SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s):	Communication, B. A.
Department:	**Communication**
College/School:	**College of Arts and Sciences**
Date:	**June 30, 2019**
Primary Assessment Contact:	**April Trees, Department Chair (april.trees@slu.edu)**

1. Which program student learning outcomes were assessed in this annual assessment cycle?

> We collected data for PLO2B Students will conduct communication research.
>
> We analyzed data for PLO1C Students will communicate effective digital messages.
>
> We took action, revising our Program Learning Outcomes as the first step in curriculum redesign, drawing in part on the assessment data from the previous three years related to PLO1A, B, and C.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

> To assess PLO2B, we collected data using student research projects created by seniors in upper division courses in Spring 2019 on both the St. Louis and Madrid campuses.
>
> Past assessment reports contain information on the data collected to assess PLO1A (2017), PLO1B (2016), and PLO1C (2018).
>
> In Spring 2019, graduating seniors on the St. Louis campus were sent an exit survey measuring their perceptions of learning across PLOs. Twelve of 44 students completed the survey.

3. How did you analyze the assessment data? What was the process? Who was involved?
   NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

> **DIRECT ASSESSMENT DATA** collected this year focused on ***PLO1A: Students will conduct communication research.*** To assess this learning outcome, faculty teaching the classes evaluated research project assignments by senior Communication majors in the following classes: CMM 3090, CMM 4460, CMM 4600, CMM 4720, CMM 4810, and CMM 4960 (St. Louis campus) and CMM 3110, CMM 3930 (Communication, Education, and New Media), CMM 4010, and CMM 4800 (Madrid campus).[1] Faculty used the Communication Research Rubric from our assessment plan, which is modified from rubrics created for the VALUES Rubrics for assessment.
>
> **PERCEPTUAL ASSESSMENT DATA** were collected through an exit survey of graduating seniors to assess students' perceptions of learning across PLOs.[2]
>
> [1]Direct assessment data come from both St. Louis (SL) [41 students] and Madrid (M) [10 students] classes.
> [2]Perceptual assessment data come from graduating seniors on the St. Louis campus.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
    NOTE: If necessary, include any tables, charts, or graphs in an appendix.

    > Seventy percent or more of graduating seniors scored at or above the advanced intermediate level of achievement on five of the seven dimensions. For two dimensions, *Limitations and Implications* and *Ethical Considerations*, less than 70 percent of students were at or above the advanced intermediate level. These are the two areas that we will pay particular attention to as we make sense of our findings and determine how to improve instruction in this area. Scores were generally higher for students in the Journalism and Media Studies and Communication Studies concentrations, leading us to also focus on research methods in the Advertising and Public Relations concentration in our fall discussion of assessment findings.
    >
    > As with last year, the response rate for our exit survey was much lower than usual this year because we were no longer able to use CMM 4950 as a means of encouraging students to complete the survey.[2]
    >
    > [1] See attached report for aggregate data on student performance for each dimension of the rubric. If students' communication research skills were assessed in more than one class, their highest score on the dimension was the only score that was included.
    > [2] See attached report on means and standard deviations for each item.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

    > Based in part upon previous assessment data, we reviewed our learning outcomes and decided to merge the three learning outcomes focused on oral, written, and digital messages into a single PLO focused on creating messages relevant to the audience, purpose and context.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

    > We have not yet followed up to find out how faculty have used material from our writing pedagogy workshops to close the loop.

IMPORTANT: Please submit any <u>revised/updated assessment plans</u> to the University Assessment Coordinator along with this report.

2018-2019 ASSESSMENT DATA: COMMUNICATION B.A.

I. Direct Assessment of PLO2B: Communication Research

The Communication Research rubric has seven dimensions. The rubric is available to view in the Communication B.A. Assessment Plan.

For each dimension, 1 = Benchmark, 2 = Intermediate Level of Achievement, 3 = Advanced-Intermediate Level of Achievement, 4 = Capstone.

Topic Selection	Level of Achievement	4	3	2	1	N/A*
	Total:	21	16	9	0	5
AD & PR		6	9	8		3
COMM ST		5	3			
JAMS		5				2
MADRID		5	4	1		

*Global Media did not evaluate topic selection.

- *Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.*

Existing Knowledge, Research and/or Views	Level of Achievement	4	3	2	1
	Total:	16	25	10	0
AD & PR		3	14	9	
COMM ST		5	3		
JAMS		3	3	1	
MADRID		5	5		

- *Synthesizes in-depth information from relevant sources representing various points of view/approaches.*

Design Process	Level of Achievement	4	3	2	1	N/A**
	Total:	13	23	10	0	5
AD & PR		4	10	10		2
COMM ST		5	3			
JAMS		1	3			3
MADRID		3	7			

**Design Process was not applicable to the Digital Storytelling artifact.

- *All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub disciplines.*

Analysis	Level of Achievement	4	3	2	1
	Total:	17	23	11	0
AD & PR		4	15	7	
COMM ST		3	4	1	
JAMS		5	1	1	
MADRID		5	3	2	

- *Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.*

Level of Achievement	4	3	2	1
Conclusions **Total:**	18	24	7	2
AD & PR	6	12	6	2
COMM ST	3	4	1	
JAMS	5	2		
MADRID	4	6		

- *States a conclusion that is a logical extrapolation from the inquiry findings.*

Level of Achievement	4	3	2	1	N/A*
Limitations & Implications **Total:**	15	16	15	3	2
AD & PR	3	11	9	2	1
COMM ST	6	2			
JAMS	4	2			1
MADRID	2	1	6	1	

*Global Media had two not applicables.

- *Insightfully discusses in detail relevant and supported limitations and implications.*

Level of Achievement	4	3	2	1	N/A*
Ethical Considerations **Total:**	16	13	10	2	8
AD & PR	3	10	10	2	1
COMM ST	5	2	1		
JAMS	5	1	1		
MADRID	3				7

**Global Media had one not applicable.
**Ethical Considerations was not applicable to the Ethnography of Communication artifact.

- *Provides a comprehensive explanation of the basis for ethical behavior/decision by showing evidence of gathering pertinent facts and information that support the behavior/decision, including matters related to human subjects.*

II.   Indirect Assessment of Student Learning: Exit Survey

The following data come from an Exit Survey of graduating seniors conducted each spring on the St. Louis campus. Students were asked to indicate their agreement (1 = strongly disagree; 5 = strongly agree) with a set of statements tailored to fit each of our PLOs. Twelve students completed the survey this year.

Quantitative Perceptual Data

Outcome Dimensions and Items	M	SD
Students will create effective written messages.		
The program encouraged me to develop my written communication skills.	4.5	1.17
I have writing skills that will allow me to communicate effectively and independently in a variety of situations.	4.58	1.16
Students will create effective oral messages.		
The program encouraged me to develop my oral communication and presentation skills.	4.42	1.16
I have oral communication skills that will allow me to communicate effectively and independently in a variety of situations.	4.42	1.16
Students will create effective digital messages.		
The program encouraged me to develop my digital production skills.	4.17	1.19
I am prepared to learn to use new and emerging communication technologies and	4.25	1.14

software.		
Students will conduct and evaluate communication research.		
The program encouraged me to develop my research skills	3.75	1.06
I am able to gather information from multiple sources and make critical judgments about the value of that information.	4.25	1.14
Students will critically analyze communication messages.		
The program encouraged me to develop my critical thinking skills.	4.08	1.16
I am prepared to analyze arguments and information in order to make critical judgments about important issues in my life and my community.	4.33	1.15
Students will demonstrate intercultural communication competence.		
The program consistently emphasized the importance of culture and diversity.	4.08	1.24
I have an understanding of cultures other than my own.	4.00	1.21
Students will apply theories and/or practices of social justice and civic engagement.		
The program consistently emphasized the importance of social justice.	3.75	1.14
I understand my civic responsibilities as a local and global citizen.	4.25	1.14
Students will demonstrate an understanding of ethical issues in communication and apply ethical principles for communicating responsibly across contexts.		
The program consistently emphasized the importance of ethics.	4.17	1.11
I am able to make ethical judgments and take action based on broad knowledge.	4.17	1.11