Colorado State University – Pueblo Academic Program Assessment Report for AY 2017-2018   **Due: June 1, 2018**

Program:__Communication & Rhetoric_____   **Date:** __May 31, 2018

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Assessment contributors (other faculty involved in this program's assessment): ___Dr. Kevin Van Winkle_____

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, 2018. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx.

Please describe the 2017-2018 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2018-2019 based on the assessment process. In Part II, please describe activities engaged in during 2017-2018 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2016-2017. 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 program are planned based on this assessment?
Produce and deliver content and messaging appropriate for	This objective was last assessed	A collection of materials was assessed including final	Eight students completed the seminar	Based on our assessment plan, at	Four of five students were proficient in	Students in this minor are reaching the expected outcomes	Based on this assessment, we would like to change content we evaluate from artifacts produced in the

| a variety of audiences, goals, contexts, and media | in 2016-17. | presentation rubrics, peer evaluations, PowerPoint slides, project artifacts including a flier, radio ad, photographs, book mark, event program, information sheet, and email communication with outside stakeholders. | course, four graduated in the spring of 2018, and another completed the minor. One student who took the course is a non-degree seeking student, another took this course for honor's credit, but is not a COMR minor, and the final student has not yet completed the minor. Per our assessment plan, we assess graduating students and students who have completed the minor. | least 80% of students completing the minor should be proficient or better in each SLO | this learning outcome based on their oral presentation designed for a symposium in which audience members included undergraduate students, graduate students, professors, and community members. Scores ranged between 80-95%. One student was ranked Excellent with a 99%. Since all of the students were proficient or higher, the program is exceeding | producing and delivering both oral and written messages for multiple audiences. Additionally, students can communicate well with people inside and outside of the classroom setting. | seminar (COMR 493) to individual presentations and portfolios produced in the COMR 350 course. For the past few years we have used our seminar course to assess student outcomes. This course was chosen because it is typically the last class students in the program will take and will therefore incorporate the knowledge gained in all other courses. Given that we want to maintain an experiential education approach, much of what is produced is done in a group setting. Even when one student develops an item, it goes through numerous revisions based on peer, professor, an outside stakeholder feedback. As such, it makes it very difficult to assess whether individual students' final submissions are truly a result of their mastery or a result of the intensive revisions. While each oral presentation assessed |

			As such, five students were included in this assessment. All five of their oral presentations, and their project performance, participation in our experiential education project, and team work were assessed.		the goal of 80% proficiency using the oral presentation as a measure. Based on the assessment of the the written documents produced, all students were proficient with scores ranging between 93-96%.		was individual, the artifacts created were team based. We feel that using the final projects produced in the COMR 350 class are a better indicator of individual performance and whether the graduates of our minor are individually meeting objectives. Collective efforts, especially when guided by a professor, typically produce better products than individual projects. Our goal is to assess all students' own abilities versus a group effort. Given that we experienced similar issues last year, we did make curriculum changes including assigning lead management positions to various aspects of the overall project, and having students submit their own drafts of assignments before developing a finished product. However, we did not feel these curriculum changes were

							enough to overcome the fact that the group ended up deciding on the final materials. We plan on developing rubrics for the COMR 350 portfolios and feel our program will benefit from improved assessment as a result of this change.
Address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations	This objective was last assessed in 2016-17.	A collection of materials was assessed including final presentation rubrics, peer evaluations, PowerPoint slides, project artifacts including a flier, radio ad, photographs, book mark, event program, information sheet, and email communication with outside stakeholders.	Eight students completed the seminar course, four graduated in the spring of 2018, and another completed the minor. One student who took the course is a non-degree seeking student, another took this course for honor's credit, but is not a COMR minor, and the final	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 relevant in determining if this objective is being reached (due to the nature of a group project that required constant communication, collaboration, and conflict management), peer evaluations were	Students in this minor are reaching the expected outcome to address conflict, work together, maintain relationships and work well in organizational settings.	Peer evaluations will continue to be used to focus more on conflict, collaboration, relationship development and maintenance, as well as work ethic, ability to function in organizations, enthusiasm, etc. Also, since we will no longer be using the seminar course for assessment, the course content of the COMR 350 class will be updated to include debate type opportunities where students can engage in conflict, all while working to maintain their relationships. Course content will also change and include role playing to help students practice

			student has not yet completed the minor. Per our assessment plan, we assess graduating students and students who have completed the minor. As such, five students were included in this assessment. All five of their oral presentations, and their project performance, participation in our experiential education project, and team work were assessed.		especially important in this area because students worked together to produce a variety of documents, the radio ad, and to host a speaker event. Therefore, peer feedback on conflict, relationship development, and so on was vital. Based on the peer evaluations, three of the five students were ranked as proficient in this area with percentages ranging from		their communication in a more work based setting. The seminar course already included these components as we worked on specific projects with outside organizations, had to agree on budgets, project plans, etc. However, the COMR 350 class has not focused on these things. As such, appropriate changes will be made.

					91-95%. Two students were ranked as excellent with scores of 98 and 100%. Based on overall ranking of material produced throughout the project, all students were proficient with scores ranging between 93-96%.		

Comments: We believe that focusing on the individual materials produced in our COMR 350 course will lead to a better assessment of our program overall. Additionally, because students who are not COMR minors take this course for honor's credit or just to develop resumes, cover letters, and practice interview skills, we'll be able to see if COMR minors are performing better than non-minors, and if not, what curriculum changes are needed to do so.

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?
Last year was the first assessment based on the newly combined Communication & Rhetoric/Professional Writing minors, and therefore, all new outcomes were assessed O1. Adapt appropriately to a variety of communication contexts O2. Develop and achieve communication goals O3. Produce and deliver content and	This is the second year that SLOs 3 and 4 were assessed for the Communication & Rhetoric minor. They were last assessed in 2016-17. No previous assessments were completed on the new COMR minor.	One of the recommendations was to change what we listed as the rubric from a "scoring sheet" to a rubric that listed specific expectations in each category. We were encouraged to develop a curriculum map. Also, it was recommended that we justify the 80% as a benchmark. Finally, we were encouraged to think about changes to pedagogy and curriculum versus just focusing on evaluation processes and tools.	Yes, recommendations were acted upon. An updated rubric and curriculum map (for our core courses) were developed. We did research on the 80% as a benchmark to determine why that figure was used. This percentage was originally established with past Director of Assessment Erin Frew based on industry standards. We could not find discipline specific rationale for this percentage. Our plan is to continue to do research to help better justify this percentage. Curriculum changes were made as noted in the above section.	The updated rubric made it easier to clearly assess what category students fell within, the curriculum map helped with focusing on what types of assignments could be used to assess whether outcomes were being achieved, and the research on benchmarks did add some insight with regard to what other programs look for. We will continue to have a more developed rubric to assess materials, will continue to work on and update the curriculum map, and will look for opportunities to change curriculum and pedagogy as needed.

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			

Comments: Going forward we will redo the rubric based on the new items we will be assessing from COMR 350. We plan on continuing with an experiential seminar and will continue to work on individual class assignments and assessments that focus on both individual and group production.

Rubric for Program Level Expected Student Outcomes

	Presentation: Verbal presentation that was delivered at undergraduate symposium	**E=Excellent (97-100%)**	**P=Proficient (80-96%)**	**I=Intermediate (70-79%)**	**NP=Not proficient (69% or below)**
		Student delivered an excellent presentation including six or more scholarly sources, connected theory and praxis, clearly defined all terms, incorporated all elements of an introduction, body, and conclusion, demonstrated excellent mastery of delivery	Student delivered a great presentation including at least four scholarly sources, connected theory and praxis, defined terms, incorporated most elements of an introduction, body, and conclusion, demonstrated most elemests of good delivery	Student delivered a good presentation including some scholarly sources, discussed theory and the practical aspects of the project, defined some terms, incorporated some elements of an introduction, body, and conclusion, demonstrated a few elemests of good delivery	Student delivered a poor presentation, did not include scholarly sources, theory was not discussed, practical applications were not discussed, terms were not well-defined, did not incorporact most elements of an introduction, body, and conclusion, and did not demonstrate elements of good delivery
Final presentation demonstrates student's ability to produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media					
Final presentation					

demonstrates student's ability to address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations (O4)					
	Artifacts/Project (e.g. video, audio recording, paper, brochures, infographics, etc.) and participation in designated class project.	**E=Excellent (97-100%)** Student produced excellent materials free of grammatical errors, demonstrated outstanding leadership skills when working with others, communicated effectively and professionally with all stakeholders, met all deadlines, worked diligently during every class meeting, provided quality feedback to peers on their aspects of the project.	**P=Proficient (80-96%)** Student produced great materials with limited grammatical errors, demonstrated great leadership skills when working with others, communicated effectively and professionally with most stakeholders, met most deadlines, worked diligently during most class meetings, provided great feedback to peers on their aspects of the project.	**I=Intermediate (70-79%)** Student produced good materials containing some grammatical errors, demonstrated good leadership skills when working with others, communicated effectively and professionally with some stakeholders, met some deadlines, worked diligently during several class meetings, provided feedback to peers on their aspects of the project.	**NP=Not proficient (69% or below)** Student produced poor materials containing numerous grammatical errors, demonstrated poor leadership skills did not communicate effectively or professionally with stakeholders, did note meet deadlines, did not work diligently during most class meetings, provided poor or no feedback to peers on their aspects of the project.
Final project materials and participation					

demonstrate student's ability to produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media (O3)				
Final project materials and participation demonstrate student's ability to address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations (O4)				

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 in 2017-2018 (Objectives three and four highlighted below)

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

Relation of Curriculum to Expected Student Outcomes (Curriculum Map)

	Outcome #1 Students will adapt appropriately to a variety of communication contexts		Outcome #2 Students will develop and achieve communication goals		Outcome #3 Students will produce and deliver content and messaging appropriate for a variety of audiences, goals, contexts, and media		Outcome #4 Students will address conflict to facilitate collaboration, relationship development and maintenance, and to function well in organizations		Outcome #5 Students will engage and respond to information critically and in ways that respect different ideas and backgrounds		Outcome #6 Students will communicate academic, personal, and civic knowledge	
COMR 103 Speaking & Listening	B	O, S	B	O, S, A	B	O, S, A	B	A	B	E, A	B-I	O,S
COMR 204 Introduction to Rhetoric	B-I	P, A	B-I	O, P, A	B-I	P, A, E	NA	NA	B	P,S	B-I	P,A
COMR 350 Communicating in Professions	I-M	PF, P, A	I-M	P, S, A	I-M	P, S, A, PF	I	A, PF	M	A, PF, S	M	P, S, A, PF
COMR 493 Seminar	M	S, A, PF	M	P, S, A, E, PF	M	S, A, E, PF	I-M	A, S, PF	I-M	S, A, PF	M	P, S, A

Level of Expected Mastery:

B=Beginner

I=Intermediate

M=Master

NA=Not expected to cover

Means to Achieve Mastery

P=Paper

O=Outline

S=Speech

A=Assignments/Activities

E=Exams/Quizzes

PF=Portfolio/CV/Resume