



2022 Academic Program Assessment Report Communication and Information Design Minor		Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/comr-assessment-plan-2019.pdf Program prior assessment report https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/comr-minor-assessment-report-2020.pdf					
Report Completed By:	Kevin Van Winkle						
Date Report Completed:	31-May-22						
Faculty members involved in this Assessment:	Kevin Van Winkle and Dorothy Heedt						
Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.							
Brief Statement of Program Mission and Goals:	The CID minor at CSU Pueblo is designed for students interested in developing effective verbal, visual, and textual communication skills. It provides a course of study that emphasizes both a theoretical understanding and practical application of communication in these modes in ways that prepare students technically, professionally, and personally to successfully navigate a variety of challenges.						
I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.							
A. Your program SLOs are here verbatim from your assessment plan. Please enter in columns B-H only for those assessed during this annual	B. When was this SLO reported on prior to this cycle? (semester and year)	C. What method used for assessing SLO? Please include copy of any rubrics in the assessment process.	D. Who was assessed? Please fully describe student group(s) and number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on assessment?
Produce and deliver content and messaging appropriate in a variety of contexts.	This is the first assessment under the new minor.	Review of final project completed by students for CID 230: Document Design. Rubric attached.	The final project of two students in the CID 230: Document Design Course was reviewed. The final assignment was a revision and redesign of a professional document. (Minor is new and relatively small; only two students in the course are enrolled in minor.)	Beginner	Intermediate	As an intro class, it was sufficient and what we expected from them.	We would like to have the students' work be tested for usability next time, meaning we'd like to have students revise and redesign documents for "real" users and then have those users use the documents to determine if the content is accurate and the design enhances usability.

Work in small groups to facilitate collaboration with others.	This is the first assessment under the new minor.	Review of final project completed by students for CID 230: Document Design. Rubric attached.	The final project of two students in the CID 230: Document Design Course was reviewed. The final assignment was a revision and redesign of a professional document. (Minor is new and relatively small; only two students in the course are enrolled in minor.)	Beginner	Intermediate	As an intro class, it was sufficient and what we expected from them.	We want to continue fostering collaborative work between students but also between the students and the "real" users mentioned above. Doing so will reflect industry practices more accurately and enhance student's collaboration skills.
Create artifacts of communication that reflect critical cultural awareness.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.	Not reviewed this assessment cycle.
Communicate contextually relevant knowledge.	This is the first assessment under the new minor.	Review of final project completed by students for CID 230: Document Design. Rubric attached.	The final project of two students in the CID 230: Document Design Course was reviewed. The final assignment was a revision and redesign of a professional document. (Minor is new and relatively small; only two students in the course are enrolled in minor.)	Beginner	Intermediate	As an intro class, it was sufficient and what we expected from them.	Again, with "real" users the context changes. By integrating the actual users of the documents the students revise and redesign, we can have specific prove of their understanding and adaption to an actual context.
Comments on part I:	As the program grows, we hope to have more students and student work to assess. This will give us a better sense of what the program is actually succeeding at and what needs to be done for improvement, as opposed to just assessing individual student work.						
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.							
A. What SLO(s) or other issues you address in this cycle? include SLOs verbatim from the assessment plan. as above.	B. When was this SLO assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations change from the previous column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective. what are the next steps or the new recommendations?			
Produce and deliver content and messaging appropriate in a variety of contexts.	This is the first assessment under the new minor.	N/A	N/A	N/A			
Work in small groups to facilitate collaboration with others.	This is the first assessment under the new minor.	N/A	N/A	N/A			
Work in small groups to facilitate collaboration with others.	This is the first assessment under the new minor.	N/A	N/A	N/A			
Comments on part II:	As the program grows and we increase the number of students seeking this minor, we hope to have more data to use and enhance the program with.						

Relation of Curriculum to Expected Student Outcomes

	Outcome #1 Produce and deliver content and messaging appropriate in a variety of contexts.		Outcome #2 Work in small groups to facilitate collaboration with others.		Outcome #3 Create artifacts of communication that reflect cultural awareness.		Outcome #4 Communicate contextually relevant knowledge.	
CID 103: Speaking & Listening	B	O, S, A, E	B	A	B	S, A, O	B	O, A, S, E
CID 115/116/117: Intro Writing Courses	B-I	P, A	B-I	O, P, A	B-I	P, A, E	B-I	P, A, E
CID 230: Document Design	I-M	PF, P, A	I	A	I-M	P, S, A, PF	I-M	A, PF, S, P
CID 493: Seminar	M	S, A, P	M	A	M	S, A, P	M	A, S, P

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