

Academic Assessment Reporting Template

Annual Academic Assessment Reporting Template

Return a completed copy to your School Dean, Director of Assessment, and Assessment Database Administrator

The information in this reporting template is related to accreditation requirements set forth by the Higher Learning Commission.

Section 1: Contact and Program Information

Name/s (Please include all persons completing this report)	Haesong Kwon, Interim Dean School of Arts and Humanities Irvin Morris, Professor Orlando White, Instructor Shaina Nez, Instructor
Academic Year covered in this report	2024-2025, 2025-2026, 2026-2027, 2027-2028
School	School of Arts and Humanities
Degree Type	Bachelor of Fine Arts
Degree Program	Creative Writing

Section 2: Assessment Plan

List all the program-level student learning outcomes (PSLOs). Assess a few PSLOs each year until you have assessed all within a 4-year cycle. You may collect data for each PSLO continuously and assess it on a timeline that works for your program.

PSLO #	Program-Level Student Learning Outcome (PSLO)	Alignment to Institutional Learning Outcomes	Course(s) where data for assessing the PSLO is gathered	How often is/are the course(s) offered?	Type of assignment or activity used to assess the PSLO	Do you use a rubric to grade the assignment or activity? If you do not use a rubric, how do you gather information about student performance at the PSLO level?
Sample	Students will achieve mastery in storytelling, as demonstrated by relaying a story told by an Elder to their class and discussing how it connects them to their community, land, and food.	Tradition	DSTR 355	Every Spring semester	Oral storytelling and discussion.	VALUE rubric (attached)
1.	Students will describe the elements and basic terminology of their specific genre.	Knowledge	ENG 131 – Reading and Writing for Special CW 212 – Poetry I CW 213 – Fiction I CW 214 – CNF I	ENG 131 – Fall CW 212 – Spring CW 213 – Varies CW 214 – Varies	ENG 131 - Portfolio CW 212 – Literary Essay CW 213 – Literary Essay CW 214 – Literary Essay	Creative Writing Rubric

2.	Students will produce original work that is polished through a series of revisions using peer and faculty feedback.	Skills	CW 312 – Poetry II CW 313 – Fiction II CW 314 – CNF II	CW 312 – Spring semester CW 313 – Spring semester CW 314 – Spring semester	A 5 to 10 pages of original creative work.	Rubric - Pending
3.	Students will compose a craft analysis of their specific genre.	Tradition	CW 302 – Readings in Poetry CW 303 – Readings in Fiction CW 304 – Readings in Creative Non-Fiction CW 496 – Senior Study in Creative Writing	CW 302 – Varies CW 303 – Varies CW 304 – Varies CW 496 – Once a year	A minimum of 4-5 pages of craft analysis.	Rubric - Pending
4.	Students will assemble a polished manuscript of their chosen genre(s).	Tradition Leadership	CW 497 - Senior Thesis	CW 498 – Once every year	Publishable manuscript in the genre of their choice.	Rubric - Pending

Section 3: Analyzing PSLO Data and Making Decisions

Describe the assessment procedures for all PSLOs and their resulting influence on curriculum, teaching, and/or assessment processes. *Programs continuously collect data for each PSLO but may choose to analyze them on a staggered cycle, e.g. every other year. If this is the case in your program, note when you plan to analyze PSLO data (e.g. every other year in AY 2026).*

PSLO #	What is the cycle of PSLO data collection & analysis?	When student scores are averaged across each row of the rubric, what patterns emerged?	What did you learn from the data patterns?	What decisions or actions will the program take because of those findings?	How did your program follow up from assessment decisions or actions during the previous assessment reporting cycle?
Sample	Continuous/ Every other year	Students demonstrated strong expertise across all four elements of the rubric, rated from 1 (novice) to 5 (expert): Dine culture (M=4.3); Self-reflection (M=4.7); Responsibility (M=4.5); and, Wellness (M=4.4).	Data patterns indicate students achieved strong expertise through this assignment.	Because of the strong data pattern, we will continue this assignment and assessment as they stand. We will watch for any data shifts in the future to ensure students continue their strong performance across all elements of the rubric.	Our old PSLO read, “Students will achieve mastery in storytelling.” This confused students and faculty. So, we rewrote the PSLO to include “as demonstrated by.....” This seemed to clarify the PSLO for students and faculty by identifying how student achievement of this outcome would be observed and measured. Data patterns seem to indicate this was a good decision on our part.

1.	Continuous/Every Year	<p>Students demonstrated slightly above average across all three elements of the rubric, rated from 1 (Novice) - 5 (Expert):</p> <ol style="list-style-type: none"> 1. Students writing shows understanding of the uniqueness of their chosen genre: 80% 2. Students will use appropriate voice and tone in writing: 76% 3. Students will demonstrate creativity in their writing: 67% 	Data patterns indicate students achieved slightly above average expertise through this (literary essay) assignment.	Because of the slightly above average pattern, we will hold students accountable to specifics of the prompts. We will watch for any data shifts in the future to ensure students continue their performance across all elements of the rubric.	This is our first-time assessment of this course and we will let the data drive our decision.
2.					
3.					
4.					

Section 4: Valuable Assessment-Related Activities Related to Academic Program Review

1. Please describe assessment work your program conducted that was not directly related to assessing PSLOs. This may include things like curriculum mapping, revising an assessment measure, revising PSLOs, incorporating assessment discussions into program meetings, inter-rater reliability studies, rubric norming, market analysis, exploring joint-degree programs, introducing community-service options into the curriculum, etc.	
2. Please describe how the program used insights gained from assessment to integrate non-academic services into student learning. This may include things like inviting the Library, Writing Center, or other co-curricular and student services to conduct workshops in courses; referring students to the Wellness Center; or establishing student internship programs in a non-academic settings.	
3. Please describe how the program used insights gained from assessment to partner with other academic programs, including those at other universities. This may include things like articulation agreements, reverse transfers, joint degrees, collaborations with faculty in other departments to study an issue of interest, organizing professional development activities, collaborating for program development, etc.	
4. Notable program accomplishments, e.g. grants, faculty publications, program proposals, etc.	

Section 5: Communicating and Maintaining PSLOs

1. When were PSLOs last reviewed by all program faculty?	
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2. When and how are PSLOs made available to students (include URL, if available)?	
3. How does the program ensure that PSLOs are linked to course-level learning objectives? How are the linkages communicated to students?	
Section 6: Assessment Materials	
Select all relevant assessment-related items the program has developed. Please share those documents so we may archive them for you.	
<ul style="list-style-type: none"> ○ Curriculum Map ○ Student or Program Handbook ○ A program-level conflict-resolution policy for students ○ Direct measures e.g. rubrics, internship supervision evaluation forms, etc. ○ Indirect measures e.g. surveys, student feedback forms, etc. ○ Products from assessment meetings or retreats, e.g. revised assessment plans, documents, measures, or handbooks, etc. ○ Other (please specify): _____ 	
Section 7: Assessment Support	
1. What resource needs have your assessment efforts revealed?	Select all that apply: <ul style="list-style-type: none"> ○ Facilities ○ Human Capital ○ IT/Software ○ Professional Development ○ Other (please specify): _____
2. Please explain your selections in the previous question.	
3. Please describe your program/unit assessment challenges and how the Office of Assessment can support you.	

Thank you for completing this report.