

APPENIX A

**BACHELOR OF FINE ARTS
CREATIVE WRITING EMPHASIS**

ASSESSMENT PLAN

2020-2025

OCTOBER 2020

Introduction

The process for developing and implementing the creative writing emphasis of the BFA program for the years 2021–2025 follows the College’s education paradigm: *Nitsahakees* (Critical Thinking), *Nahat’a* (Planning), *Iina* (Implementing), and *Siihasin* (Closing the Loop).

Nitsáhakees

During the fall semester of 2020, the faculty within the Creative Writing program collaborated to create the degree program goals, program student learning outcomes, the assessment plan.

At this time, the program does not have a measuring mechanism to score student work. A rubric will be completed during Spring 2021.

Nahat’á

The Creative Writing faculty intends to implement processes to assess the Bachelor of Fine Arts (BFA) in Creative Writing in Fall 2021. The assessment plan in this document outlines the annual activities related to the assessment of this program from Fall 2021, through Spring 2025.

Iiná

Starting in Fall 2021, the faculty that teach courses in the program will collect samples of student work, known as artifacts. The collection of artifacts will continue each academic term through fall 2025. During the Spring 2025, faculty will review and score student work. The data will be compiled to analyze trends in student learning over time.

Siihasin

The data will be reported in the Academic Program Review (APR) Self-Study and adjustments to the degree program, the assessments, and the curriculum will be made at that time. As part of the APR Self-Study, the faculty will review the results of assessment data among other key performance indicators holistically and discuss academic improvements.

Mission & Goals

Program Mission

The mission of the Bachelor of Fine Arts in Creative Writing is the graduation of artists, scholars, and thinkers who demonstrate a strong sense of self, connection to community, and Nation; a proficiency in creative writing craft, and knowledge of the responsibility and practice of a working creative writer.

Program Goals

Goal 1: Empowerment and development of a sustainable sense of self.

Goal 2: Critical engagement with and development of creative writers within the community Nation.

Goal 3: The development and delivery of Indigenous-Centered instruction of creative writing craft elements, forms, and methodologies.

Goal 4: The recognition of and advocacy for diverse communities and ways of being.

Program Student Learning Outcomes

PSLO 1 ‘Adá nitzídzíkees. Conceptualization.

Students will be able to synthesize artistic purpose from the tradition and practice of creative writing and storytelling.

PSLO 2 ‘Ádaa’ ákózhniidzh. Actualization.

Students will be able to recommend and interpret constructive feedback in a creative writing workshop.

PSLO 3 ‘T’áá hwó’ajit’éego ‘iiná ájillééh. Action.

Students will compose a body of original creative work drawing from Diné, Indigenous, and Western traditions of creative writing and storytelling.

PSLO 4 Síisdinídzin. Reflection.

Students will evaluate the history and craft elements of their chosen genre(s).

Method for Rubric Establishment
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Collection

December 2020-March 2021

Faculty, both full-time and adjunct, will provide examples of student work and other examples to be stored in the college shared drives. Based on past enrollment data, it is projected that no less than 15 examples of work should be collected total.

This is not the actual assessment but a means to begin establishing a measuring rubric to score student artifacts in 2023.

Calibration

March 2021-May 2021

Faculty, both full-time and adjunct (if applicable), will reserve 1-2 days in March for a retreat to accomplish the following:

1. to review and discuss all collected samples of work
2. create an assessment rubric outlining student learning

- a. wherein each sample of work must have a suggested score and each faculty must provide notes on why the work has received the printed score

Establishing Baseline

Artifact Collection*August 2021-October 2021*

Faculty, both full-time and adjunct (if applicable) will randomly select 6 samples of student work from the following courses: CW208, CW212, CW213, CW214, ENG 230. The assessment lead and program coordinator will collect and store for later use. At this time, ensure that each artifact does not have any kind of student or course identifiers.

Here is a table of the student work that will act as artifacts for the purpose of assessment:

CW 208	Statement of Purpose
CW 212	Portfolio of Work & Survey of Workshop Performance
CW 213	Portfolio of Work & Survey of Workshop Performance
CW 214	Portfolio of Work & Survey of Workshop Performance
ENG 230	Final Essay

Assessment of Artifacts*October 2021-December 2021*

Full-Time faculty who teach in the Creative Writing program will delegate time to assessing, scoring, and providing reasons for each score for no less than 6 samples of work by the end of the term. All assessment scores must be submitted to the assessment lead. Based on the scores, the assessment lead will create a report illustrating the distribution of scores. Artifacts will be categorized into the following labels: Purpose, Creative Work, Workshop Performance, & Analytical Scholarship. This will create the program assessment “baseline” for the student artifacts.

Artifact Collection

Artifact Collection for Junior Courses*Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024*

Faculty, both full-time and adjunct (if applicable) will randomly select samples of student work from the following courses: CW302, CW303, CW304, CW312, CW313, CW314, CW 380, CW382, CW383, CW384. The assessment lead will collect and store for later use. At this time, ensure that each artifact have the appropriate identifiers. A total of 25 samples must be collected across all courses each academic year—no less than 75 artifacts should be compiled by Fall 2024.

Here is a table of the student work that will act as artifacts for the purpose of assessment:

CW 302	Final Essay
CW 303	Final Essay

CW 304	Final Essay
CW 312	Survey of Workshop Performance
CW 313	Survey of Workshop Performance
CW 314	Survey of Workshop Performance
CW380	Statement of Purpose
CW 382	Portfolio of Work
CW 383	Portfolio of Work
CS 384	Portfolio of Work

Faculty should not redact student information. Assessment lead will redact student identifiers in accordance with FERPA Policies.

When submitting artifacts at the end of each term, please identify each item with the following information:

Student First Name, Student Last Name

Student Dine College ID Number

Course Name and section.

Course Class Time. Day and time

Instructional Delivery (Face to Face Only, FTF/ITV, FTF/Online, ITV Only, Online Only)

Artifact Collection for Senior Capstone Courses

Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024

Faculty, both full-time and adjunct (if applicable) will randomly select samples of student work from the following courses: CW412, CW413, CW414, CW496, CW497, and CW 495. The assessment lead will collect and store for later use. At this time, ensure that each artifact have the appropriate identifiers. A total of 25 samples must be collected across all courses each academic year—no less than 75 artifacts should be compiled by Fall 2024.

Here is a table of the student work that will act as artifacts for the purpose of assessment:

CW 412	Survey of Workshop Performance
CW 413	Survey of Workshop Performance
CW 414	Survey of Workshop Performance
CW 496	Craft Essay & Talk
CW 497	Statement of Purpose
CW 498	Creative Thesis & Final Reading

Faculty should not redact student information. Assessment lead will redact student identifiers in accordance with FERPA Policies.

When submitting artifacts at the end of each term, please identify each item with the following information:

Student First Name, Student Last Name

Student Dine College ID Number

Course Name and section.

Course Class Time. Day and time

Instructional Delivery (Face to Face Only, FTF/ITV, FTF/Online, ITV Only, Online Only)

Formative Assessment (FA)

Assessment

January 2023- May 2023

Purpose

At this point 25-30 artifacts should be compiled for assessment collectively from courses: CW302, CW303, CW304, CW312, CW313, CW314, CW382, CW383, CW384. Artifacts will be distributed equally among faculty for reading and scoring. From CW 380, the artifacts will be statements of purpose. Each score submitted from faculty should include:
Score of the artifact
Reason for the score given
If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Creative Work

At this point 25-30 artifacts should be compiled for assessment collectively from courses: CW302, CW303, CW304, CW312, CW313, CW314, CW382, CW383, CW384. Artifacts will be distributed equally among faculty for reading and scoring. From CW 312, 313, and 314, the artifacts will be portfolios of original work. Each score submitted from faculty should include:
Score of the artifact
Reason for the score given
If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Survey of Workshop Performance

At this point 25-30 artifacts should be compiled for assessment collectively from courses: CW302, CW303, CW304, CW312, CW313, CW314, CW382, CW383, CW384. From CW 312, 313, and 314, the artifacts will be surveys of workshop performance. Data from previous submissions should be compiled and tables should be created to illustrate the distribution of scores.

Analytical Scholarship

At this point 25-30 artifacts should be compiled for assessment collectively from courses: CW302, CW303, CW304, CW312, CW313, CW314, CW382, CW383, CW384. Artifacts will be distributed equally among faculty for reading and scoring. From CW 3302, 303, 304, the artifacts will be analytical essays. Each score submitted from faculty should include:
Score of the artifact
Reason for the score given
If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Review

August 2023 - December 2023

Scores from the scores submitted from reviewers will be compiled to create tables that illustrate the distribution of scores. Tables of scores for the surveys should already have been created at the end of December 2023.

One departmental meeting should take place before the end of May 2024 to discuss the results of the Written and Oral Assessments. Meeting minutes from the meeting should be archived.

Summative Assessment (SA)

Assessment

January 2024-May 2024

Purpose

Summative assessment for the program will be composed of two distinct processes: faculty review and community review. Student work from CW 498 will be distributed equally. At this point 75 artifacts should be compiled for assessment collectively from courses: CW412, CW413, CW414, CW496, CW497, and 498. Artifacts will be distributed equally among faculty for reading and scoring. From CW 380, the artifacts will be statements of purpose. Each score submitted from faculty should include:

Score of the artifact

Reason for the score given

If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Creative Work

At this point 75 artifacts should be compiled for assessment collectively from courses: CW412, CW413, CW414, CW496, CW497, and 498. Artifacts will be distributed equally among faculty for reading and scoring. From CW 312, 313, and 314, the artifacts will be portfolios of original work. Each score submitted from faculty should include:

Score of the artifact

Reason for the score given

If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Survey of Workshop Performance

At this point 75 artifacts should be compiled for assessment collectively from courses: CW412, CW413, CW414, CW496, CW497, and 498. From CW 312, 313, and 314, the artifacts will be surveys of workshop performance. Data from previous submissions should be compiled and tables should be created to illustrate the distribution of scores.

Analytical Scholarship

At this point 75 artifacts should be compiled for assessment collectively from courses: CW412, CW413, CW414, CW496, CW497, and 498. Artifacts will be distributed equally among faculty for reading and scoring. From CW 3302, 303, 304, the artifacts will be analytical essays. Each score submitted from faculty should include:

Score of the artifact

Reason for the score given

If the score did receive the highest possible outcome, offer suggestion on what could be done to increase the score.

Review

August 2024 - December 2024

Scores from the scores submitted from reviewers will be compiled to create tables that illustrate the distribution of scores. Tables of scores for the surveys should already have been created at the end of December 2023.

One departmental meeting should take place before the end of May 2024 to discuss the results of the Written and Oral Assessments. Meeting minutes from the meeting should be archived.

Academic Program Review

Implementation into APR Self-Study

December 2024

Assessment result tables should be incorporated into the APR Self-Study at this time. Along with a summary of the discussions that took place to review the data and any suggestions for improving the assessment itself, the program curriculum, or courses within the program. Results from both the formative and summative assessment tables should be included. An analysis comparing the formative and summative tables should be compared to the baseline data.