

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 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?
Adapt appropriately to a variety of communication contexts.	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork to	A collection of materials was assessed including final presentation rubrics, outside stakeholder evaluations, peer evaluations, PowerPoint slides, workshop artifacts	Seven students completed the capstone course and four graduated in the spring of 2017. All seven of their oral presentations, and their workshop	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	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	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,	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

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

					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.		
Develop and achieve communication goals	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork to combine the Professional 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 presentations, 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.	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

	and COMR minors into one minor with new program goals and SLO effective fall, 2016. Therefore, this is the first time these objectives are being assessed.	the class project.	education project, and team work were assessed.		Since six of seven students were proficient the program is slightly exceeding the goal of 80% proficiency (6/7 equates to 85%) with regard to oral presentations . Regarding the written documents all students were proficient (100%). All seven students were also proficient in terms of adapting to different contexts via their workshop presentation to students and staff	overall score; whereas, his delivery was ranked very high. Additionally, students can communicate well with people inside 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.	students were told they'd only be read by the professor. Going forward having students self-assess if their communication goals were reached would be useful.
--	--	--------------------	---	--	--	---	---

					members of an outside organization. Assessment of the workshops were based on feedback sheets from the program coordinator and her staff.		
Produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork to combine the Professional 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 presentations, 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	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

	<p>minor with new program goals and SLO effective fall, 2016. Therefore, this is the first time these objectives are being assessed.</p>		<p>were assessed.</p>		<p>proficient the program is slightly exceeding the goal of 80% proficiency (6/7 equates to 85%) with regard to oral presentations . Regarding the written documents all students were proficient (100%). All seven 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</p>	<p>Additionally, students can communicate well with people inside 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.</p>	<p>too similar, we'll request changes through CAP Board.</p>
--	--	--	-----------------------	--	---	---	--

					of the workshops were based on feedback sheets from the program coordinator and her staff.		
Address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork to combine the Professional Writing and COMR minors into one minor with new program goals and	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 presentations, and their workshop performance, participation in our experiential education project, and team work were assessed.	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	While all the materials listed were analyzed to determine if this objective is being reached, peer evaluations were especially important in this area because students worked together on their curriculum, to produce course documents, and they worked together to present	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. Additionally, students can communicate well with people inside	This semester the peer evaluations were based on the significant amount of team work required. There was not intent to have these as part of the overall evaluation process. However, the peer evaluations were critical to assessing this particular outcome, will be used in future semesters, and adapted to focus more on conflict, collaboration, relationship development and maintenance, as well as work ethic, ability to function in organizations, enthusiasm, etc.

	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 critically and in ways that respect different ideas and backgrounds	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork	A collection of materials was assessed including final presentation rubrics, outside stakeholder evaluations, peer evaluations, PowerPoint slides, workshop	Seven students completed the capstone course and four graduated in the spring of 2017. All seven of their oral presentations, and their	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	Six of seven students were proficient in this learning outcome based on their oral presentation designed for a symposium. Scores ranged between 85-	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	Most of the evidence for assessing the “critical response and engagement” came from the scholarly presentations. The assessment of the respect for ideas and others’ backgrounds came from peer evaluations and workshops. However, it is difficult to find an objective way to measure

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

					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 academic, personal, and civic knowledge	The Communication & Rhetoric (COMR) minor became official in fall, 2014. However, we submitted paperwork to combine the Profession	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	Seven students completed the capstone course and four graduated in the spring of 2017. All seven of their oral presentations, and their workshop performance, participation in our	Based on our assessment plan, at least 80% of students completing the minor should be proficient or better in each SLO.	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	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	As class projects change, grow, or use experiential practices, it can be difficult to capture everything that is completed. Recording with video and/or audio, or finding some way to "archive" the experience is important. So much of the work completed by students in this minor was facilitated live, but not every class or workshop was recorded. There are logistical constraints to doing this

	<p>al Writing and COMR minors into one minor with new program goals and SLO effective fall, 2016. Therefore, this is the first time these objectives are being assessed.</p>	<p>developed on the class project.</p>	<p>experiential education project, and team work were assessed.</p>		<p>with a 76%. Since six of seven students were proficient the program is slightly exceeding the goal of 80% proficiency (6/7 equates to 85%) with regard to oral presentations . Regarding the written documents all students were proficient (100%). All seven students were also proficient in terms of adapting to different contexts via their workshop presentation to students</p>	<p>affected his overall score; whereas, his delivery was ranked very high. Additionally, students can communicate well with people inside 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.</p>	<p>and we don't want people conducting assessments to become too overwhelmed with material. When people are bombarded with materials to review, that can result in less thorough reviews. This is an issue we are trying to work through, while still valuing a multi-modal approach to documenting whether outcomes are being achieved.</p>
--	--	--	---	--	---	---	--

					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/Professional 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.

Rubric for Program Level Expected Student Outcomes

	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 (O5)		
Final project (video; audio; paper; infographic, etc.) demonstrates student's ability to communicate academic, personal, and civic knowledge (O6)		

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