

Process adopted on: _____

Process will be revisited on: WRTG May 4, 16

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>Professional Writing 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 Professional Writing track is designed to give students theoretical and practical experience in developing writing that works; that is to say, writing that people in organizations use to gather information, to make decisions, and to get things done. Possible genres of such work include social media platforms, web sites, white papers, training materials, reports, and proposals, among other possible varieties. Careers tracks for Professional writers include professional and technical writing, editing and publishing, usability testing and accessibility evaluation, grant writing, developing training materials, coordinating social media presence, designing web content, speechwriting, magazine writing, and advertising.</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>Knowledge of rhetorical theory and history</p>
	<p>Goal 2:</p> <p>An ability to solve practical communication problems in both print and and digital environment</p>
	<p>Goal 3:</p> <p>An ability to make rhetorically-based design and delivery choices</p>
	<p>Goal 4:</p> <p>Development of critical awareness of rhetorical situation</p>
	<p>Goal 5:</p> <p>Facility with standard writing conventions</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</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 PW Assessment Coordinator.
		Timeline: Indicate when the data will be collected. The deadline for portfolio submission is the last day of classes in the 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. Professional Writing faculty.
		Timeline: Indicate when the data will be analyzed. Faculty will meet to assess portfolios during the week following final exams
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. Data will be discussed in the 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 part of the portfolio assessment meeting process.
		Timeline: Indicate when the data and faculty feedback will be shared. The Responsible Authority (Department Chair) is part of the portfolio assessment meeting process.
	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 is collected 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 knowledge of key 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. Knowledge of rhetorical theory and history
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; benchmark has not yet been established
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment 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 awareness of conversations in the field
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Knowledge of rhetorical theory and history
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; benchmark has not yet been established
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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 awareness of dominant perspectives in the field
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Knowledge of rhetorical theory and history
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; benchmark has not yet been established
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CI-Process Student Learning Outcome Information Sheet

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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. An ability to solve practical communication problems in both print and digital environments
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; benchmark has not yet been established
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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 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. An ability to solve practical communication problems in both print and digital environments
	Assessment Activity/Artifact/Output	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, Good, Adequate, Inadequate, Absent
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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. An ability to solve practical communication problems in both print and digital environments
	Assessment Activity/Artifact/ Output	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
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CI-Process Student Learning Outcome Information Sheet

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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. An ability to make rhetorically-based design and delivery choices	
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent	
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CI-Process Student Learning Outcome Information Sheet

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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. An ability to make rhetorically-based design and delivery choices
	Assessment Activity/Artifact/ Output	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
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CI-Process Student Learning Outcome Information Sheet

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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. An ability to make rhetorically-based design and delivery choices
	Assessment Activity/Artifact/ Output	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
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CI-Process Student Learning Outcome Information Sheet

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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/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
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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 implication 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/Artifact/ Output	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	
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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 appropriate grammar, punctuation, and diction
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Facility with standard writing conventions
	Assessment Activity/Artifact/ Output	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, Good, Adequate, Inadequate, Absent
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment; benchmark has not yet been established
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment 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