2016-2017 Assessment Cycle COLA_ Professional Writing Graduate Certificate

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
None Available in 2016-2017.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".
The professional writing program emphasizes the communication skills necessary for the 21st century workplace. We prepare students to face the challenges of effectively communicating in workplaces that are increasingly global, digital, and virtual. The program offers students the opportunity to develop writing, technology, and rhetorical skills to effectively communicate in professional contexts.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Create documents that use the six principles of design and align visual elements, media, and layout with a documents goals.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment	

Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Portfolio	75% of students will demonstrate knowledge of design in their written assignments. Students will be evaluated by a rubric that assesses document design.	

Goal/Objective	Confidently use digital technologies to create and share compositions.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Survey - students	Students will demonstrate confidence creating and publishing documents with multiple tools.	

Goal/Objective	Create professional documents that demonstrate user-centered writing strategies, including use of standard genres and clear and concise language.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Written Assignment	75% of students will demonstrate user-centered writing strategies in their written assignments. Students will be evaluated by a rubric that assesses user-centered writing strategies.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Create documents that use the six principles of design and align visual elements, media, and layout with a documents goals.

Goal/Objective	Create documents that use the six principles of design and align visual elements, media, and layout with a documents goals.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measure	Criterion
Direct - Portfolio	75% of students will demonstrate knowledge of design in their written assignments. Students will be evaluated by a rubric that assesses document design.

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio	Has the criterion 75% of students will demonstrate knowledge of design in their written assignments. Students will be evaluated by a rubric that assesses document design. been met yet? Met	Students in professional writing each demonstrated knowledge of document design. Each student took a document design course and received excellent marks for each of their assignments.		- Pedagogical Change : Document design was assessed holistically. A rubric that emphasized the principles of design would allow for a more thorough evaluation of individual design skills.

Assessment List Findings for the Assessment Measure level for Confidently use digital technologies to create and share compositions.

Goal/Objective	Confidently use digital technologies to create and share compositions.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Indirect - Survey -	Students will demonstrate confidence creating and publishing

students	documents with multiple tools.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Indirect - Survey - students	Has the criterion Students will demonstrate confidence creating and publishing documents with multiple tools. been met yet? Met	All students showed confidence (4 or 5 on a 5 point scale) in using multiple tools. While all students showed confidence in text publishing tools, confidence in visual and web publication tools was more varied. Whether a student took a course that focused on the publication media was certainly a factor in confidence, but experience coming into the courses also seems to be a factor. The student with the least	2017_Digital_Tools_Assessment_.pdf	- Assessment Process: Continuous monitoring: Since a student who took a course in a specific publishing media only showed moderate confidence (3 on a 5 point scale), efforts have to be made to demonstrate to the students that the experience of working with the publishing tool will increase confidence. It's imperative that we assess students preconceptions of the publishing media when they enter a course to help guide them in gaining confidence throughout the course.

		technology experience entering the program showed increased confidence web publishing tools, but still did not indicate overall confidence.		

Assessment List Findings for the Assessment Measure level for Create professional documents that demonstrate user-centered writing strategies, including use of standard genres and clear and concise language.

Goal/Objective	Create professional documents that demonstrate user-centered writing strategies, including use of standard genres and clear and concise language.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures		

Assessment Measure	**Criterion**
Direct - Written Assignment	75% of students will demonstrate user-centered writing strategies in their written assignments. Students will be evaluated by a rubric that assesses user-centered writing strategies.

Assessment Findings				

Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Written Assignment	Has the criterion 75% of students will demonstrate user-centered writing strategies in their written assignments. Students will be evaluated by a rubric that assesses user-	Each student excellent in assignments that focused on writing for an audience. They wrote in a range of professional and technical writing genres and wrote for		- Pedagogical Change : Writing projects were assessed holistically. A rubric that emphasized the user-centered writing would allow for a more thorough evaluation of

		centered writing strategies. been met yet? Met	their audience.		individual design skills.

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?
Please select all that apply. If "other", please use the text box to elaborate.
Distributed via email
Presented formally at staff / department / committee meetings
Discussed informally (selected)
Other (explain in text box below)

Results were discussed with professional/technical writing committee members.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle (selected)
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.
Department Head
Dean / Asst. or Assoc. Dean
Departmental assessment committee
Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

The professional writing program is a new program that graduated its first batch of students Spring 2017. This is the first action plan for the program.

5) What has the unit learned from the current assessment cycle?

The current assessment cycle was the first for the program. It allowed the coordinator to better understand how to align course assessment with program assessment. In the future course assessment will be designed to align with programmatic assessment.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)