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	B. When	C. What	D. Who was	E. What is	F. What were	G. What were the H. What	
program SLOs	was this	method was	assessed?	the	the results of	department's	changes/improvements to
were assessed	SLO last	used for	Please fully	expected	the	conclusions about	the <u>program</u> are planned
during this	assessed?	assessing the	describe the	achievement	assessment?	student	based on this assessment?
cycle? Please	Please	SLO? Please	student	level and		performance?	
include the	indicate	include a	group(s) and	how many			
outcome(s)	the	copy of any	the number of	or what			
verbatim from	semester	rubrics used	students or	proportion			
the assessment	and year.	in the	artifacts	of students			
plan.		assessment	involved.	should be at			
		process.		it?			
Students will	The minor	The portfolios	Three students	Based on	Two of the	Students in this	Based on previous reviews
communicate	became	of all	completed the	our	three	minor are	of our Department's
with members	official in	students	capstone	assessment	students	reaching the	offerings, we determined
of numerous	fall, 2014.	completing	course and	plan, at least	were	expected	that it would be in the
cultures, across	Last year	the minor	graduated in	80% of	proficient in	outcomes with	best interest of both the
communication	objectives	during that	the spring of	students	this learning	both oral and	Communication &
contexts, and	one and	spring	2016.	completing	outcome	verbal	Rhetoric and Professional
will employ	two were	semester will	Therefore, all	the minor	based on	communication	Writing minors to be
several	assessed.	be evaluated.	three of their	should be	both their	skills.	combined into one minor

different	This is the		oral	proficient or	oral		that focuses on both
communication	first time		presentations,	better in	presentation		written and oral
strategies	these		and their final	each SLO.	(91% and		communication. This
based on their	objectives			each SLO.	94%) and one		minor will be listed as
	-		paper, which		1		Communication &
goals as a	are being		was a group		was		
communicator.	assessed.		project, were		outstanding		Rhetoric. All appropriate
			evaluated.		based on		paperwork was submitted
					their oral		to the college and
					presentation		University CAP Boards and
					(97%). With		was approved to begin in
					regard to the		fall of 2016. New course
					written		objectives were developed
					document all		based on the joint
					students		interests of each minor.
					were		All future assessments will
					proficient		be based on the new
					(93%).		course objectives.
Students will	The minor	The portfolios	Although the	Based on	In addition to	Students in this	Based on previous reviews
communicate	became	of all	assessment	our	the final	minor are	of our Department's
professionally	official in	students	plan notes that	assessment	paper and	reaching the	offerings, we determined
with	fall, 2014.	completing	three students	plan, at	presentation	expected	that it would be in the
organizational	Last year	the minor	completed the	least 80% of	s, program	outcomes with	best interest of both the
stakeholders	objecetive	during that	capstone	students	coordinator	both oral and	Communication &
such as	s one and	spring	course and	completing	also	verbal	Rhetoric and Professional
	two were	semester will	graduated in	the minor	observed	communiation	Writing minors to be
supervisors,	assessed.	be evaluated.	the spring of		students in a	skills in	combined into one minor
employees, co-	This is the		2016.	should be	context	relationship to	that focuses on both
workers,	first time		Therefore, all	proficient	outside the	interacting with	written and oral
clients, and	these		three of their	or better in	classroom in	stakeholders.	communication. This
community	objectives		oral	each SLO.	completion	Stantenoiders.	minor will be listed as
members.	are being		presentations,		of a project.		Communication &
	assessed.		and their final		These		Rhetoric. All appropriate
	assessed.		paper, which		observations		paperwork was submitted
			• •				1
			was a group		confirm that		to the college and

project, were	students	University CAP Boards and
evaluated.	communicate	was approved to begin in
	d with	fall of 2016. New course
	Directors,	objectives were developed
	parents,	based on the joint
	teachers, and	interests of each minor.
	children in a	All future assessments will
	professional	be based on the new
	manner.	course objectives.
	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,	
	professionali	

Students	The minor	The portfolios	Three students	Based on	collegiality, and respectfullne ss. 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 in this	Based on previous reviews
will use verbal and written communic ation to highlight skills learned in their major area of study.	became official in fall, 2014. Last year objective s one and two were assessed. This is the first time these objectives are being assessed.	of all students completing the minor during that spring semester will be evaluated.	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	our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO	three students were proficient in this learning outcome based on both their oral presentation (91% and 94%) and one was outstanding	minor are reaching the expected outcomes with both oral and verbal communiation skills. This was evidenced as students used skills learned in their major to complete the final requirments of	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	the minor.	paperwork was submitted
		their oral		to the college and
		presentation		University CAP Boards and
		(97%). With		was approved to begin in
		regard to the		fall of 2016. New course
		written		objectives were developed
		document all		based on the joint
		students		interests of each minor.
		were		All future assessments will
		proficient		be based on the new
		(93%).		course objectives.

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)	B. When was	C. What were the	D. Were the recommendations	E. What were the results of the
did you address?	this SLO last	recommendations for change from	for change acted upon? If not,	changes? If the changes were not
Please include	assessed?	the previous assessment?	why?	effective, what are the next steps
the outcome(s)	Please indicate			or the new recommendations?
verbatim from	the semester			
the assessment	and year.			
plan.				
1. Students will	Last year was	Based on this assessment we will	Yes, this year three faculty	Having multiple people view the
synthesize,	the first	have two faculty members	members watched the oral	presentations provided a more
analyze, and	assessment for	evaluate final presentations so	presentations and they were	objective review of whether
integrate	this minor.	assessors can see more than one	videotaped.	students were meeting expected
scholarly and		evaluation of presentations. If		outcomes.
popular press		another faculty member, beyond		
materials		the course professor, is unable to		

along with life experiences to make informed decisions. 2. Students will construct and deliver effective messages both in written and verbal forms.	view final presentations, presentations will be video recorded and available for people involved in program assessment. 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."	Additionally, all course objectives were reviewed and revised during the process of combining the Communication & Rhetoric and Professional Writing minors.	We believe that the "new" Communication & Rhetoric minor will be stronger, more sustainable, and will better serve students.
--	--	---	--

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.	
(05)	

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 differen communication strategies based on their goals as a communicator.
O4= Students will communicate professionally with organizational stakeholders such as supervisors, employees, co-workers, clients, an community members.
O5= Students will use verbal and written communication to highlight skills learned in their major area of study