

Inventory of Program Assessment Activities for Academic Year 2010—2011

Program: B.A., Technical & Professional Writing

College: LCA

Date: 5/22/13

Program Mission: Our Technical & Professional Writing Program is designed for students whose primary career interest is to work as writers in industry, government, and non-profits. Our curriculum addresses critical thinking, sensitivity to language and design, rhetorical analysis, cultural and ethical awareness, and interpretation of texts and genres, because these areas of study are foundational for excellence in all types of writing. Of course, we also teach specialized knowledge and skills, with an emphasis on quality practices that will prepare our graduates to be communication leaders in the workplaces of tomorrow.

Measurable student learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings	Use of findings for program improvement
1.Cognitive objective: Graduates should demonstrate mastery of a broad range of forms, methods, issues, and standards for workplace writers.	Introduced in the gateway course for our major, Fundamentals of TPW (TPW 400), which is a survey of relevant forms, methods, issues, and standards. Breadth developed in other core course requirements: Professional Editing (TPW 550), Desktop Publishing for Professional Writers (TPW 555), and Individual & Team Writing (TPW 600).	2010-2011	Internship sponsor evaluations (N=16)	Sponsor grades: Average: A Modal: A Median: A Range: B+ to A+ Most sponsors indicated they would like to have a TPW intern again.	No change indicated.
			Portfolio reviews (N=16)	Portfolio review ratings using rubric scaled 1 (lowest) to 5 (highest): Average: 4 Modal: 4 Median: 4 Range: 3 to 5 Required meeting for portfolio approval before internship; rubric on website; template on ePortfolio site.	No change indicated.

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<p>2. Behavioral objective: Graduates must have focused workplace writing skills.</p>	<p>In all TPW upper-division elective courses, which focus on specialized genres and technologies, students develop examples that demonstrate competency relevant to students' particular career interests.</p> <p>The TPW 695 internship course consolidates instruction in how to assemble, annotate, and package these examples.</p>	<p>2010-2011</p>	<p>Internship sponsor evaluations (N=16)</p>	<p>Sponsor grades: Average: A Modal: A Median: A Range: B+ to A+</p> <p>Most sponsors indicated they would like to have a TPW intern again.</p>	<p>No change indicated.</p>
			<p>Portfolio reviews (N=16)</p>	<p>Portfolio ratings scale= 1 (lowest) to 5 (highest): Average: 4 Modal: 4 Median: 4 Range: 3 to 5</p> <p>Required meeting for portfolio approval before internship; rubric on website.</p>	<p>No change indicated.</p>

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3.Affective objective: Graduates should have professional attitudes that can lead to success in challenging, dynamic, and socially valuable work.	Developed throughout TPW core and elective courses, which use current real or realistic cases, source documents, examples, and project scenarios drawn from a range of workplace settings. These materials develop understandings of behavioral expectations in workplace contexts, stakeholder issues, relevant management concerns, practical strategies for adaptation to change, quality-centered and outcomes-based goal setting, potential career paths, and life-long learning objectives.	2010-2011	Internship sponsor evaluations (N=16)	<p>Sponsor evaluation grades: Average: A Modal: A Median: A Range: B+ to A+</p> <p>Most sponsors indicated they would like to have a TPW intern again.</p>	No change indicated.
			Written reflection report and discussion in final internship meeting with instructor. (N=16)	<p>Students' reports and discussions all documented student accomplishments, student learning, TPW contributions to internship success, and ways that the internship connected to post-graduation career goals.</p> <p>Guidelines for final report provided orally.</p>	No change indicated.