Professional Writing Program Assessment Report
2019-2020

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I. Professional Writing Program Mission and Educational Objectives

A. Program Mission

Oregon Tech's Professional Writing program (PWR) focuses on professional, technical, business, and scientific writing to prepare students for careers in technical, scientific, medical, government, non-profit, and business writing environments. Course instruction links theory to practice via courses in rhetoric and design, writing, digital literacy, style, multimedia composition and management, documentation development, usability testing, web writing, and publishing in print and electronic media. Courses introduce students to the procedures and practices that professional writers and editors use regularly.

The program rigorously trains students in the best practices common to all fields under its umbrella, including—but not limited to—training in structured authoring and layout software (e.g. MadCap Flare, Adobe InDesign), web design tools (e.g. Wordpress and foundational web-languages like HTML, JavaScript, PHP and SQL), business and management techniques (e.g. Lean) and more. Additionally, students are required to craft their own 33–credit-hour series of emphasis and technical electives, reflecting the specific writing field they intend to join or the practices they will need the most familiarity with. (A list of sample elective sets is provided in **Error! Reference source not found.**.)

B. Mission Alignment

The Professional Writing degree is intended to culminate in an externship, offering students a chance to practice their target career with a current professional. Prior to that hands-on experience, Professional Writing courses offer a variety of open-ended projects and opportunities to engage with professional or public communities as objects of study for research (e.g. PWR 330: User Research) or practice (e.g. PWR 355: Project Management for Writers).

As every student's technical and emphasis elective sequence creates a unique degree program, innovation is a regular feature of the curriculum – students' programs of study have the potential to vary as much as the students themselves.

AY 2018 saw the first graduate in Professional Writing following the program's launch in AY 2017. The program is slowly growing, but it did not graduate any students in AY 2019-2020. Due to the

program's recent launch and the limited number of major courses offered, little data has been captured on the program so far.

C. Additional Information

Oregon Tech's Professional Writing program fills a need in the technical and professional communication world by offering students a chance to not only gain expertise in writing for a variety of audiences and clients, but also in the specific technical languages and tools 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 BUS 313: Health 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 *how-to* 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 (the first is expected to graduate in AY 2020-2021), one student graduated at the end of AY 2018 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, most of the proposed new courses have been taught at least once. Many upper division courses are or will be offered on a two-year rotation, due to both program size and program staffing.

While PSLO data will take some time to generate a full picture of student performance in this major, Section **Error! Reference source not found.**: **Error! Reference source not found.** discusses our plan to collect it as effectively as possible in these first few years.**Error! Reference source not found.**

A. Program Locations

All Professional Writing courses are currently located on the Klamath Falls campus. Faculty are actively developing plans to hybridize or offer these courses fully online in order to recruit students from the Portland-Metro area or other fully online populations. In AY 2019, Dr. Amber Lancaster piloted hybrid versions of core Professional Writing and general education courses (e.g. WRI 410: Proposal and Grant Writing). The results were positive for both students and faculty, but we face some institutional barriers[1] to implementing this model more fully.

The Professional Writing Advisory Committee, comprised of all Professional Writing faculty and the Communication department chair, had begun researching possibilities of expanding hybrid and online options for this program before COVID. In Winter 2020, when it became apparent that all courses would be fully remote for an undetermined amount of time, this conversation was put on hold until normal university operations resumed.

B. Enrollment and Retention Trends

Professional Writing has continued to grow slowly despite limited external marketing. It recruits students from the Digital Media Design program at Klamath Community College, and it retains OIT students who do not persist in their majors chosen at enrollment. The technical focus aspect of the program allows students to apply many credits from their former major (or their previous degree program at another school) toward graduation, and the program's emphasis on connections between written communication and technical fields creates significant in-class and program-wide value from these backgrounds.

C. Program Graduates

In AY 2018, one student graduated with a Bachelor's of Science degree in Professional Writing. This student is now the social media manager at Sky Lakes Hospital and a member of the Professional Writing Industry Advisory Board.

D. Industry Relationships

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

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[1] These barriers are both human and technological. Human limitations are easy to expect: the training necessary to effectively teach a hybrid, writing-intensive, groupwork-intensive course is increasingly common in the fields that Professional Writing faculty come from, but it is not ubiquitous. Dr. Lancaster is uniquely qualified at the moment to teach these types of courses and set the model for the rest of us. Technological limitations are more difficult to surmount. It is unclear how the courses should be categorized in the online catalog, whether the courses are "owned" by Online Learning or not, and whether teaching these courses would fall under a faculty member's regular contract or the more traditional online-overload model.

E. Program Changes

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 (according to student need and faculty availability) and the PSLOs they meet.

The program was initially proposed with 18 PSLOs. As of this report, those PSLOs persist, but the program faculty are discussing ways to simplify them over the next few years *following* at least one year of data collection. This is discussed more in Section **Error! Reference source not found.**: **Error! Reference source not found.**.

IV. Program Education Objectives and Program Student Learning Outcomes (PSLOs)

A. Program Education Objectives

As the Professional Writing program shares its faculty and many courses with the Communication Studies program, the Program Education Objectives are very similar between the two, save that Professional Writing is more focused on communication via documents and interfaces rather than human-to-human communication. Upon completion of the Professional Writing program, students should be able to:

1. Apply appropriate communication skills across settings, purposes, and audiences.
2. Demonstrate knowledge of communication theory and application.
3. Practice critical thinking to develop innovative and well-founded 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.

B. Program Student Learning Outcomes

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 text and 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.

C. Origin and External Validation

The program SLOs were crafted in using (1) proposing faculty knowledge of technical and professional writing fields, (2) a series of current job listings 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 ends-oriented 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 different courses and what those courses are intended to do for majors) and at department and curriculum committee meetings when students' technical electives are reviewed.

The PSLOs have not yet undergone any external validation as the Professional Writing program is still assembling its Advisory Board.

D. Anticipated Changes

The unwieldy list of 18 outcomes was set for a more thorough review in AY 2019, as many outcomes are hyper-specific to an individual course or have otherwise been judged too granular to be of *programmatic* value. COVID put a necessary delay on this conversation as program faculty teach writing-intensive courses. These courses require a significant amount of time an energy under ideal circumstances, even more when the course modality is quickly changed from in-person to fully-remote. Program faculty simply did not have the time for the scheduled Spring meetings to review our PSLO list.

Preliminary assessment data and planning for that meeting, however, suggest that the PSLO list will be focused to a list of outcomes similar in length to the Communication Studies PSLOs.

V. Curriculum Map

The AY 2017 assessment report concluded that the existing curriculum map's focus on individual courses for particular PSLOs and the resulting assessment cycle was suboptimal for a small program with such rapidly changing programs of study (i.e. focused sequences). As a result, a fuzzy ISM analysis (Singh & Garg, 2007) was conducted on courses taught during AY 2018 to begin remapping the curriculum according to faculty perceptions of where each PSLO was emphasized. This mapping process is intended to be recalibrated academic each year. Most courses are taught by the same faculty member or small group of faculty members each year, likely resulting in minimal change in the map over time, but it is believed that this continual recalibration of our map will improve the data received in our annual assessment cycle.

PSLO development maps are generated using the LIPSOR MICMAC method developed by Godet and Bourse (2010). Each faculty member teaching an in-major course beginning in AY 2018 was asked 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 (Buyserie, Macklin, Frye, & Ericsson, 2020).

These rankings were used for **direct assessment** in this report, but not enough PWR courses have been offered as of Spring 2020 to create a meaningful map.

VI. Assessment Cycle of Student Learning Outcomes

The Professional Writing program has adopted the Communication department's new assessment cycle model described above, in which all PSLOs are assessed across the broadest selection of courses possible. As of this report, data has only been collected from six students in one course (PWR 330: User Research). As even a thorough qualitative analysis of this data would lack the context necessary to be more than an assessment of the individual course, that data is not discussed here. It will be used to contextualize artifact scoring data collected for the AY 2019 report.

Beyond artifact scoring in the assessment cycle, Professional Writing faculty engage in a series of programmatic committee meetings and ad-hoc meetings to discuss the program broadly and its PSLOs during the academic year. PSLO discussions are based on both their observations of student work in class and the program's goals for the near future. This is discussed in the following section, Section VII: Summary of 2019-2020 Assessment Activities.

VII. Summary of 2019-2020 Assessment Activities

The Professional Writing faculty participated in formal assessment of the Teamwork Essential Studies Learning Outcome. Direct and indirect assessments of all PSLOs are discussed below.

Indirect assessments were formed by taking up to five years (in Professional Writing, AY 2018-2020) of final grade data from FAST, examining student performance in a series of courses (described below). In the AY 2018 report, this data was compared to the Student Exit Survey, broadly measuring the agreement between students and faculty about their performance in these outcomes. This inexact process helped fill the gaps in artifact gathering. Because no students graduated in AY 2019-2020, there is no Exit Survey data to discuss.

Direct assessments were conducted through Portfolium. **Direct assessments** were conducted using a career-long, nominal scale. This scale is not intended to be used by untrained or non-expert raters, and therefore does not intend to be reliable if used by individuals outside the Professional Writing program's current faculty roster. Instead, the goal is to be both reflexive and trustworthy (cf. Lincoln & Guba, 1985), prompting faculty discussion of student performance and desired changes. The scale is presented in Appendix C: Direct Assessment Rating Scale.

Due to limited bandwidth for collecting and rating artifacts, the direct assessment data below focuses on PWR 101 (Introduction to Professional Writing), PWR 102 (Introduction to Web Authoring) and PWR 355 (Project Management for Writers), but they are contextualized across student performance in all Professional Writing courses. Data are not disaggregated by student standing, as nearly all artifacts collected are from students at Junior Standing and in their first year of the Professional Writing program.

A. Direct Assessment: Artifacts from core Professional Writing courses

	PWR 101				PWR 355				PWR 102			
	Expert	Adv. Student	Beg. Student	Total	Expert	Adv. Student	Beg. Student	Total	Expert	Adv. Student	Beg. Student	Total
PSLO 1	0	0	0	1	1	0	0	1	0	1	0	4
PSLO 2	0	1	0	1	1	0	0	1	0	2	2	4
PSLO 3	0	0	0	1	1	0	0	1	0	0	1	4
PSLO 4	0	0	0	0	0	0	0	0	0	0	0	0
PSLO 5	0	1	0	1	0	1	0	1	0	0	0	4
PSLO 6	0	0	0	1	0	0	0	1	0	0	0	4
PSLO 7	0	0	0	1	0	1	0	1	1	0	1	4
PSLO 8	0	0	1	1	1	0	0	1	1	0	3	4
PSLO 9	0	0	0	1	1	0	0	1	0	1	3	4
PSLO 10	0	0	0	1	1	0	0	1	0	0	0	4
PSLO 11	0	0	0	1	0	1	0	1	0	0	0	4
PSLO 12	0	0	0	1	0	0	0	1	0	0	2	4
PSLO 13	0	1	0	1	0	0	0	1	1	0	1	4

PSLO 14	0	0	1	**1**	**0**	**1**	**0**	**1**	0	0	1	4
PSLO 15	0	0	0	**1**	**0**	**0**	**0**	**1**	0	0	0	4
PSLO 16	0	0	1	**1**	**0**	**0**	**0**	**1**	0	0	0	4
PSLO 17	0	1	0	**1**	**1**	**0**	**0**	**1**	1	1	2	4
PSLO 18	0	0	0	**1**	**1**	**0**	**0**	**1**	0	0	1	4

In this data set, one student (the lone student represented in PWR 101's data) was in all three courses. PWR 355's data is a group project comprised of three students. Two of the students in that group are also in PWR 102's data. As a result, this data can be read as somewhat longitudinal. However, because this snapshot cannot be compared to other years of data and because the students in this data set joined the Professional Writing program either as transfer students from other schools *or* after changing majors at OIT, we cannot identify which of these values are a direct result of program experiences.

That said, it is good to see *generally* upward trends towards Advanced Student and Expert performance on course projects over time.

B. Indirect Assessment: Course Grades

Professional Writing courses, like many writing courses, are project-oriented. A significant part of each student's grade is based on their performance on major documents or design projects rather than on smaller homework assignments throughout a term. The Professional Writing PSLOs will change before the AY 2020-2021 report, so no changes will be recommended based on this indirect assessment. These numbers are reported for archival and comparison purposes.

Reported grades are for courses where the performance on the particular outcome was deemed **necessary** for completing the course. Courses without data were not offered in the applicable time period.

PSLO 1: Create and manage text for a variety of situations, platforms, and purposes

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR101	41.67%	8.33%	25.00%	16.67%	0.00%	8.33%
PWR102	32.00%	4.00%	0.00%	28.00%	0.00%	36.00%
PWR330	57.14%	28.57%	14.29%			
COM215	23.53%	11.76%	0.00%	58.82%	0.00%	5.88%
COM248	35.71%	25.00%	5.36%	25.00%	8.93%	0.00%

PSLO 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

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR101	41.67%	8.33%	25.00%	16.67%	0.00%	8.33%
PWR330	57.14%	28.57%	14.29%			
COM115	37.36%	29.67%	16.48%	6.59%	7.69%	2.20%
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%

PSLO 3: Write for a variety of purposes, in a variety of genres.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR101	41.67%	8.33%	25.00%	16.67%	0.00%	8.33%
PWR330	57.14%	28.57%	14.29%			
COM215	23.53%	11.76%	0.00%	58.82%	0.00%	5.88%

PSLO 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.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR102	32.00%	4.00%	0.00%	28.00%	0.00%	36.00%
COM109	55.13%	15.38%	5.13%	15.38%	5.13%	3.85%
COM248	35.71%	25.00%	5.36%	25.00%	8.93%	0.00%

PSLO 5: Create and manage appropriate professional identities and interactions in multiple settings.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR330	57.14%	28.57%	14.29%			
PWR355				100.00%	0.00%	0.00%

PSLO 6: Network effectively across diverse settings and cultures.

No courses offered yet that make this a **necessary** outcome to demonstrate.

PSLO 7: Demonstrate mastery of the theoretical concepts that guide the major program.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C

PWR101	41.67%	8.33%	25.00%	16.67%	0.00%	8.33%
COM225	67.89%	9.92%	2.09%	17.23%	2.61%	0.26%
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%

PSLO 8: Demonstrate mastery of text and visual rhetoric.

No courses offered yet that make this a **necessary** outcome to demonstrate.

PSLO 9: Use graphic design and technological applications effectively.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
COM109	55.13%	15.38%	5.13%	15.38%	5.13%	3.85%
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%

PSLO 10: Create and manage large-scale projects, document design, and production.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR102	32.00%	4.00%	0.00%	28.00%	0.00%	36.00%
PWR330	57.14%	28.57%	14.29%			
PWR355				100.00%	0.00%	0.00%
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%
COM248	35.71%	25.00%	5.36%	25.00%	8.93%	0.00%

PSLO 11: Demonstrate ability to collaborate with teams including working with clients in culturally sensitive ways.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR102	32.00%	4.00%	0.00%	28.00%	0.00%	36.00%
PWR330	57.14%	28.57%	14.29%	0.00%	0.00%	0.00%
PWR355				100.00%	0.00%	0.00%

PSLO 12: Demonstrate ethical practice as it relates to creation and communication of text and visuals.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%

PSLO 13: Demonstrate mastery of the concepts and skills of user-centered design.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR102	32.00%	4.00%	0.00%	28.00%	0.00%	36.00%
PWR330	57.14%	28.57%	14.29%			
COM248	35.71%	25.00%	5.36%	25.00%	8.93%	0.00%

PSLO 14: Demonstrate the knowledge of business concepts as they relate to managing writing tasks, publishing, technical, and professional writing.

No courses offered yet that make this a **necessary** outcome to demonstrate.

PSLO 15: Demonstrate understanding of copyright and intellectual property, and evaluate the legal, social, and economic environments of text creation and management.

No courses offered yet that make this a **necessary** outcome to demonstrate.

PSLO 16: Demonstrate understanding of the global professional environment and how this relates to professional writing.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
COM115	37.36%	29.67%	16.48%	6.59%	7.69%	2.20%

PSLO 17: Construct and present effective oral and written forms of professional communication.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR330	57.14%	28.57%	14.29%			
COM115	37.36%	29.67%	16.48%	6.59%	7.69%	2.20%
COM237	54.05%	13.51%	1.35%	9.46%	20.27%	1.35%
COM345	26.92%	46.15%	3.85%	5.77%	17.31%	0.00%

PSLO 18: Use specialized knowledge to solve problems related to any kind of writing.

	All Time			AY 2019		
Subject & Course	A	B/C	Below C	A	B/C	Below C
PWR330	57.14%	28.57%	14.29%			

VIII. Action Plan

During Professional Writing Advisory Committee (PWAC) meetings in AY 2019, the following action plan was developed for AY 2019 and following years.

A. Revision of Technical Emphasis Sequence

Budget Effect: None

Staffing Effect: None

It was suggested by Dean Peterson that the Professional Writing program should consider reducing its technical emphasis sequences listed in the catalog. These sequences were intended to be suggestions rather than requirements (similar to a Communication Studies focused sequence), but are treated as required checkboxes in DegreeWorks. This may dissuade students from enrolling in Professional Writing, as the major looks more restrictive than it actually is.

B. Revision of PSLOs

Budget Effect: None

Staffing Effect: None

As noted earlier, the PSLO list will be revised to be less granular.

C. Advisory Board

Several individuals have agreed to serve as Professional Writing Advisory Board members, and the first meeting will occur when COVID restrictions are removed or reduced.

D. Ongoing

As discussed in the Summary of Activities section, the Communication department has shifted its assessment strategy to sample a broad set of artifacts from as many courses as possible each term. Because Professional Writing is a smaller program, this will soon allow us to measure achievement across the entire program each year rather than focusing on a small number of students in a few courses each year.

IX. Closing the Loop

A. Beginning the Loop

The recent launch of the Professional Writing program has not allowed for the formation of an inquiry loop, let alone the closing of one. Professional Writing faculty are conscious of the need for systematic review of the program's performance in meeting the needs of its students. Faculty in the program will continue meeting regularly to discuss the development of the program in response to student needs *as students*, as well as the changing professional landscape that they will encounter upon graduation.

X. References

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Appendix A: Ethical Reasoning ESLO Rubric

Ethical Reasoning Rubric (2018-19 Assessment)

DEFINITION
Ethical reasoning is the process of recognizing which decisions require ethical judgements, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

CRITERIA				
	High Proficiency (4) The work *meets listed requirements* for this criterion; little to no development needed.	**Proficiency (3) The work *meets most requirements*; minor development would improve the work.**	**Some Proficiency (2) The work needs moderate development in *multiple requirements.***	**Limited Proficiency (1) The work does not meet this criterion: it needs substantial development in *most requirements.***
Theory: Student demonstrates knowledge of different ethical theories and codes.	The student demonstrates a developed knowledge of different ethical theories and codes, and provides rationale for their preferred theory or code.	The student demonstrates a developed knowledge of different ethical theories and codes.	The student demonstrates a basic knowledge of different ethical theories or a code. Student understands the difference between ethics and law.	The student exhibits no knowledge of different ethical theories and codes. The student may confuse legal and moral codes.
Recognition: Student can recognize decisions requiring ethical judgments.	The student is able to successfully recognize decisions requiring ethical judgments without prompting, and can clearly explain to others why they require ethical reasoning.	The student is able to successfully recognize decisions requiring ethical judgments without prompting.	The student is able to recognize decisions requiring ethical judgments with prompting.	The student is unable to recognize decisions requiring ethical judgments.
Logic: Student demonstrates knowledge of the logic of ethical reasoning.	The student can formulate and test plausible moral principles* and apply them to a case to derive a course of action.	The student can formulate basic moral principles* and apply them to a case to derive a course of action.	The student can take an existing moral principle* (possibly from a code of ethics) and apply it to a case to derive a course of action.	The student exhibits no knowledge of the logic of ethical reasoning, and/or applies it improperly/inadequately.
Judgment: Student can make and support plausible ethical decisions.	The student is able to apply ethical reasoning to novel situations and provide detailed support for their decisions, as well as refuting other possible decisions.	The student is able to make plausible ethical decisions and support them at a competent level. At this level, the student begins to generalize their reasoning to similar situations.	The student is able to make plausible ethical decisions, but their support may be rudimentary or underdeveloped.	The student does not make or support plausible ethical decisions.

XI. 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 subjective. 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.

XII. Appendix D: Direct Assessment Assignment Prompts and Rubrics

A. PWR 101
B. PWR 102
C. PWR 355