

2017-2018 Assessment Cycle COLA_Professional Writing Graduate Certificate

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

None Available in 2017-2018.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

None Available in 2017-2018.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (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.(Imported)
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.(Imported)		
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.(Imported)		
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.	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results,

analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

The above outcomes align with core courses in the program. The assessment measures were used last year, but we had problems deciding on an appropriate rubric for two of the objectives (obj. 1 & 3). This year we will define a rubric that adequately assesses design and user-centered writing. The courses and instructors are still in flux, so we will reassess use of digital tools (obj. 2). The results will help us develop a larger sample. With only 3 students in the program last year and fewer enrolled this year, we need to look at the same assessment measures over a few years. The outcomes will be used to identify areas where course outcomes are not being met. The data will be shared with the professional writing committee.

Results & Improvements (due 9/15/18)

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.(Imported)

Goal/Objective	Create documents that use the six principles of design and align visual elements, media, and layout with a documents goals.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	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 Findings	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.	The goal wasn't assessed in this cycle because we didn't have students in the program. Will be		

		Students will be evaluated by a rubric that assesses document design. been met yet?	assessed next cycle as we currently have a student.		
--	--	---	---	--	--

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

Goal/Objective	Confidently use digital technologies to create and share compositions.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Indirect - Survey - students		Students will demonstrate confidence creating and publishing 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?	The goal wasn't assessed in this cycle because we didn't have students in the program.		

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.(Imported)

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

Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>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.</td> </tr> </tbody> </table>		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 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	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>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-centered writing strategies. been met yet?</td> <td>The goal wasn't assessed in this cycle because we didn't have students in the program.</td> <td></td> <td></td> </tr> </tbody> </table>				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-centered writing strategies. been met yet?	The goal wasn't assessed in this cycle because we didn't have students in the program.		
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-centered writing strategies. been met yet?	The goal wasn't assessed in this cycle because we didn't have students in the program.												

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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

Other (explain in text box below) (selected)

Assessment wasn't possible this cycle because we didn't have students in the program.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle
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

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Attachments (optional)

Upload any documents which support the program / department assessment process.