Learning Outcome #8 (on rubric in Appendix A):
Application-Document design
Students will be able to use standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) and to apply best practices to the following component of print and/or online document production: document design.

Assessment Method 1: Portfolio Review
Assessment Method Description
The rubric measures outcomes on a 1 to 4 scale (1 = not acceptable; 2 = acceptable; 3 = good; 4 = excellent). Raters used MTPC outcomes 8 to 11 to assess the GCTC. MTPC faculty met to discuss their ratings. Raters looked to see whether most portfolio documents manifested usable, attractive, research-driven design. Portfolios that did not manifest these qualities on nearly all documents were rated as “acceptable” opposed to “good.”

Findings
In 2013, two MTPC faculty independently rated one (the only) GCTC graduate portfolio, and gave it a rating of 4.0, excellent. For 2014, we hope for more students in the program, providing a broader base to measure the program’s success with designated learning outcomes.

How did you use findings for improvement?
There was no basis for changes in these findings, but the parallel outcome for the MTPC suggested faculty discussion of ways to encourage rigor in their annual teaching of Document Design.

Additional Comments
None.
Learning Outcome #9 (on rubric in Appendix A): Application-usability and accessibility

Students will be able to use standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) and to apply best practices to the following component of print and/or online document production: usability and accessibility

Assessment Method 1: Portfolio Review

Assessment Method Description

The rubric measures outcomes on a 1 to 4 scale (1 = not acceptable; 2 = acceptable; 3 = good; 4 = excellent).

Raters used MTPC outcomes 8 to 11 to assess the GCTC. MTPC faculty met to discuss their ratings. Raters looked to see whether most portfolio documents manifested usable, standards-driven, and heuristics-driven design and coding. Portfolios that did not manifest these qualities on nearly all documents were rated as “acceptable” opposed to “good.”

Findings

In 2013, two MTPC faculty independently rated one (the only) GCTC graduate portfolio, and gave it a rating of 3.50, between good and excellent. For 2014, we hope for more students in the program, providing a broader base to measure the program’s success with designated learning outcomes.

How did you use findings for improvement?

Faculty teaching in GCTC courses received these data and discussed ways to sharpen their teaching of usability and accessibility. The faculty agreed to focus on these issues by increasing student awareness of Departmental usability labs, and to intensify instruction in accessibility and usability in the annual Web Development course and in preparation of the portfolio.

Additional Comments

None.
Learning Outcome #10 (on rubric in Appendix A): Application-Editing

Students will be able to use standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) and apply best practices to the following component of print and/or online document production: editing

Assessment Method 1: Portfolio Review
Assessment Method Description
The rubric measures outcomes on a 1 to 4 scale (1 = not acceptable; 2 = acceptable; 3 = good; 4 = excellent).

Raters assessed this GCTC outcome as they did for outcome 10 for the MTPC. Raters looked to see whether portfolio documents manifested clear, correct, consistent writing across document elements—including figures, tables, reference lists, captions, and so on. Raters also looked for document style sheets.

Findings
In 2013, two MTPC faculty independently rated one (the only) GCTC graduate portfolio, and rated it 4.0, or excellent.

How did you use findings for improvement?
There was no basis for changes in these findings, but the parallel outcome for the MTPC encouraged faculty teaching GCTC students to continue their rigorous in teaching of the annual Editing course, and to stress coaching on principles of editing and the use of style sheets. For 2014, we hope for more students in the program, providing a broader base to measure the program’s success with designated learning outcomes.

Additional Comments
None.
Learning Outcome #11 (on rubric in Appendix A): Application-Publication project management

Students will be able to apply best practices and uses standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to the following component of print and/or online document production: publication project management

Assessment Method 1: Portfolio Review
Assessment Method Description
The rubric measures outcomes on a 1 to 4 scale (1 = not acceptable; 2 = acceptable; 3 = good; 4 = excellent).

Raters used MTPC outcomes 8 to 11 to assess the GCTC. Raters assessed this GCTC outcome as they did for outcome 11 for the MTPC. Raters looked to see whether portfolios reflected application of students’ knowledge about project management and document production. As noted in the 2011 and 2012 assessments, portfolios typically do not contain project-planning documents (although students do indeed create them during their classes).

Findings
In 2013, two MTPC faculty independently rated one (the only) GCTC graduate portfolio, and rated it 3.50, between good and excellent.

How did you use findings for improvement?
Faculty teaching in GCTC courses received these data and discussed ways to incorporate project planning better into student training as well as in the portfolio. The faculty agreed to expand discussion of project planning, team-member roles, content specification, and so on in all classes, and will continue to target the biannual Practicum and Grant Writing course for increased attention to this outcome.

Additional Comments
None.
### Appendix A. Auburn University, English, Graduate Certificate in Technical and Professional Communication (GCTC) Assessment Rubric

<table>
<thead>
<tr>
<th>Goal Category</th>
<th>Learning Outcome</th>
<th>Topic</th>
<th>1 Not acceptable</th>
<th>2 Acceptable</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Application</td>
<td>Applies best practices and uses standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to the following component of print and/or online document production:</td>
<td>Document design</td>
<td>Portfolio components are either not functional or unattractive: documents largely fail to exhibit knowledge of standard design and usability criteria.</td>
<td>Most portfolio components are functional and attractive: components exhibit knowledge of standard design and usability criteria.</td>
<td>All portfolio components are functional and attractive: documents exhibit knowledge of standard design and usability criteria.</td>
<td>Portfolio components are beautiful and highly functional: documents exhibit thorough knowledge of standard design and usability criteria.</td>
</tr>
<tr>
<td>9 Application</td>
<td>Applies best practices and uses standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to the following components of print and/or online document production:</td>
<td>Usability and accessibility</td>
<td>Portfolio components do not adhere to appropriate usability heuristics and accessibility standards.</td>
<td>Portfolio components adhere somewhat to appropriate usability heuristics and accessibility standards.</td>
<td>Portfolio components adhere mostly to appropriate usability heuristics and accessibility standards.</td>
<td>Portfolio components adhere fully to appropriate usability heuristics and all accessibility standards.</td>
</tr>
<tr>
<td>10 Application</td>
<td>Applies best practices and uses standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to the following component of print and/or online document production:</td>
<td>Editing</td>
<td>Overall, portfolio components are not edited for accuracy, correctness, completeness, and consistency.</td>
<td>Some portfolio components are edited for accuracy, correctness, completeness, and consistency.</td>
<td>Most portfolio components are edited for accuracy, correctness, completeness, and consistency, including figures, tables, and reference lists.</td>
<td>Most portfolio documents are edited for accuracy, correctness, completeness, and consistency, including figures, tables, and reference lists. Appropriate portfolio documents include document style sheets.</td>
</tr>
<tr>
<td>11 Application</td>
<td>Applies best practices and uses standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to the following component of print and/or online document production:</td>
<td>Publication project management</td>
<td>Portfolio components fail to discuss or exhibit knowledge of audience needs analysis, content specification, scheduling, evaluation, or other publication management.</td>
<td>Portfolio components discuss or exhibit some knowledge of audience needs analysis, content specification, scheduling, evaluation, or other project management.</td>
<td>Portfolio components discuss or exhibit proficient knowledge of audience needs analysis, content specification, scheduling, evaluation, or other project management.</td>
<td>Portfolio components discuss or exhibit expert knowledge of audience needs analysis, content specification, scheduling, evaluation, or other publication project management.</td>
</tr>
</tbody>
</table>