinator.		
14,755				
		Timeline: Indicate when the data will be collected.		
		The deadline for portfolio submission is the last day of the student's graduating semester.		
	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.		
		Representative faculty members from professional writing, linguistics, and creative writing.		
		Timeline: Indicate when the data will be analyzed.		
		Faculty will meet to assess portfolios in the week following the submission of grades.		
ocess	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared.		
p Pro		Data will be discussed in portfolio assessment meeting.		
e Loo		Timeline: Indicate when the data will be shared.		
Closing the Loop Process		Within 30 days of portfolio deadline		
Closi	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority		
		The Responsible Authority (Department Chair) is present at assessment meeting.		
		Timeline: Indicate when the data and faculty feedback will be shared.		
		The semester following the assessment meeting.		
	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.		
		The committee must assess the data before deciding what changes should be made		
		Timeline: Indicate when the data will be collected following these changes.		
		Data are collected and assessed each spring.		

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for <u>each</u> Student Learning Outcome

Closing the Loop	Acknowledgeme	Date Provide signature of College committee chairperson or College Dean acknowledging above results.
BILE	Acknowledgeme	
door and	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Conclusion	Continue to assess next assessment period Rotate out of assessment (to be assessed again: Pedagogic change Assessment Process change Benchmark change Other:
Alianysis	Program Faculty	Date of Presentation: Provide the date on which presentation to faculty was conducted. Example: Comments: Provide comments about the data from the relevant faculty Example:
	Department/ Area/	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Example:
Observations	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
vauous	Result	Exceeded Met Did Not Meet The benchmark for this activity (stated above).
1 7 1	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following spring semester
	Location	State whom will be assessed using the above activity AND where it will occur. Graduating seniors; Thompson Hall
D	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; no benchmark has been established.
	Assessment Method	Explain how the quality of the above activity will be assessed. On a scale of Excellent, Acceptable, Unacceptable, Absent
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students and submitted in a portfolio
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Ability to solve practical communication problems in both print and digital environments
	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Demonstrates effective use of multimedia

	Learning	goal(s	dent Learning Outcomes is a specific and measurable indicator of student progress toward a program
	Outcome	1 0 1	onstrates understanding of linear/non-linear texts
	Related Program Goal(s)	multip	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or ole goals. ty to solve practical communication problems in both print and digital environments
43	Goan(s)	Abili	ty to solve practical communication problems in both print and digital environments
Student Learning Outcome	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. se projects selected by students with reflective pieces, submitted in a portfolio
ent Learni	Assessment Method		in how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent
Stude	Benchmark		the performance expectation for the above activity, and some justification for that expectation. is a new assessment; no benchmark has been established.
	Location		whom will be assessed using the above activity AND where it will occur. uating seniors; Thompson Hall
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following spring semester
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.
Observations	Result	∐Ex	ceeded Met Did Not Meet The benchmark for this activity (stated above).
Serv	Responsible	Autho	ority Responsible for Analysis: Provide the position of the person responsible for the program.
ō	Authority Analysis	Date o	of Analysis: Provide the date on which Responsible Authority reviewed data
		Comn	nents: Provide comments about data from Responsible Authority
	Department/ Area/ Program Faculty	facult Examp	ole:
iis		Examp	
Analysis		Comn Examp	nents: Provide comments about the data from the relevant faculty ole:
	Conclusion		ntinue to assess next assessment period Rotate out of assessment (to be assessed again: rricular change
		☐ Ped	lagogic change Assessment Process change Benchmark change Other:
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
sing 1	Acknowledgem	ent	Provide signature of Department Chair acknowledging above results. Date
ට්	Acknowledgem	ent	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 <u>each</u> Student Learning Outcome

	Learning	goal(s).					
Student Learning Outcome	Outcome	Demo	onstrates recognition of genre conventions				
	Related Program Goal(s)	multip	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or ole goals. Ey to solve practical communication problems in both print and digital environments				
	Assessment Activity		he activity that will be directly assessed for the above Student Learning Outcome. se projects selected by students with reflective pieces, submitted in a portfolio				
t Learnin	Assessment Method		n how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent				
Studen	Benchmark		he performance expectation for the above activity, and some justification for that expectation. s a new assessment; no benchmark has been established.				
	Location		State whom will be assessed using the above activity AND where it will occur. Graduating seniors; Thompson Hall				
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following spring semester				
	Data Summary	Provid	de a short summary of the results of the above activity AND the date these results were compiled.				
Observations	Result	□ Exc	ceeded Met Did Not Meet The benchmark for this activity (stated above).				
Observ	Responsible Authority Analysis	Date of	rity Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data ments: Provide comments about data from Responsible Authority				
11 2							
iis	Department/ Area/ Program Faculty	faculty Examp Date of Examp	ole: f Presentation: Provide the date on which presentation to faculty was conducted.				
Analysi	Canalusian	Example:					
	Conclusion	Cor	ntinue to assess next assessment period Rotate out of assessment (to be assessed again:) ricular change				
		Ped	agogic change Assessment Process change Benchmark change Other:				
Closing the Loop	Assessment Data-Driven Change	Planno	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.				
Sing	Acknowledgeme	ent	Provide signature of Department Chair acknowledging above results. Date				
ప్	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date				

	Student		uent Learning Outcomes is a specific and measurable indicator of student progress toward a program		
9	Learning Outcome	goal(s	,		
			onstrates informed choices for document delivery		
	Related Program	multi	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or old goals.		
	Goal(s)	Abili	ty to make rhetorically based design and delivery choices		
ne	Assessment	State	the activity that will be directly assessed for the above Student Learning Outcome.		
ng Outcor	Activity	Cour	se projects selected by students with reflective pieces, submitted in a portfolio		
Student Learning Outcome	Assessment Method		in how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent		
Studer	Benchmark		the performance expectation for the above activity, and some justification for that expectation. is a new assessment; no benchmark has been established.		
	Location		whom will be assessed using the above activity AND where it will occur. uating seniors; Thompson Hall		
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following spring semester		
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.		
Observations	Result	☐ Ex	ceeded Met Did Not Meet The benchmark for this activity (stated above).		
Observ	Responsible Authority Analysis		ority Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data		
		Comm	nents: Provide comments about data from Responsible Authority		
	Department/ Area/ Program Faculty	Prese facult Examp			
	·	Date of Examp	of Presentation: Provide the date on which presentation to faculty was conducted.		
Analysis		Comn Examp	nents: Provide comments about the data from the relevant faculty ole:		
	Conclusion	Continue to assess next assessment period Rotate out of assessment (to be assessed again: Curricular change			
		Ped	lagogic change Assessment Process change Benchmark change Other:		
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.		
Sing	Acknowledgem	ent	Provide signature of Department Chair acknowledging above results. Date		
ŭ	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 <u>each</u> Student Learning Outcome

	Student Learning Outcome	goal(s	dent Learning Outcomes is a specific and measurable indicator of student progress toward a program s). onstrates understanding of elements and principles of visual design		
	Related Program Goal(s)	multi	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or ple goals. Ity to make rhetorically based design and delivery choices		
Оитсоше	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. see projects selected by students with reflective pieces, submitted in a portfolio		
Student Learning Outcome	Assessment Method		in how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent		
Studen	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; no benchmark has been established.			
	Location		whom will be assessed using the above activity AND where it will occur- uating seniors; Thompson Hall		
	Frequency		when AND how frequently the above activity will be assessed. nally, immediately following spring semester		
	Data Summary	Provi	ide a short summary of the results of the above activity AND the date these results were compiled.		
tions	Result	Ex	ceeded Met Did Not Meet The benchmark for this activity (stated above).		
Observations	Responsible		ority Responsible for Analysis: Provide the position of the person responsible for the program.		
lO	Authority Analysis		of Analysis: Provide the date on which Responsible Authority reviewed data nents: Provide comments about data from Responsible Authority		
89	Department/ Area/ Program Faculty	facult Exam	ole: of Presentation: Provide the date on which presentation to faculty was conducted.		
Analysis		Comr Examp	nents: Provide comments about the data from the relevant faculty ple:		
	Conclusion	Cu	ntinue to assess next assessment period Rotate out of assessment (to be assessed again:) rricular change		
		Pe	dagogic change Assessment Process change Benchmark change Other:		
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.		
sing	Acknowledgem	ent	Provide signature of Department Chair acknowledging above results.		
Clo	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date		

) [Student Learning	A Stu- goal(s	dent Learning Outcomes is a specific and measurable indicator of student progress toward a program).		
	Outcome	Dem	onstrates effective shaping of texts to fit audience and purpose		
	Related Program Goal(s)	multij	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or ple goals. ty to make rhetorically based design and delivery choices		
Outcome	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. se projects selected by students with reflective pieces, submitted in a portfolio		
Student Learning Outcome	Assessment Method		in how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent		
Stud	Benchmark		the performance expectation for the above activity, and some justification for that expectation. is a new assessment; no benchmark has been established.		
	Location		whom will be assessed using the above activity AND where it will occur. uating seniors; Thompson Hall		
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following spring semester		
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.		
ations	Result	☐ Ex	cceded Met Did Not Meet The benchmark for this activity (stated above).		
Observations	Responsible Authority Analysis	Date	ority Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data		
		Comm	nents: Provide comments about data from Responsible Authority		
	Department/ Area/ Program Faculty	facult Examp	nted to Program Faculty by: Provide position of person responsible for sharing results with relevant y. ole: of Presentation: Provide the date on which presentation to faculty was conducted.		
Analysis		Examp	ole: nents: Provide comments about the data from the relevant faculty		
	Conclusion	☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again: ☐ Curricular change			
		Ped	lagogic change Assessment Process change Benchmark change Other:		
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.		
Sing	Acknowledgeme	ent	Provide signature of Department Chair acknowledging above results. Date		
ਤੱ	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date		

)	Student Learning	A Stu-	dent Learning Outcomes is a specific and measurable indicator of student progress toward a program
1	Outcome		onstrates ability to offer insight into rhetorical choices
	Related Program Goal(s)	State multip	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or ple goals.
Outcome	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. se projects selected by students with reflective pieces, submitted in a portfolio
Student Learning Outcome	Assessment Method		in how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent
Studer	Benchmark		the performance expectation for the above activity, and some justification for that expectation. is a new assessment; no benchmark has been established.
	Location		whom will be assessed using the above activity AND where it will occur. uating seniors; Thompson Hall
PA.	Frequency		when AND how frequently the above activity will be assessed. pally, immediately following spring semester
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.
ations	Result	Ex	ceeded Met Did Not Meet The benchmark for this activity (stated above).
Observations	Responsible Authority Analysis	Date	ority Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data nents: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Examp Date of Examp	ole: of Presentation: Provide the date on which presentation to faculty was conducted. ole: nents: Provide comments about the data from the relevant faculty
,	Conclusion	Cu	ntinue to assess next assessment period
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
sing	Acknowledgem	ent	Provide signature of Department Chair acknowledging above results.
Ğ	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date

)	Learning Outcome	goal(s	
	Related Program Goal(s)	State (onstrates understanding of implications of rhetorical choices the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or to goals. It is program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or to goals.
Outcome	Assessment Activity	State	he activity that will be directly assessed for the above Student Learning Outcome. see projects selected by students with reflective pieces, submitted in a portfolio
Student Learning Outcome	Assessment Method		n how the quality of the above activity will be assessed. scale of Excellent, Acceptable, Unacceptable, Absent
Student 1	Benchmark		he performance expectation for the above activity, and some justification for that expectation. is a new assessment; no benchmark has been established.
	Location		whom will be assessed using the above activity AND where it will occur- uating seniors; Thompson Hall
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following spring semester
	Data Summary	Provi	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	Date	ority Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data nents: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Examp	ole: If Presentation: Provide the date on which presentation to faculty was conducted. It is a conducted of the date of the conducted of the
A	Conclusion	Cui	ntinue to assess next assessment period
Closing the Loop	Assessment Data-Driven Change	Plann	ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
osing	Acknowledgeme	ent	Provide signature of Department Chair acknowledging above results. Date
ō	Acknowledgeme	ent	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

	Student Learning Outcome		A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Demonstrates proficiency in the critical reading of peers' creative writing texts				
g Outcome	Related Program Goal(s)	Abili	the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. ity to create literary works in a variety of genres				
	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. ent-produced, original work included in 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 Learning Outcome	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. At least 80% of written critiques will score Acceptable or Excellent to validate this skill set.					
Str	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		when AND how frequently the above activity will be assessed. nally, immediately following the spring semester				
	Data Summary	Provid	de 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	Autho	rity Responsible for Analysis: Provide the position of the person responsible for the program.				
	Analysis	Date o	f Analysis: Provide the date on which Responsible Authority reviewed data				
		Comm	nents: Provide comments about data from Responsible Authority				
	Department/ Area/		nted to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. or of Creative Writing Assessment				
	Program Faculty	Date o	f Presentation: Provide the date on which presentation to faculty was conducted.				
Analysis		Comm Examp	nents: Provide comments about the data from the relevant faculty le:				
	Conclusion	☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricula					
		Ped	agogic change Assessment Process change Benchmark change Other:				
do	ment Oriven e		ed Implementation Date: Provide date on which change(s) will be made based on data for this SLO.				
Closing the Loop	Assessment Data-Driven Change	May 2					
osing	Acknowledgeme	nt	Provide signature of Department Chair acknowledging above results. Date				
ا ق	Acknowledgeme	nt	Provide signature of College committee chairperson or College Dean acknowledging above results. Date				

Closi	Acknowledgeme		Date Provide signature of College committee chairperson or College Dean acknowledging above results. Date					
Closing the Loop	Assessment Data-Driven Change	May 20	13. Provide signature of Department Chair acknowledging above results.					
		☐ Peda	inue to assess next assessment period Rotate out of assessment (to be assessed again:) Curricular change gogic change Assessment Process change Benchmark change Other:					
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Example: Director of Creative Writing Assessment Date of Presentation: Provide the date on which presentation to faculty was conducted. Example: Comments: Provide comments about the data from the relevant faculty Example:						
Observ	Responsible Authority Analysis	Direct Date of	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					
Observations	Result	Exceeded Met Did Not Meet The benchmark for this activity (stated above).						
	Data Summary	Provid	Provide a short summary of the results of the above activity AND the date these results were compiled.					
	Frequency		when AND how frequently the above activity will be assessed. ally, immediately following the spring semester					
02	Location		whom will be assessed using the above activity AND where it will occur. Int portfolios will be assessed by faculty in Thompson Hall 331.					
tudent L	Benchmark		he performance expectation for the above activity, and some justification for that expectation. st 80% of written critiques will score Acceptable or Excellent to validate this skill set.					
Student Learning Outcome	Assessment Method		n how the quality of the above activity will be assessed. ty will assess according to rubric: Excellent, Acceptable, Unacceptable, Absent					
	Assessment Activity		he activity that will be directly assessed for the above Student Learning Outcome. vritten peer critique included in the portfolio.					
	Related Program Goal(s)		he program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. lopment of critical awareness in various creative writing genres					
	Student Learning Outcome		A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Demonstrates proficiency in the forms of poetry, fiction, nonfiction, scriptwriting or multimedia					

	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Demonstrates proficiency in the critical analysis of exemplary texts in more than one genre				
Student Learning Outcome	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Development of critical awareness in various creative writing genres				
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Student-produced, original critique 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. At least 80% of student examples will score Acceptable or Excellent to validate this skill set.				
	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.				
ations	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following the spring semester				
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.			
	Result	Exceeded Met Did Not Meet The benchmark for this activity (stated above).				
Observations	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. 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 change Pedagogic change Assessment Process change Benchmark change Other:				
	en en	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.				
Closing the Loop	Assessment Data-Driven Change	May 2013				
	Acknowledgeme	gement Provide signature of Department Chair acknowledging above results. Date				
ב	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date			

	Learning Outcome	goal(s Dem	dent Learning Outcomes is a specific and measurable indicator of student progress toward a progon. Onstrates understanding of concepts from an upper division linguistics course by obleting a paper, project, or problem set as appropriate to the content area	gram		
ations Student Learning Outcome	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal multiple goals. Understanding of basic linguistic concepts				
	Assessment Activity		the activity that will be directly assessed for the above Student Learning Outcome. se projects selected by students, submitted in a portfolio			
	Assessment Method	Explain how the quality of the above activity will be assessed. On a scale of Excellent, Acceptable, Unacceptable, Absent				
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; no benchmark has been established.				
	Location	State whom will be assessed using the above activity AND where it will occur. Graduating seniors; Thompson Hall				
	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following spring semester				
	Data Summary	Provi	de a short summary of the results of the above activity AND the date these results were compiled.	•		
	Result	□Ex	ceeded Met Did Not Meet The benchmark for this activity (stated above).			
Observations	Responsible Authority Analysis	Date	ority Responsible for Analysis: Provide the position of the person responsible for the program. of Analysis: Provide the date on which Responsible Authority reviewed data nents: Provide comments about data from Responsible Authority			
Analysis	Department/ Area/ Program Faculty	facult Examp Date of Examp	ole: of Presentation: Provide the date on which presentation to faculty was conducted. ole: nents: Provide comments about the data from the relevant faculty	ant		
A	Conclusion	Cur	ntinue to assess next assessment period Rotate out of assessment (to be assessed again; rricular 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.				
	Acknowledgement		Provide signature of Department Chair acknowledging above results.	Date		
ט	Acknowledgement		Provide signature of College committee chairperson or College Dean acknowledging above results. Date			