

## Program Assessment: *Annual Report*

<b>Program(s):</b>	Communication, M. A.
<b>Department:</b>	Communication
<b>College/School:</b>	College of Arts and Sciences
<b>Date:</b>	June 30, 2019
<b>Primary Assessment Contact:</b>	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 PLO1 *Students will communicate effective messages for scholarly and public audiences* and PLO4 *Students will demonstrate intercultural communication competence*.

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

Students' culminating projects (thesis, applied project, or comprehensive exam) along with their responses during their oral defense were the artifacts used to assess PLO1 and PLO4.

In Spring 2019, graduating M.A. students were sent an exit survey measuring their perceptions of learning across PLOs.

The Madrid campus does not have a graduate program, so they are not included in the learning assessment for the M.A. program.

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 PLO1 *Students will communicate effective messages for scholarly and public audiences* and PLO4 *Students will demonstrate intercultural communication competence*. Culminating projects (comprehensive exam, thesis, or applied project) and oral defenses for each graduating student were evaluated using the rubrics from our assessment plan. All three committee members evaluated the culminating projects and oral defenses jointly after the oral defense and turned in a single assessment of each student project to the graduate program coordinator. Six students completed applied projects, theses, or comprehensive exams.

**PERCEPTUAL ASSESSMENT DATA** were collected through an exit survey of graduating M.A. students and used to assess students' perceptions of learning across PLOs. Five of six students completed the survey.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

**DIRECT ASSESSMENT DATA:**

*PLO1 Students will communicate effective messages for scholarly and public audiences:* Five of six students reached advanced intermediate level. One student was at the intermediate level on this PLO.<sup>1</sup>

*PLO4 Students will demonstrate intercultural communication competence:* Three of the six students demonstrated capstone level work and one demonstrated advanced intermediate level work related to this program learning outcome. The remaining two students were ranked at the intermediate and baseline levels, but comments indicated that the comprehensive exam questions (intermediate) and applied project (baseline) for these two students did not require demonstration of capstone-level mastery of intercultural communication competence.

**PERCEPTUAL ASSESSMENT DATA:** Data from the exit survey provided perceptual data on all six PLOs.<sup>2</sup> Data indicate ratings were highest for *PLO1 Students will communicate effective messages for scholarly and public audiences* and *PLO 5 Students will apply theories and/or practices of social justice and civic engagement*. All respondents strongly agreed or agreed with statements relevant to developing written and oral communication skills (PLO1). There was more variability in responses to items related to PLO4 (two respondents rated this lower than the other three). None of the 17 items on the survey had an average score that fell below a four.

<sup>1</sup>See attached report for aggregate data on student performance for each PLO.

<sup>2</sup>See attached report on means and standard deviations for each item on the exit survey.

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?

This is the second time that we have encountered issues regarding how we assess *PLO4 Students will demonstrate intercultural communication competence*. We had similar issues last year with *PLO 6 Students will analyze the ethical implications of communication & apply ethical principles*.

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 need to make some significant revisions to our assessment plan to ensure that we can adequately assess the learning outcomes with the artifacts available. Based upon the assessment data that we have gathered, this is particularly true for PLOs 4, 5, and 6.

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

**SPRING 2019 ASSESSMENT DATA: COMMUNICATION M.A.**

**I. Direct Assessment of PLOs #1 and #4**

The rubric for each PLO is available to view in the Communication M.A. Assessment Plan.

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

PLO1: Students will communicate effective messages for scholarly and public audiences.

		<b>Level of Achievement</b>			
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>PLO 1: Messages</b>	<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>1</b>	

*CAPSTONE: Demonstrates a masterful understanding of context, audience and purpose. Uses quality, relevant and compelling content, including rigorous, credible sources to illustrate mastery of the subject. Uses graceful and concise language that conveys meaning to the reader/viewer/listener.*

PLO 4: Students will demonstrate intercultural communication competence.

		<b>Level of Achievement</b>				<b>N/A</b>
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>PLO 4: Intercultural Communication</b>		<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	

*CAPSTONE: Demonstrates a masterful understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in critical reflection about one’s own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses mastery in disciplinary specific theory and practice, to be at the forefront of efforts to solve relevant contemporary problems.*

## II. Indirect Assessment of Student Learning: Exit Survey

The following data come from an Exit Survey of graduating M.A. students conducted in the spring.

Students ( $N = 6$ ). were asked to indicate their agreement (1 = strongly disagree; 5 = strongly agree) with a set of statements tailored to fit each of our PLOs.

<b>Outcome Dimensions and Items</b>	<i>M</i>	<i>SD</i>
<b><i>PLO 1: Students will communicate effective messages for scholarly and public audiences.</i></b>		
The program encouraged me to develop my written communication skills.	4.6	.49
I have writing skills that will allow me to communicate effectively and independently in a variety of situations.	4.8	.40
The program encouraged me to develop my oral communication and presentation skills.	4.8	.40
I have oral communication skills that will allow me to communicate effectively and independently in a variety of situations.	4.8	.40
<b><i>PLO 2: Students will conduct and evaluate communication research.</i></b>		
The program encouraged me to develop my research skills.	4.4	.49
I am able to gather information from multiple sources and make critical judgments about the value of that information.	4.6	.8
The program helped me understand the relationship between research paradigm and methodological choices.	4.4	.49
The program taught me the appropriate criteria for evaluating communication research.	4.2	.75
<b><i>PLO 3: Students will apply communication theories to address problems in a broader context.</i></b>		
I am able to apply communication theory to explain and analyze everyday situations.	4.6	.49
The program consistently emphasized the importance of communication theory.	4.6	.49
<b><i>PLO 4: Students will demonstrate intercultural communication competence.</i></b>		
The program consistently emphasized the importance of culture and diversity.	4.2	.98
I have an understanding of cultures other than my own.	4.6	.49
<b><i>PLO 5: Students will apply theories and/or practices of social justice and civic engagement.</i></b>		
The program consistently emphasized the importance of social justice.	4.8	.40
I recognize the various ways communicative practices contribute to and detract from justice in society.	4.8	.40
I understand my civic responsibilities as a local and global citizen.	4.8	.40
<b><i>PLO 6: Students will analyze the ethical implications of communication and apply ethical principles.</i></b>		
The program consistently emphasized the importance of ethics.	4.6	.49
I am able to make ethical judgments and take action based on broad knowledge.	4.6	.49