

Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015

Due: June 1, 2015

Program: __Communication & Rhetoric Minor__

Date: __May 28, 2015

Completed by: __Dr. Yvonne J. Montoya__

Assessment contributors (other faculty involved in this program's assessment): __Dr. Cynthia Taylor__

Please complete this form for each undergraduate, 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, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

| 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 last assessed? Please indicate the 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. | E. What is the expected achievement level and how many or what proportion of students should be at it? | F. What were the results of the assessment? | 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? |
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| Students will synthesize, analyze, and integrate | The minor became official in fall, 2014 | The portfolios of all students completing the minor | Although the assessment plan notes that | Based on our assessment plan, at | Four of the five students were proficient in | Overall students are reaching the expected outcomes. | Based on this assessment we will have two faculty members evaluate final presentations so |

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| scholarly and popular press materials along with life experiences to make informed decisions. | and therefore this is the first time an assessment has been completed. | during that spring semester will be evaluated. | portfolios of students completing the minor during the spring semester will be evaluated, since the program is brand new and there were only two students completing the minor and five in the course. Therefore, all five portfolios were assessed. The rationale is that assessing all five portfolios would likely provide better information about the program and | least 80% of students completing the minor should be proficient or better in each SLO. | demonstrating synthesis, analysis, and integration of multiple materials in their written portfolio and one student was not proficient. Four of the five students were proficient in terms of their oral presentation in which they synthesized materials and one student was rated outstanding in presenting the synthesis and analysis of materials verbally. | <p>However, without watching a video or seeing a live presentation it is difficult for assessment committee members to truly judge proficiency. One professor's graded rubric is not sufficient.</p> <p>Synthesizing and analyzing scholarly and popular press materials along with life experiences to make "informed decisions" is vague. Are the informed decisions about their own lives, the final project, or recommendations for organizations? Unless the "informed decisions" only relate to course projects it is difficult to assess whether or not</p> | <p>assessors can see more than one evaluation of presentations. If another faculty member, beyond the course professor, is unable to view final presentations, presentations will be video recorded and available for people involved in program assessment.</p> <p>The informed decisions referenced in the outcome relate to deciding on recommendations for the organization studied. However, based on this assessment we plan on tweaking the learning outcome to state "Students will synthesize, analyze, and integrate scholarly and popular press materials along with life experiences to make informed decisions about their organization of study."</p> |
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| | | | would elicit better recommendations for future years. | | | students are making informed decisions. | |
| Students will construct and deliver effective messages both in written and verbal forms. | | The portfolios of all students completing the minor during that spring semester will be evaluated. | Although the assessment plan notes that portfolios of students completing the minor during the spring semester will be evaluated, since the program is brand new and there were only two students completing the minor and five in the course. Therefore, all five portfolios were assessed. The rationale is that | Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO. | Four of five students were proficient with regard to written materials and one was not proficient. Four of the five were proficient in terms of verbal delivery of messages and one was outstanding. | Overall students are achieving the expected outcomes. Again without reviewing the actual presentation, the assessment can only be of the professor's thoughts versus a true outside assessment of student performance. What happens when students are not proficient in one or more area? | Based on this assessment we will have two faculty members evaluate final presentations so assessor can see more than one evaluation of presentations. If another faculty member, beyond the course professor, is unable to view final presentations, presentations will be video recorded and available for people involved in program assessment. While we would love for all of our students to be proficient or better in relationship to every outcome, that is not necessarily realistic. Students who are not rated proficient in a final project or portfolio may have done well enough on other class assignments to still pass |

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| | | | assessing all five portfolios would likely provide better information about the program and would elicit better recommendations for future years. | | | | the class. However, if a student does not pass the seminar course with at least a C, he or she must retake the course to complete the minor. |
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Comments: In addition to recommendations based on student learning objectives, the program is also seeking ways to diversify the faculty teaching core courses, and reduce overlap of similar outcomes with other minors in the Department. As a Department, the goal is to offer students multiple opportunities for growth and development, but we must also be aware of overlapping electives, core courses, and so on. Based on this assessment, faculty within Communication & Rhetoric will work with faculty in Professional Writing to develop a proposal to address issues of overlapping electives and core courses.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

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| A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan. | B. When was this SLO last assessed? Please indicate the semester and year. | C. What were the recommendations for change from the previous assessment? | D. Were the recommendations for change acted upon? If not, why? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations? |
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| N/A | N/A | N/A | N/A | N/A |
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Comments: The Communication & Rhetoric program was approved and became an official minor fall, 2014. As such, there were no previous recommendations. The assessment completed in 2015 is the only assessment that has taken place.

Rubric for Program Level Expected Student Outcomes

| | Presentation | Written Portfolio |
|---|--------------|-------------------|
| Paper demonstrates synthesis of scholarly and popular press material as well as life experience. (O1) | | |
| Paper demonstrates analysis of scholarly and popular press material as well as life experience. (O1) | | |
| Presentation demonstrates analysis of scholarly and popular press material as well as life experience. (O1) | | |
| Presentation demonstrates analysis of scholarly and popular press material as well as life experience. (O1) | | |
| Students provide specific recommendations based on decisions made from needs assessments.(O1) | | |
| Paper was well written and professional.(O2) | | |
| Presentation content met criteria.(O2) | | |
| Presentation delivery demonstrated multiple communication competencies. (O2) | | |
| Students' papers reflect multi-cultural audience. (O3) | | |
| Students' presentations reflect multi-cultural audience. (O3) | | |
| Student's presentation demonstrated numerous communication strategies. (O3) | | |
| Writing reflects professional communication for various stakeholders. (O4) | | |
| Presentation to multiple stakeholders was professional. (O4) | | |
| Presentations included skills learned in their major area of study. (O5) | | |
| Paper reflected skills necessary to be effective in students' major areas of study. (O5) | | |

Level of Expected Mastery:

O=Outstanding

P=Proficient

I=Intermediate

NP=Not proficient

Means to Achieve Mastery

P=Presentation

WP=Written Portfolio

Outcomes Assessed:

O1= Students will synthesize, analyze, and integrate scholarly and popular press materials along with life experiences to make informed decisions.

O2= Students will construct and deliver effective messages both in written and verbal forms.

O3= Students will communicate with members of numerous cultures, across communication contexts, and will employ several different communication strategies based on their goals as a communicator.

O4= Students will communicate professionally with organizational stakeholders such as supervisors, employees, co-workers, clients, and community members.

O5= Students will use verbal and written communication to highlight skills learned in their major area of study