



Academic Program Assessment Report for AY 2018-2019

Program: Communication & Rhetoric

(Due: May 1, 2019)

Date report completed: 5/22/19

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Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Produce and deliver content and messaging appropriate in a variety of contexts.	Based on our assessment work, we revised all of our	We assessed this objective using a final paper and final presentation completed in the COMR 350	Communication & Rhetoric minors were assessed. Five minors started the	Our goal is to have the majority of our students meet the program objectives	The results of this assessment indicate that three of the four students	The majority of students graduating with this minor are reaching the expected outcomes producing and	Based on our assessment, we feel that we are missing a critical component of producing rhetorical artifacts and we would like to add an additional core course to our curriculum. We will be submitting that

	<p>program objectives so this is the first time this objective is being assessed. Given that the assignment we created for assessment was based on last year's outcomes, this outcome is most closely related to our previous outcomes.</p>	<p>class. See attached rubrics.</p>	<p>course and four completed the course with one student withdrawing from the University (n=4). The other students in the class were non-minors who were taking the course for Honor's credit or as an elective and were not assessed.</p>	<p>by being ranked as proficient or higher. This number will fluctuate based on the number of minors enrolled in the COMR 350 course. Rather than focus on an arbitrary 80% as we had done in previous years, our goal is to continually improve regardless of whether we are exceeding the 80% or if we are below that number.</p>	<p>ranked proficient on their final paper and one was ranked as a novice; three students were ranked as proficient on their presentations and one student earned an expert rating on her presentation.</p>	<p>delivering both oral and written messages for multiple audiences at a high level of proficiency.</p> <p>However, one student did not demonstrate writing proficiency based on the final paper. As such, it is important that we focus on writing and perhaps building block assignments that lead up to the final paper.</p>	<p>course for CAP Board approval in fall, 2019. Additionally, based on feedback from an external reviewer, we will be cutting the number of electives we offer so we can eliminate overlap in courses, offer a more regular rotation of electives, and make sure that every course we offer maps to our overall program outcomes. Finally, we would like to update our curriculum map and rubrics based on the new objectives and artifacts to be assessed.</p>

Comments on part I: Based on the curriculum workshop attended for convocation, and the early spring semester report on assessment, we completely revised our program objectives. More specifically, we went from having six outcomes to four that encompassed our goals without being overly specific

or wordy; we are proposing a new course that we feel will enhance students' experiences, knowledge, and abilities in both communication & rhetoric; and we will be updating our curriculum map and rubrics once we streamline our electives and the new course is approved.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media	This SLO was last assessed in 2016-17.	Based on this assessment, we would like to change content we evaluate from artifacts produced in the seminar (COMR 493) to individual presentations and portfolios produced in the COMR 350 course. For the past few years we have used our seminar course to assess student outcomes. This course was chosen because it is typically the last class students in the program will take and will therefore incorporate the knowledge gained in all other courses. Given that we want to maintain an experiential	We changed the curriculum in COMR 350 and developed an individual paper and presentation for evaluation.	A goal from last year was to make a change to the COMR 350 curriculum and add in a final project that would better allow us to individually evaluate students. We made this change and it was effective. Having an individual paper and presentation allowed each student to showcase his/her written and verbal abilities. We will continue to assess individual projects and presentations versus those that are co-created by the class.

		<p>education approach, much of what is produced is done in a group setting. Even when one student develops an item, it goes through numerous revisions based on peer, professor, an outside stakeholder feedback. As such, it makes it very difficult to assess whether individual students' final submissions are truly a result of their mastery or a result of the intensive revisions. While each oral presentation assessed was individual, the artifacts created were team based. We feel that using the final projects produced in the COMR 350 class are a better indicator of individual performance and whether the graduates of our minor are individually meeting objectives. Collective efforts, especially when guided by a professor, typically produce better products than individual projects. Our goal is to assess all students' own abilities versus a group effort. Given that we experienced similar issues last year, we did make curriculum changes including assigning lead management positions to</p>		
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		<p>various aspects of the overall project, and having students submit their own drafts of assignments before developing a finished product. However, we did not feel these curriculum changes were enough to overcome the fact that the group ended up deciding on the final materials. We plan on developing rubrics for the COMR 350 portfolios and feel our program will benefit from improved assessment as a result of this change.</p>		
<p>Address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations</p>	<p>This SLO was last assessed in 2016-17.</p>	<p>Peer evaluations will continue to be used to focus more on conflict, collaboration, relationship development and maintenance, as well as work ethic, ability to function in organizations, enthusiasm, etc. Also, since we will no longer be using the seminar course for assessment, the course content of the COMR 350 class will be updated to include debate type opportunities where students can engage in conflict, all while working to maintain their relationships. Course content will also change and include role playing to help</p>	<p>We added in more opportunities for students to debate topics and ideas.</p>	<p>While this change in curriculum was effective in helping students address conflict, we have changed our program outcomes and this outcome is not longer part of the program. As such, we will not maintain the debate aspect in the course, but will rather touch on conflict, collaboration and relational development in other ways.</p>

		<p>students practice their communication in a more work based setting. The seminar course already included these components as we worked on specific projects with outside organizations, had to agree on budgets, project plans, etc. However, the COMR 350 class has not focused on these things. As such, appropriate changes will be made.</p>		
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Comments on part II: We are actively working to adapt our assessment plan in an effort to continually improve our program. One downside of continually updating the program and curriculum is that we have to constantly develop new assignments, rubrics, etc. and have not been able to continually assess the same outcomes over multiple years. While determining the best outcomes, curriculum to achieve those outcomes, etc. is arduous, we are committed to developing the strongest program possible and will continue to take assessment seriously.

COMR Assessment: Rubric to Evaluate COMR 350 Papers

	Expert	Proficient	Apprentice	Novice
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author fully understood and applied concepts learned in the course.
Topic	In-depth discussion & elaboration in all sections of the paper.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts.

	the relationship among material obtained from all sources.	the relationship among material obtained from all sources.	understanding of the relationship among material obtained from all sources.	Writing does not demonstrate understanding any relationships
Spelling/Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

Final Presentation Evaluation Form COMR 350

Speaker _____ Topic _____ Time _____

Introduction (7.5 points)

- _____ Used creative attention grabber
- _____ Clearly introduced topic
- _____ Introduced speaker
- _____ Specific preview of all main points
- _____ Transitioned from introduction into body

Visual Aid (5)

- _____ Visual aid was appropriate for speech
- _____ Citations were cited on slides when appropriate
- _____ Slides were not too busy
- _____ Did not over rely on visual aid during speech
- _____ Visual aid enhanced the overall presentation

Main Body of Speech (30 points)

- _____ Clear description of discipline
- _____ Overview of five potential careers
- _____ Identified one specific job in industry
- _____ Detailed requirements of position
- _____ Listed benefits
- _____ Listed salary range
- _____ Noted what peaked interest
- _____ Life experience as preparation
- _____ Work or volunteer as preparation
- _____ Education as preparation
- _____ Verbally cited citation one
- _____ Verbally cited citation two
- _____ Verbally cited citation three
- _____ Verbally cited citation four
- _____ Verbally cited citation five
- _____ Used three scholarly sources
- _____ Used signposts to help listeners stay on track
- _____ Utilized effective transitions throughout
- _____ Showed enthusiasm for topic

Conclusion (7.5 points)

- _____ Logical closure—recap of what was discussed
- _____ Psychological/emotional closure
- _____ Effective clincher/memorable statement
- _____ Used tone to help convey end of speech
- _____ Handled questions effectively

Delivery (25)

- _____ Volume
- _____ Avoided using fillers
- _____ Enunciation and pronunciation
- _____ Variety in pitch
- _____ Rate
- _____ Force
- _____ Energy & enthusiasm
- _____ Eye contact
- _____ No prolonged pauses maintained speech flow
- _____ Posture
- _____ Gestures
- _____ Facial Expressions
- _____ Natural/purposeful movement
- _____ Did not over rely on notes
- _____ Utilized space
- _____ Speech had a smooth flow (not choppy due to addition of citations)
- _____ Dressed professionally

Rating Scale for Assessment

After viewing the video or live presentation, evaluators will complete the attached scoring sheet. Based on the number of points each student earned he/she will be assigned a proficiency level based on the points listed below.

Expert	Proficient	Apprentice	Novice
70-75 points	60-69 points	54-59 points	53 or fewer points