Professional Writing Program Assessment Report
2018-2019

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variety of audiences and clients, but also in the specific technical languages they will be expected to use. For instance, students intending to take on a career in science or medical writing will find themselves in courses like BIO 200: Medical Terminology and PHIL 305: Medical Ethics, while their peers looking to become document specialists in large companies may enroll in HCSB 313: Care Systems and Policy and PSY 347: Organizational Behavior to supplement their Professional Writing courses.

II.   Program Description and History

Oregon Tech's Professional Writing program uses the mold of many technical rhetoric and writing programs by requiring students to become familiar with a wide variety of composing and publication formats – from traditionally print media (JOUR 211: Student Newspaper) to fully digital media (PWR 315: Advanced Web Authoring). However, it breaks from the traditional format by requiring students to dedicate 33 credits of their program of study to courses offering technical skills or education in a field other than writing and rhetoric. Professional Writing students learn to apply their knowledge from the major to specific audiences, clients and communities represented in their technical electives.

The Professional Writing program resides in the Communication department, and its courses are staffed by faculty who also teach Communication Studies courses and general education communication courses.

The Professional Writing program officially launched in the Winter of 2018, after being publicly announced in Winter 2017. While a full cohort has not yet gone from first year to graduation, one student graduated at the end of AY18 after transferring into the major at its launch.

III.   Program History: AY 2017 to Present

The Professional Writing program was approved by HECC in Winter 2018. As of this reporting date, roughly half of the proposed new courses have been taught at least once, with several upper division courses on hold until AY20, when there will be a sufficient amount of upperclassmen to offer them. Many upper division courses are or will be offered on a two year rotation, due to both program size and program staff. Upperc 8(A-3 (5 (3e)9ne4-3 n(o tot)2 (h2)(dtu)d 0 2nt)2 5r(r)2 ((s)5 (t)2 3

of all Professional Writing faculty and the Communication department chair, has already begun researching possibilities of expanding hybrid and online options for this program.

Limited advertisement of the program's initial launch led to the offering of its introduction course (PWR 101: Introduction to Professional Writing) in a Winter term. Since then, program faculty have sought to move introductory courses to the Fall term. Limited advertising subsequent to the program's launch has led to many of the program's current students transferring in from other programs, rather than declaring a Professional Writing major as freshmen or upon their transfer from another school.

Despite much of the program's marketing being limited to faculty effort and word of mouth, Professional Writing has recruited 7 majors by the end of AY 2018, failing to retain one.

In AY 2018, one student graduated with a Bachelor's of Science degree in Professional Writing. No formal data has been collected on this student following graduation.

The Communication department as a whole does not maintain industry relationships beyond its advisory board, which includes school board members, area employees and members of the community. The Professional Writing program is in the process of recruiting an advisory board specific to its needs.

The Professional Writing B.S. has had no major programmatic changes from AY 2017 to AY 2018. The program director, Franny Howes, has begun correcting errors in the initial catalog entries following CPC approval. Because the program proposal documents were produced several years prior, the program map and curriculum map are undergoing changes in the terms they are offered ((.)-5d (s)5 ( )]65 (i)3 (r)3th(i)3hae

2. Demonstrate knowledge of communication theory and application.
3. Practice critical thinking to develop innovative and focused materials related to the students' emphases.
4. Build and maintain effective professional relationships.
5. Use technology to communicate effectively in various settings and contexts.
6. Demonstrate appropriate and professional ethical behavior.

Students with a bachelor's degree in Communication Studies should be able to:

1. Create and manage text for a variety of situations, platforms, and purposes.
2. Demonstrate mastery of the fundamental structure of writing in English by writing clearly, correctly, and concisely, using correct grammar, and editing at advanced levels.
3. Write for a variety of purposes, in a variety of genres.
4. Manage text for a variety of purposes and use various writing tools (software); show clear ability to analyze and adapt to audience needs; use digital media, storytelling, media design, and video; and develop websites and manage social media for a variety of purposes.
5. Create and manage appropriate professional identities and interactions in multiple settings.
6. Network effectively across diverse settings and cultures.
7. Demonstrate mastery of the theoretical concepts that guide the major program.
8. Demonstrate mastery of textual visual rhetoric.
9. Use graphic design and technological applications effectively.
10. Create and manage large scale projects, document design, and production.
11. Demonstrate ability to collaborate with teams including working with clients in culturally sensitive ways.
12. Demonstrate ethical practice as it relates to creation and communication of text and visuals.
13. Demonstrate mastery of the concepts and skills of user centered design.
14. Demonstrate the knowledge of business concepts as they relate to managing writing tasks, publishing, technical, and professional writing.
15. Demonstrate understanding of copyright and intellectual property, and evaluate the legal, social, and economic environments of text creation and management.
16. Demonstrate understanding of the global professional environment and how this relates to professional writing.
17. Construct and present effective oral and written forms of professional communication.
18. Use specialized knowledge to solve problems related to any kind of writing.

The program SLOs were crafted in using (1) proposing faculty knowledge of technical and professional writing fields, (2) a series of current job list for which a Professional Writing B. S. would be appropriate, and (3) the Communication Studies B. S. PSLOs. This broad list served to guide the creation of the new course offerings in the major program, ensuring that all their needs courses could be applied towards similar professional goals.

As the PEOs are similar to the Communication Studies program's PEOs, they are in effect reviewed at the same time at Convocation and scheduling meetings (when faculty discuss who will be responsible for differen

Figure 1 above shows the courses and PSLOs with the most direct, dependent connections to each other – what we might consider the core of our program. Figure 2 below, while more difficult to read, shows the degree of connection between courses and PSLOs with some influence on each other. These maps were generated using the LIPSOR MICMAC method developed by Godet and Bourse (2010). Arrow-heads on lines indicate the direction of influence.

This map was developed by asking each faculty member teaching a major course during AY 2018 to rate the importance of each PSLO in determining a student's final grade. Ratings were ranked nominally as Necessary, Important, Tangential or Not Assessed. In the LIPSOR method, impactors are rated on a scale from 3 (strong influence) to 0 (no influence) on other variables, and the software then uses these ratings to determine the structural relationships between variables based on those impacts. In our map, if demonstration of a PSLO had a definite impact on a student's grade (the Necessary rating), this was ranked as a 3. Important ratings were ranked as 2, Tangential as 1 and Not Assessed as 0. Because faculty in the Communication department often rotate courses

between each other, it is assumed that their subjective evaluations need no additional external validation

VII.   Summary of 2018-2019 Assessment Activities

Due to limited marketing support and advising of the program, AY 2018 ended with seven active majors in the program, and only a handful of Professional Writing–specific courses taught. While some formal assessment was conducted, the data collected was too limited to provide insight into the program overall. It will be used in the AY 2019 report to provide some longitudinal context.

Several Professional Writing Advisory Committee (PWAC) meetings, however, were devoted to discussing broad PEO development in the near future based on enrollment and student needs and diole-.1 (t5 Td [(m)5 3)4 (t) [(og)-23 tcm (e)1 (3m)5 3 t. iu2 (d)1 a-3he (A)-ro5 3 togu2 (d)crt (c)1Tw5

Studies, and they are currently being aligned to emphasize the development of PSLOs 8 and 3, as well as Communication Ste litechnological proficiency expectations.

VIII.   Action Plan
During Professional Writing Advisory Committee (PWAC) meetings throughout AY 2018, the following action plan was developed for AY 2019 and following years.

Budget Effect: None

Staffing Effect: None

Dr. Franny Howe and Dr. Amber Lancaster are co equal co directors of the program.

Budget Effect: None (no budget exists) or minimal

Staffing Effect: None

Following several planning meetings, PWAC crafted its own marketing plans to supplement materials not yet produced by the institutional Marketing team. While the larger focus of this goal is not directly related to academic assessment, it does include the following points relevant to this report:

> Professional Writing courses will create of adding materials or take on more client based projects (PSLOs 9, 11, 14, 16 especially), with the ultimate goal of posting them to the OIT website or displaying them on the Klamath Falls campus. Early samples of this work will be produced in COM 248 (Digital Media Production), JOUR 211 (Student Newspaper) and PWR 102 (Introduction to Web Authoring), as these courses are offered every year.
> Requirements for a Professional Writing certificate will be finalized in AY 2019 (draft currently underway by Dr. Kari Lundgren)

Singh, R. K., & Garg, S. K. (2007). Interpretive Structural Modelling of Factors for Improving Competitiveness of SMEs. *(4), 423-440.

Appendix A: Ethical Reasoning ESLO Rubric

XI.   Appendix B: Assessed Course Descriptions

Introduces research in the communication discipline. Students find and analyze quantitative, qualitative and critical research. Introduces communication research as a process composed of methods, data-gathering, analysis, conclusions.

Provides an introduction to mass media. Focuses on understanding how media operate with emphasis on contemporary social, economic, political, cultural and ethical issues.

Introduces basic theories and concepts of intercultural communication. Builds understanding and skills enabling students to analyze intercultural interactions and develop and practice effective communication strategies.

Study of the technical aspects of digital media design and production. Hands-on experience in creating and editing video and audio. Production of video and audio for specific contexts.

Examines typical communication situations involving ethics. Provides methodologies for critically evaluating ethical situations. Uses case approach with emphasis on application.

Introduces basic theories and concepts of culturally idealized gendered communication patterns and behaviors. Buildj /TT4 1 Tf-3 (r)3 (e)-3 (d c)]TJ 0 Tw 7.3-3 (d(e)-3 (dt)]TJd)10 (e)-3 (di)-1 (t)2 -3 (dk.)-1

XII.   Appendix C: Direct Assessment Rating Scale

Communication Studies PSLO scoring uses a nominal rating scale based on the quality of student work. It is intended to cover the range of possibility in a student's work from their first term through graduation. The descriptions are intentionally left broad and vague. As Communication technology and practices change frequently, and as each Communication student crafts their major for their own narrow career goal, the scale assumes that faculty have the expertise necessary to judge the quality of work according to these broad categories (cf. Buyserie, Macklin, Frye, & Ericsson, 2019, forthcoming).

Expert: This outcome is demonstrated at a level appropriate for a Communication professional. This is work that could be used as a class resource.

> e.g. PSLO 6: Respond Effectively to Cultural Communication Differences. The artifact might demonstrate awareness of and sensitivity to the cultural needs of its audience as well as additional audiences that may encounter the work. The artifact does not compromise the values of its creator's culture.

Advanced Student: This outcome is demonstrated at a level appropriate for someone with training in it but who is still learning its application. This is work that is rough around the edges.

> e.g. PSLO 6: The artifact might demonstrate awareness of or sensitivity to the cultural needs of its audience, but it may do so imperfectly. It might also compromise the values of its creator's culture.

Beginning Student: This outcome is demonstrated at a level appropriate for someone just learning about it. This is work that shows an ability to identify or understand the outcome, but not necessarily apply it.

> e.g. PSLO 6: The artifact might state its audience's cultural values or needs but not demonstrate any sensitivity to them.

Unobserved: This outcome could be demonstrated in the artifact, but it is not.

> e.g. PSLO 6: The artifact may be written entirely from the creator's cultural standpoint.

N/A : The outcome cannot be demonstrated in the artifact.

> e.g. PSLO 6: A student asked to create a PowerPoint template for a fictional client may not have any way to demonstrate awareness of different cultural communication values.

XIII.   Appendix D: Sample Technical/Emphasis Elective Groups