Assessment: Assessment Plan

TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Degree Program - AS - Technical Communication (BA)

CIP Code: 23.1303.00

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Program Purpose Statement: The bachelors degree program in technical communication prepares students to fill positions as technical communicators, technical publication managers, and technical editors in positions in a wide variety of industries. It does so within the auspices of the Technical Communication and Rhetoric Program. The mission of the Technical Communication and Rhetoric Program is to facilitate communication in action in a complex society and to advance the interdisciplinary study of rhetoric, science, and technology. In applying this research, we aim to educate our students as scholars and practitioners, to strengthen the field through dissemination of knowledge, and to serve the community through professional leadership.
Modality: Fully Online (86-99% Online), Face-to-Face

Student Learning Outcome: rhetorical literacy

Research information needs of document readers, users of technology, and decision makers.
Outcome Status: Active
Outcome Type: Student Learning
Start Date: 08/25/2008

Assessment Methods

Portfolio Review - Students create a portfolio of documents from their upper-level courses that demonstrate the ability to address a variety of readers. This portfolio is prepared for assessment in ENGL 4380, our capstone course, and assessed by the instructor of that course. Audience analysis is a section in the rubric that instructors use to evaluate these portfolios. The instructor reports the results to the Director of Technical Communication. (Active)

Criterion: 80% of majors
Schedule: This assessment is completed by the 4380 instructor at the end of each semester. This capstone course is offered every long semester (fall and spring), and the instructor reports results to the program director.
Related Documents:
Portfolio Assessment (rev3).docx

Field Placement/Internship - Many of our BATC students enroll in 4378, the internship course, toward the end of their coursework, usually during their final semester. As part of the internship requirements, students must write weekly reflections that they turn in to the instructor of record, and then a longer report that they turn it at end of semester. One of the topics that is addressed in these reflections is audience analysis--in other words, students reflect on their experience in designing documents for relevant audiences at the worksite where they are working as an intern. Throughout the semester, and at end of semester, the instructor will offer specific feedback and will engage the student in discussion regarding the forms of audience analysis that are involved in this internship. (Active)

Criterion: 90% of BATC students will satisfactorily complete the internship course and will learn hands-on skills pertinent to audience analysis.
Schedule: 4378 is offered every semester. The instructor will compile results at end of each semester and report to program director.

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Student Learning Outcome: writing ability

Execute the industry-accepted processes for developing and managing instructional, informational, and persuasive documents in a workplace context.

Outcome Status: Active
Outcome Type: Student Learning
Start Date: 08/25/2008

Assessment Methods

Portfolio Review - Students create a portfolio of documents from their upper-level courses that demonstrate the ability to address a variety of readers. This portfolio is prepared for assessment in ENGL 4380, our capstone course, and assessed by the instructor of that course. Writing ability is one of the areas in the standard rubric that 4380 instructors use to evaluate the portfolio at end of semester. The instructor reports the results to the Director of Technical Communication (Active)

Criterion: 80% of majors
Schedule: This assessment is conducted at the end of each semester in which 4380 is taught. The instructor reports results to the director of TCR.
Related Documents:
Portfolio Assessment (rev3).docx

Field Placement/Internship - All of our BATC students enroll in 4378, the internship course, toward the end of their coursework, usually during their final semester. As part of the internship requirements, students must write weekly reflections that they turn in to the instructor of record, and then a longer report that they turn it at end of semester. These reflective documents give student an opportunity to report the various kinds of writing they do at their worksite and to discuss specific challenges they face in doing this writing. (Active)

Criterion: 90% of BATC students will satisfactorily complete the internship and will experience improved writing ability, as judged by themselves and by the instructor.
Schedule: 4378 is offered each semester. The instructor will compile results at end of semester and report to the program director.

Student Learning Outcome: workplace preparedness

Demonstrate readiness to enter employment in technical communication or a related field.

Outcome Status: Active
Outcome Type: Program
Start Date: 08/20/2012

Assessment Methods

Field Placement/Internship - Students may complete a paid or unpaid internship to demonstrate fulfillment of workplace preparedness. (Active)

Criterion: Successful completion of internship, as determined by the program director, internship supervisor, and internship provider.

Portfolio Review - Students create a portfolio of documents from their upper-level courses that demonstrate the ability to address a variety of readers. This portfolio is prepared for assessment in ENGL 4380, our capstone course, and assessed by the instructor of that course. Although this portfolio is created for a classroom assignment, students are encouraged to design it in such a way that it could be used to apply for jobs in the field. The instructor reports the results to the Director of Technical Communication. (Active)

Criterion: 80% of majors submitting a portfolio demonstrate the specified ability.

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Related Documents:
2311 Rubric Final (April 2015).docx

Employment - The program director tracks the students who graduate from our BATC each semester, asking each student about their plans for employment and/or further education after graduation. Compiling this information and tracking it over time allows us to evaluate our success in preparing students for the workplace. (Active)

Criterion: We'd like to achieve and maintain a 90% placement rate for our BATC graduates. Successful placement might include a job in technical communication, acceptance into a graduate program, or both.
Schedule: Data is collected at the end of each semester.

Student Exit Survey - Program directors (or someone acting on their behalf) will attempt to conduct an exit interview with each senior just before they graduate from the BATC. The interview will collect data on the student's post-graduation plans and will solicit feedback that helps ensure the program is adequately preparing students for workplace success. (Active)

Criterion: We will interview at least 90% of graduating seniors during their semester of graduation.
Schedule: These interviews will be conducted every semester, and program directors will compile results and discuss any program improvements suggested by the interview.

Tasks

Grow internship opportunities - Increase relationships with area employers to develop internship opportunities.

Student Learning Outcome: technological literacy

Design documents using both text and graphics appropriate for a variety of workplace readers in national and international settings.
Outcome Status: Active
Outcome Type: Student Learning
Start Date: 08/24/2009

Assessment Methods

Portfolio Review - Students create a portfolio of documents from their upper-level courses that demonstrate the ability to address a variety of readers. This portfolio is prepared for assessment in ENGL 4380, our capstone course, and assessed by the instructor of that course. In assessing each document included in the portfolio, the instructor evaluates the student's success in meeting best practices of document design that the student has learned in their BATC coursework. The instructor's evaluation includes a specific score for each document, in addition to an overall score for the design of the portfolio as a whole. The instructor reports the results to the Director of Technical Communication. (Active)

Criterion: 80% of majors
Schedule: 4380 is now offered every long semester (fall and spring). The instructor reports to the director of TCR on portfolio results.

Field Placement/Internship - During their final semester of coursework (or close to the final semester), BATC students enroll in 4378, the internship course. As part of the requirements for this course, students compile a portfolio of documents they have created during the internship. The portfolio is accompanied by a reflection paper that asks them to explain how they designed each document in the portfolio. The instructor offers feedback on the documents and discusses with the student what they might do differently in designing similar documents in future workplace situations. (Active)

Criterion: 90% of BATC students will complete the internship course and will design documents during the internship that meet the needs of the specific audience for which they are intended.
Schedule: The internship course is offered every semester, and the instructor of record will report results to program director at end of each semester.

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Student Learning Outcome: collaboration & cultural literacy

Contribute productively to document development teams.

Outcome Status: Active
Outcome Type: Student Learning
Start Date: 05/28/2015

Assessment Methods

Portfolio Review - Students create a portfolio of documents from their upper-level courses that demonstrate the ability to address a variety of readers. This portfolio is prepared for assessment in ENGL 4380, our capstone course, and assessed by the instructor of that course. Students are required to include at least one document in the portfolio that was produced as part of a collaborative effort. This might mean that the student collaborated with other students, or it might mean that they collaborated with a client or subject matter expert outside the university. Collaboration is a criterion that appears in the standard rubric that 4380 instructors use to evaluate the portfolio assignment. The instructor reports the results to the Director of Technical Communication. (Active)

Criterion: 80% of majors
Schedule: This assessment is conducted at the end of each semester in which 4380 is offered. The instructor of 4380 reports results to the director of TCR.

Field Placement/Internship - All of our BATC students enroll in 4378, the internship course, toward the end of their coursework, usually during their final semester. As part of the internship requirements, students must write weekly reflections that they turn in to the instructor of record, and then a longer report that they turn it at end of semester. One of the topics that is addressed in these reflections is collaboration--in other words, students reflect on their experience in collaborating with colleagues at the worksite where they are working as an intern. When the experience is negative, the instructor will discuss with the student how collaboration might be improved. (Active)

Criterion: 100% of students will write about collaboration in the reflective documents that they write during the internship.
Schedule: This work is completed during the semester in which the student enrolls in 4378, the internship course.