Colorado State University – Pueblo Academic Program Assessment Report for AY 2016-2017

Due: June 1, 2017

Program:__Communication & Rhetoric_____

Date: ___May 24, 2017

Completed by:___Dr. Yvonne J. Montoya____

Assessment contributors (other faculty involved in this program's assessment): ____Professor Juan Morales______

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
were assessed	SLO last	used for	Please fully	expected	the	conclusions about	to the <u>program</u> are
during this	assessed?	assessing the	describe the	achievement	assessment?	student	planned based on this
cycle? Please	Please	SLO? Please	student	level and		performance?	assessment?
include the	indicate	include a copy	group(s) and	how many			
outcome(s)	the	of any rubrics	the number	or what			
verbatim from	semester	used in the	of students	proportion			
the assessment	and year.	assessment	or artifacts	of students			
plan.		process.	involved.	should be at			
				it?			
Adapt	The	A collection of	Seven	Based on	Six of seven	Students in this	Based on this assessment,
appropriate	Communi	materials was	students	our	students	minor are	SLO 1 and SLO 3 are very
ly to a	cation &	assessed	completed	assessment	were	reaching the	similar. In order to
variety of	Rhetoric	including final	the capstone	plan, at least	proficient in	expected	illustrate "adaptation" to
communica	(COMR)	presentation	course and	80% of	this learning	outcomes with	a variety of
tion	minor	rubrics, outside	four	students	outcome	both oral and	communication contexts,
contexts.	became	stakeholder	graduated in	completing	based on	written	one must produce and
	official in	evaluations,	the spring of	the minor	their oral	communication	deliver content for
	fall, 2014.	peer	2017. All	should be	presentation	skills. Even the	various contexts which
	However,	evaluations,	seven of	proficient or	designed for	one student who	makes the two
	we	PowerPoint	their oral	better in	a symposium.	was ranked	inextricably linked.
	submitted	slides,	presentation	each SLO.	Scores ranged	intermediate in	Although there are
	paperwor	workshop	s, and their		between 85-	terms of the oral	differences between the
	k to	artifacts	workshop		94%. One	presentation,	two, we need to

combine	including fliers,	performance,	student was	received	determine if the two are
the	pamphlets, and	participation	ranked	deductions due to	different enough that
Profession	a video	in our	Intermediate	time which	they warrant being
al Writing	developed on	experiential	with a 76%.	affected his	considered exclusive
and	the class	education	Since six of	overall score;	outcomes. We will
COMR	project.	project, and	seven	whereas, his	discuss this with the
minors	project.	team work	students	delivery was	entire department and if
into one		were	were	ranked very high.	we determine they are
minor			proficient the	Additionally,	too similar, we'll request
		assessed.	•		•
with new			program is	students can	changes through CAP
program			slightly	communicate well	Board.
goals and			exceeding the	with people inside	
SLO			goal of 80%	and outside of the	
effective			proficiency	classroom setting.	
fall, 2016.			(6/7 equates	In this case, they	
Therefore,			to 85%) with	communicated	
this is the			regard to oral	with children	
first time			presentations	between the ages	
these			. Regarding	of 5-17; staff	
objectives			the written	members, and a	
are being			documents all	program	
assessed.			students	coordinator at an	
			were	outside	
			proficient	organization, as	
			(100%). All	well as	
			seven	classmates.	
			students		
			were also		
			proficient in		
			terms of		
			adapting to		
			different		
			contexts via		
			their		

Develop and achieve communication goals	The Communi cation & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwor k to combine the Profession al Writing	A collection of materials was assessed including final presentation rubrics, outside stakeholder evaluations, peer evaluations, PowerPoint slides, workshop artifacts including fliers, pamphlets, and a video developed on	Seven students completed the capstone course and four graduated in the spring of 2017. All seven of their oral presentation s, and their workshop performance, participation in our experiential	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	workshop presentation to students and staff members of an outside organization. Assessment of the workshops were based on feedback sheets from the program coordinator and her staff. Six of seven students were proficient in this learning outcome based on their oral presentation designed for a symposium. Scores ranged between 85- 94%. One student was ranked Intermediate with a 76%.	Students in this minor are reaching the expected outcomes with both oral and written communication skills. Even the one student who was ranked intermediate in terms of the oral presentation, received deductions due to time which affected his	Having "outsiders" (e.g. program coordinators and their staff) evaluate students, as well as having peer and professor evaluations seems critical to assessing this outcome. However, this learning outcome seems to require a self- assessment too. While students completed journals, and did reflect on their ability to reach goals, their journal entries were not included as part of the documents being assessed because
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and	the class	education	Since six of	overall score;	students were told they'd
COMR	project.	project, and	seven	whereas, his	only be read by the
minors		team work	students	delivery was	professor. Going forward
into one		were	were	ranked very high.	having students self-
minor		assessed.	proficient the	Additionally,	assess if their
with new			program is	students can	communication goals
program			slightly	communicate well	were reached would be
goals and			exceeding the	with people inside	useful.
SLO			goal of 80%	and outside of the	
effective			proficiency	classroom setting.	
fall, 2016.			(6/7 equates	In this case, they	
Therefore,			to 85%) with	communicated	
this is the			regard to oral	with children	
first time			presentations	between the ages	
these			. Regarding	of 5-17; staff	
objectives			the written	members, and a	
are being			documents all	program	
assessed.			students	coordinator at an	
			were	outside	
			proficient	organization, as	
			(100%). All	well as	
			seven	classmates.	
			students		
			were also		
			proficient in		
			terms of		
			adapting to		
			different		
			contexts via		
			their		
			workshop		
			presentation		
			to students		
			and staff		

Produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media	The Communi cation & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwor k to combine the Profession al Writing and COMR minors into one	A collection of materials was assessed including final presentation rubrics, outside stakeholder evaluations, peer evaluations, PowerPoint slides, workshop artifacts including fliers, pamphlets, and a video developed on the class project.	Seven students completed the capstone course and four graduated in the spring of 2017. All seven of their oral presentation s, and their workshop performance, participation in our experiential education project, and team work	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO	of the workshops were based on feedback sheets from the program coordinator and her staff. Six of seven students were proficient in this learning outcome based on their oral presentation designed for a symposium. Scores ranged between 85- 94%. One student was ranked Intermediate with a 76%. Since six of seven students were	Students in this minor are reaching the expected outcomes with both oral and written communication skills. Even the one student who was ranked intermediate in terms of the oral presentation, received deductions due to time which affected his overall score; whereas, his delivery was ranked very high.	Based on this assessment, SLO 1 and SLO 3 are very similar. In order to illustrate "adaptation" to a variety of communication contexts, one must produce and deliver content for various contexts which makes the two inextricably linked. Although there are differences between the two, we need to determine if they are different enough that they warrant being considered exclusive outcomes. We will discuss this with the entire department and if we determine they are
					workshops were based		

mi	inor	were	proficient the	Additionally,	too similar, we'll request
wit	ith new	assessed.	program is	students can	changes through CAP
pro	ogram		slightly	communicate well	Board.
goa	bals and		exceeding the	with people inside	
SLO	.0		goal of 80%	and outside of the	
eff	fective		proficiency	classroom setting.	
fall	II, 2016.		(6/7 equates	In this case, they	
The	nerefore,		to 85%) with	communicated	
thi	is is the		regard to oral	with children	
firs	rst time		presentations	between the ages	
the	ese		. Regarding	of 5-17; staff	
obj	ojectives		the written	members, and a	
are	e being		documents all	program	
ass	sessed.		students	coordinator at an	
			were	outside	
			proficient	organization, as	
			(100%). All	well as	
			seven	classmates.	
			students		
			were also		
			proficient in		
			terms of		
			adapting to		
			different		
			contexts via		
			their		
			workshop		
			presentation		
			to students		
			and staff		
			members of		
			an outside		
			organization.		
			Assessment		

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					of the		
					workshops		
					were based		
					on feedback		
					sheets from		
					the program		
					coordinator		
					and her staff.		
Address	The	A collection of	Seven	Based on	While all the	Students in this	This semester the peer
conflict to	Communi	materials was	students	our	materials	minor are	evaluations were based
facilitate	cation &	assessed	completed	assessment	listed were	reaching the	on the significant amount
collaboration,	Rhetoric	including final	the capstone	plan, at least	analyzed to	expected	of team work required.
relationship	(COMR)	presentation	course and	80% of	determine if	outcomes with	There was not intent to
development	minor	rubrics, outside	four	students	this objective	both oral and	have these as part of the
and	became	stakeholder	graduated in	completing	is being	written	overall evaluation
maintenance,	official in	evaluations,	the spring of	the minor	reached, peer	communication	process. However, the
and to function	fall, 2014.	peer	2017. All	should be	evaluations	skills. Even the	peer evaluations were
well in	However,	evaluations,	seven of	proficient or	were	one student who	critical to assessing this
organizations	we	PowerPoint	their oral	better in	especially	was ranked	particular outcome, will
	submitted	slides,	presentation	each SLO.	important in	intermediate in	be used in future
	paperwor	workshop	s, and their		this area	terms of the oral	semesters, and adapted
	k to	artifacts	workshop		because	presentation,	to focus more on conflict,
	combine	including fliers,	performance,		students	received	collaboration,
	the	pamphlets, and	participation		worked	deductions due to	relationship development
	Profession	a video	in our		together on	time which	and maintenance, as well
	al Writing	developed on	experiential		their	affected his	as work ethic, ability to
	and	the class	education		curriculum, to	overall score;	function in organizations,
	COMR	project.	project, and		produce	whereas, his	enthusiasm, etc.
	minors	, ,	team work		course	delivery was	,
	into one		were		documents,	ranked very high.	
	minor		assessed.		and they	Additionally,	
	with new				worked	students can	
	program				together to	communicate well	
	goals and				present	with people inside	
	50013 0110			I	present	man people maide	

	SLO effective fall, 2016. Therefore, this is the first time these objectives are being assessed.				workshops. Therefore, peer feedback on conflict, relationship development, and so on was vital. Based on the peer evaluations, all the students were ranked as proficient in this area with percentages ranging from 84-94%.	and outside of the classroom setting. In this case, they communicated with children between the ages of 5-17; staff members, and a program coordinator at an outside organization, as well as classmates.	
Engage and respond to information	The Communi cation &	A collection of materials was assessed	Seven students completed	Based on our assessment	Six of seven students were	Students in this minor are reaching the	Most of the evidence for assessing the "critical response and
critically and in	Rhetoric	including final	the capstone	plan, at least	proficient in	expected	engagement" came from
ways that	(COMR)	presentation	course and	80% of	this learning	outcomes with	the scholarly
respect	minor	rubrics, outside	four graduated in	students	outcome	both oral and	presentations. The
different ideas and	became official in	stakeholder evaluations,	graduated in the spring of	completing the minor	based on their oral	written communication	assessment of the respect for ideas and others'
backgrounds	fall, 2014.	peer	2017. All	should be	presentation	skills. Even the	backgrounds came from
	However,	evaluations,	seven of	proficient or	designed for	one student who	peer evaluations and
	we	PowerPoint	their oral	better in	a symposium.	was ranked	workshops. However, it
	submitted	slides,	presentation	each SLO.	Scores ranged	intermediate in	is difficult to find an
	paperwor	workshop	s, and their		between 85-	terms of the oral	objective way to measure

k to	artifacts	workshop	94%. One	presentation,	this particular outcome.
combine	including fliers,	, performance,	student was	received	Right now, the best we
the	pamphlets, and	participation	ranked	deductions due to	can do is add additional
Profession	a video	in our	Intermediate	time which	questions, related to
al Writing	developed on	experiential	with a 76%.	affected his	critical engagement and
and	the class	education	Since six of	overall score;	respect, to the peer and
COMR	project.	project, and	seven	whereas, his	self-assessment
minors		team work	students	delivery was	evaluations. Most of this
into one		were	were	ranked very high.	was observed versus
minor		assessed.	proficient the	Additionally,	recorded.
with new			program is	students can	
program			slightly	communicate well	
goals and			exceeding the	with people inside	
SLO			goal of 80%	and outside of the	
effective			proficiency	classroom setting.	
fall, 2016.			(6/7 equates	In this case, they	
Therefore,			to 85%) with	communicated	
this is the			regard to oral	with children	
first time			presentations	between the ages	
these			. Regarding	of 5-17; staff	
objectives			the written	members, and a	
are being			documents all	program	
assessed.			students	coordinator at an	
			were	outside	
			proficient	organization, as	
			(100%). All	well as	
			seven	classmates.	
			students		
			were also		
			proficient in		
			terms of		
			adapting to		
			different		
			contexts via		

							1
					their		
					workshop		
					presentation		
					to students		
					and staff		
					members of		
					an outside		
					organization.		
					Assessment		
					of the		
					workshops		
					were based		
					on feedback		
					sheets from		
					the program		
					coordinator		
					and her staff.		
Communicate	The	A collection of	Seven	Based on	Six of seven	Students in this	As class projects change,
academic,	Communi	materials was	students	our	students	minor are	grow, or use experiential
personal, and	cation &	assessed	completed	assessment	were	reaching the	practices, it can be
civic knowledge	Rhetoric	including final	the capstone	plan, at least	proficient in	expected	difficult to capture
	(COMR)	presentation	course and	80% of	this learning	outcomes with	everything that is
	minor	rubrics, outside	four	students	outcome	both oral and	completed. Recording
	became	stakeholder	graduated in	completing	based on	written	with video and/or audio,
	official in	evaluations,	the spring of	the minor	their oral	communication	or finding some way to
	fall, 2014.	peer	2017. All	should be	presentation	skills. Even the	"archive" the experience
	However,	evaluations,	seven of	proficient or	designed for	one student who	is important. So much of
	we	PowerPoint	their oral	better in	a symposium.	was ranked	the work completed by
	submitted	slides,	presentation	each SLO.	Scores ranged	intermediate in	students in this minor
	paperwor	workshop	s, and their		between 85-	terms of the oral	was facilitated live, but
	k to	artifacts	workshop		94%. One	presentation,	not every class or
	combine	including fliers,	performance,		student was	received	workshop was recorded.
	the	pamphlets, and	participation		ranked	deductions due to	There are logistical
	Profession	a video	in our		Intermediate	time which	constraints to doing this
	11010331011		in our	I	memediate		constraints to doing this

al \	Writing	developed on	experiential	with a 76%.	affected his	and we don't want
and	nd	the class	education	Since six of	overall score;	people conducting
СО	OMR	project.	project, and	seven	whereas, his	assessments to become
mi	inors		team work	students	delivery was	too overwhelmed with
int	to one		were	were	ranked very high.	material. When people
mi	inor		assessed.	proficient the	Additionally,	are bombarded with
wit	ith new			program is	students can	materials to review, that
pro	ogram			slightly	communicate well	can result in less
goa	oals and			exceeding the	with people inside	thorough reviews. This is
SLO	.0			goal of 80%	and outside of the	an issue we are trying to
eff	fective			proficiency	classroom setting.	work through, while still
fall	ll <i>,</i> 2016.			(6/7 equates	In this case, they	valuing a multi-modal
The	nerefore,			to 85%) with	communicated	approach to documenting
thi	is is the			regard to oral	with children	whether outcomes are
firs	st time			presentations	between the ages	being achieved.
the	ese			. Regarding	of 5-17; staff	
obj	ojectives			the written	members, and a	
are	e being			documents all	program	
ass	sessed.			students	coordinator at an	
				were	outside	
				proficient	organization, as	
				(100%). All	well as	
				seven	classmates.	
				students		
				were also		
				proficient in		
				terms of		
				adapting to		
				different		
				contexts via		
				their		
				workshop		
				presentation		
				to students		

	and staff
	members of
	an outside
	organization.
	Assessment
	of the
	workshops
	were based
	on feedback
	sheets from
	the program
	coordinator
	and her staff.

Comments: We just hired (May, 2017) a new Assistant Professor to work with this minor and our English major. This individual will help develop a curriculum map (based on his knowledge of curriculum that previously fell under the purview of Professional Writing), and update our existing rubrics. Both areas are important to having quality assessment of our program.

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?
Since this is the first assessment based on the newly combined Communication & Rhetoric/Profess ional Writing minors, all new outcomes were assessed and the old outcomes were not assessed or addressed.	This is the first year that all SLOs were assessed for the new Communication & Rhetoric minor.	One of the major recommendations was to update the assessment plan for this minor.	Yes, recommendations were acted upon. An updated assessment plan was developed based on the combined minors.	Given the updated plan, various types of documents and artifacts were assessed which better reflects the breadth and depth of what students are completing.

Comments: Going forward we will work to develop more consistency regarding what documents, artifacts, etc. are collected and assessed. With experiential classes, where the focus and project can vary vastly from one year to another, it can be difficult to require specific documents. We'll determine what artifacts are crucial and which are more interchangeable.

	Presentation	Artifacts
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to adapt appropriately to various		
contexts (O1)		
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to develop and achieve		
communication goals (O2)		
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to produce and deliver content		
and messaging for various audiences,		
goals, contexts, and media (O3)		
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to address conflict, facilitate		
collaboration, relationship development		
and maintenance and to function well in		
organizations (O4)		
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to engage and respond to		
information critically and in ways that		
respect different ideas and background		
(05)		
Final project (video; audio; paper;		
infographic, etc.) demonstrates student's		
ability to communicate academic,		
personal, and civic knowledge (O6)		

Rubric for Program Level Expected Student Outcomes

Level of Expected Mastery:

E=Excellent (97-100%)

P=Proficient (80-96%)

I=Intermediate (70-79%)

NP=Not proficient (69% or below)

Outcomes (O) Assessed:

- O1. Adapt appropriately to a variety of communication contexts
- O2. Develop and achieve communication goals
- O3. Produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media
- O4. Address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations
- O5. Engage and respond to information critically and in ways that respect different ideas and backgrounds
- O6. Communicate academic, personal, and civic knowledge