

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>Writing Major, General Track</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 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.</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 completer</p> <p>Ability to solve practical communication problems in both print and digital environments</p>
	<p>Goal 2:</p> <p>Ability to make rhetorically based design and delivery choices</p>
	<p>Goal 3:</p> <p>Development of critical awareness of rhetorical situation</p>
	<p>Goal 4:</p> <p>Ability to create literary works in a variety of genres</p>
	<p>Goal 5:</p> <p>Development of critical awareness in various creative writing genres</p>
	<p>Goal 6:</p> <p>Understanding of basic linguistic concepts</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. Students will submit portfolios to their advisors, who will in turn give them to the General Writing Assessment Coordinator.
		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.
	Data Dissemination	Who & How: Indicate who will share data with relevant faculty and how data will be shared. Data will be discussed in portfolio assessment meeting.
		Timeline: Indicate when the data will be shared. Within 30 days of portfolio deadline
	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.

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). Demonstrates effective use of 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. Ability to solve practical communication problems in both print and digital environments
	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
	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
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. <i>Example:</i> 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.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	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	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Demonstrates understanding of linear/non-linear texts
	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
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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. <i>Example:</i> 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: _____
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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). Demonstrates recognition of genre conventions
	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
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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).
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Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> 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: _____
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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). Demonstrates informed choices for document delivery
	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 make rhetorically based design and delivery choices
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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. <i>Example:</i> 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: _____
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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). Demonstrates understanding of elements and principles of visual design
	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 make rhetorically based design and delivery choices
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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).
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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). Demonstrates effective shaping of texts to fit audience and purpose
	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 make rhetorically based design and delivery choices
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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).
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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). Demonstrates ability to offer insight into rhetorical choices
	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 of rhetorical situation
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
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Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> 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.
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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). Demonstrates understanding of implications of rhetorical choices
	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 of rhetorical situation
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course projects selected by students with reflective pieces, 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
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. <i>Example:</i> 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.
	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>

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). Demonstrates proficiency in the critical reading of peers' creative writing texts
	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 create literary works in a variety of genres
	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. At least 80% of written critiques 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.
	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following the spring semester
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. May 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>

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). Demonstrates proficiency in the forms 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. 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. 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. At least 80% of written critiques 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.
	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following the spring semester
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. May 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>

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). Demonstrates 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. 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.
	Frequency	State when AND how frequently the above activity will be assessed. Annually, immediately following the spring semester
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
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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: _____
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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). Demonstrates understanding of concepts from an upper division linguistics course by completing a paper, project, or problem set as appropriate to the content area
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Understanding of basic linguistic concepts
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Course 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
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. <i>Example:</i> 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.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____