

## Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

**Program:** \_\_Communication & Rhetoric\_\_

**Date:** \_\_May 25, 2016

**Completed by:** \_\_Dr. Yvonne J. Montoya\_\_

**Assessment contributors (other faculty involved in this program's assessment):** \_\_Dr. Cynthia Taylor\_\_

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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?
Students will communicate with members of numerous cultures, across communication contexts, and will employ several	The minor became official in fall, 2014. Last year objectives one and two were assessed.	The portfolios of all students completing the minor during that spring semester will be evaluated.	Three students completed the capstone course and graduated in the spring of 2016. Therefore, all three of their	Based on our assessment plan, at least 80% of students completing the minor should be	Two of the three students were proficient in this learning outcome based on both their	Students in this minor are reaching the expected outcomes with both oral and verbal communication skills.	Based on previous reviews of our Department's offerings, we determined that it would be in the best interest of both the Communication & Rhetoric and Professional Writing minors to be combined into one minor

different communication strategies based on their goals as a communicator.	This is the first time these objectives are being assessed.		oral presentations, and their final paper, which was a group project, were evaluated.	proficient or better in each SLO.	oral presentation (91% and 94%) and one was outstanding based on their oral presentation (97%). With regard to the written document all students were proficient (93%).		that focuses on both written and oral communication. This minor will be listed as Communication & Rhetoric. All appropriate paperwork was submitted to the college and University CAP Boards and was approved to begin in fall of 2016. New course objectives were developed based on the joint interests of each minor. All future assessments will be based on the new course objectives.
Students will communicate professionally with organizational stakeholders such as supervisors, employees, co-workers, clients, and community members.	The minor became official in fall, 2014. Last year objective s one and two were assessed. This is the first time these objectives are being assessed.	The portfolios of all students completing the minor during that spring semester will be evaluated.	Although the assessment plan notes that three students completed the capstone course and graduated in the spring of 2016. Therefore, all three of their oral presentations, and their final paper, which was a group	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	In addition to the final paper and presentation s, program coordinator also observed students in a context outside the classroom in completion of a project. These observations confirm that	Students in this minor are reaching the expected outcomes with both oral and verbal communication skills in relationship to interacting with stakeholders.	Based on previous reviews of our Department's offerings, we determined that it would be in the best interest of both the Communication & Rhetoric and Professional Writing minors to be combined into one minor that focuses on both written and oral communication. This minor will be listed as Communication & Rhetoric. All appropriate paperwork was submitted to the college and

			project, were evaluated.		students communicate with Directors, parents, teachers, and children in a professional manner. Because this course was a pilot experiential education course, program directors from an outside organization also rated students based on work ethic, attendance the quality of their work, completion of assigned tasks, interaction with stakeholders, professional		University CAP Boards and was approved to begin in fall of 2016. New course objectives were developed based on the joint interests of each minor. All future assessments will be based on the new course objectives.
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					sm, collegiality, and respectfullness. Two of the participants were rated at 92% and one received a rating of 100% in these categories which suggests students are meeting this objective.		
Students will use verbal and written communication to highlight skills learned in their major area of study.	The minor became official in fall, 2014. Last year objective s one and two were assessed. This is the first time these objectives are being assessed.	The portfolios of all students completing the minor during that spring semester will be evaluated.	Three students completed the capstone course and graduated in the spring of 2016. Therefore, all three of their oral presentations, and their final paper, which was a group project, were	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO	Two of the three students were proficient in this learning outcome based on both their oral presentation (91% and 94%) and one was outstanding	Students in this minor are reaching the expected outcomes with both oral and verbal communication skills. This was evidenced as students used skills learned in their major to complete the final requirments of	Based on previous reviews of our Department's offerings, we determined that it would be in the best interest of both the Communication & Rhetoric and Professional Writing minors to be combined into one minor that focuses on both written and oral communication. This minor will be listed as Communication & Rhetoric. All appropriate

			evaluated.		based on their oral presentation (97%). With regard to the written document all students were proficient (93%).	the minor.	paperwork was submitted to the college and University CAP Boards and was approved to begin in fall of 2016. New course objectives were developed based on the joint interests of each minor. All future assessments will be based on the new course objectives.
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Comments: Our goal with the new, combined minor is to update existing rubrics to better assess objectives going forward.

**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.**

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?
1. Students will synthesize, analyze, and integrate scholarly and popular press materials	Last year was the first assessment for this minor.	Based on this assessment we will have two faculty members evaluate final presentations so assessors can see more than one evaluation of presentations. If another faculty member, beyond the course professor, is unable to	Yes, this year three faculty members watched the oral presentations and they were videotaped.	Having multiple people view the presentations provided a more objective review of whether students were meeting expected outcomes.

<p>along with life experiences to make informed decisions.</p> <p>2. Students will construct and deliver effective messages both in written and verbal forms.</p>		<p>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 experiences to make informed decisions about their organization of study.”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>	<p>Additionally, all course objectives were reviewed and revised during the process of combining the Communication &amp; Rhetoric and Professional Writing minors.</p>	<p>We believe that the “new” Communication &amp; Rhetoric minor will be stronger, more sustainable, and will better serve students.</p>

Comments: The verbiage in previous course objectives is no longer relevant as the combined minor has updated objectives and the one other issue identified in last year’s assessment has been addressed. As such, the new practice of having multiple reviewers watch, or videotaping, oral presentations will continue.

### 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 (97-100%)

P=Proficient (80-96%)

I=Intermediate (70-79%)

NP=Not proficient (69% or below)

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