

Assessment: Program Four Column



Program (ALP) - Communications BA

College or Division: Arts and Sciences

Department: Fine Arts and Communication

Assessment Coordinator: Bret Scott

Statement of Purpose: The Communication program is designed to provide students with a common foundation in the practical and theoretical understandings of the field. Communication is a diverse discipline which includes inquiry by social scientists, critical studies scholars, and cultural studies scholars. In addition to effective communication, we seek to instill in our graduates the values of excellence, ethics and integrity, diversity and inclusiveness, growth and exploration, leadership and services, and personal connections. Through an emphasis on messages and their meanings, students in the communication program at Sul Ross State University learn how communication shapes society, what meanings are derived from messages, and how those messages are constructed, interpreted, and evaluated across various contexts, cultures, channels, and media. The communication program is designed to promote effective and ethical practice of human communication through common core classes taken by all majors and specific focus courses supporting many different career and professional options after graduation, such as law, marketing, advertising, public relations, political organizing, health campaigning, radio broadcasting, film production, film directing, education, communication research, human relations, sales, and many others. Students are provided the opportunity to demonstrate their mastery of their chosen area through a senior capstone project that applies their knowledge of the shared communication concepts and the specific course work of their specialization. The four areas of specialization currently available to students are: Broadcast Media; Interpersonal Communication; Strategic Communication; and, Secondary Teaching Certification.

Annual Updates

2018 - 2019

Evidence of Improvement from Previous Assessment Cycle: The previous assessment cycle had no data due to a change in program coordinators, so this is the initial sampling of data going forward. However, these results are consistent with those of assessment cycles going back two or three years. The classes sampled all met or exceeded targets, which is an indicator that we can press forward with our efforts to increase the comprehensive nature of our courses. Our initial focus has been on improving the quality of assessment results, specifically in student writing, and the results for this year may indicate that we can increase the overall level of difficulty of these courses and assignments.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Sally Roche, August 1, 2019

Review History: Reviewer #2 Name, Date, and Comments: Dr. Ana Acevedo, August 1, 2019

Review History: Reviewer #3 Name, Date, and Comments: Professor Ilda Gonzalez, August 1, 2019

Review History: Reviewer #4 Name, Date, and Comments: Dr. Oguzhan Basibuyuk, August 1, 2019

Student Learning Outcomes

Assessment Methods

Results

Use of Results

SLO 1 - Student will be able to analyze **Written Assignment -**

Reporting Period: 2018 - 2019

Use of Results: As 100% of

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>communication content for argument, including identification of major elements, such as claims, warrants, data, etc.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2014 - 2015</p> <p>Start Date: 09/01/2014</p>	<p>a. Faculty will assess student performance on this learning outcome using a written assignment in the course that requires the student to evaluate a situation and determine what action(s) they would take in response to the situation as a problem solver. Measurement of students' ability will be assessed by the students' total score on the critical thinking rubric. Student scores will be categorized as novice, beginner, proficient or expert.</p> <p>Target: The targeted level of performance for this learning outcome is that 80% or more of students will achieve a "proficient" or higher level of competency.</p> <p>Written Assignment -</p> <p>b. Faculty will assess student performance on this learning outcome through a final writing assignment in COMM 3304—Critical Reasoning. Measurement of students' ability will be assessed by the students' total score on the critical thinking rubric. Student scores will be categorized as novice, beginner, proficient or expert.</p> <p>Target: The targeted level of performance for this learning outcome is that 80% or more of students will achieve a "proficient" or higher level of competency.</p>	<p>Conclusion: Target Met</p> <p>Exceeded. 100% of students in the class of 10 met the objective. Class studied was COMM 4301- Persuasion. 80% of students evaluated met expert level, and 20% met proficient. (06/10/2019)</p> <p>Related Documents:</p> <p>SACSCOC_course assessment_2018 2019 VELASCO COMM 4301 Persuasion.Fall2018.pdf</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: N/A</p> <p>No findings. The instructor for this class did not collect data for this measurement. (07/23/2019)</p>	<p>students measured met or exceeded the goal of this SLO, we will adjust criteria for next year to measure different areas of development - specifically targeting areas where student work needs improvement. As this class is only offered biannually, we will need to select assignments appropriate to the course(s) offered in the next year to determine the method of our adjustment (06/10/2019)</p> <p>Use of Results: The instructor has agreed to measure for this SLO the next time this class is offered,. (07/23/2019)</p>
<p>SLO 2 - Student will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic</p>	<p>Written Assignment -</p> <p>a. Faculty will assess student performance on this learning outcome through a written summary</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>Exceeded expectations. All four classes sampled - COMM 4305 Relational Communication, COMM 4302 COMM</p>	<p>Use of Results: Similar to SLO 1, we have based our measurement on criteria that our students have all met or exceeded, indicating</p>

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<p>media technologies.</p> <p>Outcome Status: Active</p>	<p>of a communication journal article . Performance will be measured on the basis of does not meet expectation, approaching expectation, meets expectation, or exceeds expectation, which will be determined by the students' total score as measured by the writing rubric.</p> <p>Target: The targeted level of performance on this learning outcome is that 90% of graduating seniors "meet" or "exceed" expectations on the assignment.</p> <p>Presentation/Performance - b. Faculty will assess student performance on this learning outcome through a Final Journal Article Summary. A 4-point rubric is used to evaluate thesis statements, quality of evidence, conclusions, and presentation formatting.</p> <p>Target: The targeted level of performance is that 90% of graduating seniors "meet" or "exceed" expectations on rubric.</p>	<p>Theory and Research, COMM 3309 Family Communication, and COMM 3305 Mass Communication and Culture all exceeded both the rubric requirements for proficiency, as well as the 90% mark for graduating seniors. (06/10/2019)</p> <p>Related Documents: SACSCOC_course assessment_2018 2019 VELASCO COMM 3309 FamilyCommunication.Spring2019.pdf SACSCOC_course assessment_2018 2019 VELASCO COMM 4302 CommTheory&Research.Fall2018.pdf SACSCOC_course assessment_2018 2019 VELASCO COMM 4305 RelationalCommunication.Spring2019.pdf</p> <p>Reporting Period: 2018 - 2019 Conclusion: Target Met COMM 4305 - 100% of students exceeded expectation. COMM 3309 - 100% of students exceeded expectation. COMM 4301 - 100% of students exceeded expectation. COMM 4302 - 100% of students exceeded expectation. (07/23/2019)</p> <p>Related Documents: SACSCOC_course assessment_2018 2019 VELASCO COMM 3309 FamilyCommunication.Spring2019.pdf SACSCOC_course assessment_2018 2019 VELASCO COMM 4301 Persuasion.Fall2018.pdf SACSCOC_course assessment_2018 2019 VELASCO COMM 4302 CommTheory&Research.Fall2018.pdf SACSCOC_course assessment_2018 2019 VELASCO COMM 4305 RelationalCommunication.Spring2019.pdf</p>	<p>that we need to shift our measurement to areas where they need improvement. And, as in SLO 1, we do not offer the classes measured for this period again fro two years. Our selection of criteria to monitor in the 2019-2020 cycle will need to be tailored to the classes offered, with a sharper focus on those areas where improvement can be monitored and encouraged, rather than historically expected. (06/10/2019)</p> <p>Use of Results: As all four of the courses measured during this period not only exceeded, but each exceeded in totality - 100%, it is clear that the criteria we are using for assessment need to change. Faculty will meet in August 2019 to determine new assessment. (07/23/2019)</p>
<p>SLO 3 - Student will be able to apply communication theories, perspectives, principles, and concepts to the analysis of communication situations.</p> <p>Outcome Status: Active</p>	<p>Written Assignment - a. Faculty will assess student performance on this learning outcome using a written Learning Self-evaluation applying communication theory to their personal situations. Measurement of this outcome will use a 4-point</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Met Exceeded expectations. All four classes sampled - COMM 4305 Relational Communication, COMM 4302 COMM Theory and Research, COMM 3309 Family Communication, and COMM 3305 Mass Communication and Culture all exceeded both the rubric requirements for proficiency, as well as the 90% mark for graduating seniors. (06/10/2019)</p>	<p>Use of Results: As all classes evaluated met or exceeded expectations, COMM, faculty will meet in August 2019 to revise the assessments for this SLO with an eye toward identifying areas where improvement is needed or can be encouraged. (06/10/2019)</p>

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	<p>rubric assessing students' ability to evaluate and apply communication theory. Dimensions of the rubric include, does not meet expectation, approaching expectation, meets expectation, or exceeds expectation.</p> <p>Target: The targeted level of performance for this learning outcome is that 70% of students will "meet" or "exceed" expectations on rubric.</p> <p>Exam/Quiz - In Course -</p> <p>b. Faculty will assess student performance on this learning outcome through embedded exam questions on the final exam in COMM 4302-- Communication Theory. Responses will be scored based on a 4-point rubric with dimensions including, Exceeds, Meets, Approaches Expectations or Unacceptable, in terms of theoretical understanding, contextualization of the situation and application of the theory to the situation.</p> <p>Target: The targeted level of performance for this learning outcome is that 70% of majors will "meet" or "exceed" expectations on rubric.</p>	<p>Related Documents:</p> <p>Sacs 2018-2019 COMM 3305 BScott.pdf</p> <p>SACSCOC_course assessment_2018 2019 VELASCO COMM 3309 FamilyCommunication.Spring2019.pdf</p> <p>SACSCOC_course assessment_2018 2019 VELASCO COMM 4305 RelationalCommunication.Spring2019.pdf</p> <p>SACSCOC_course assessment_2018 2019 VELASCO COMM 4302 CommTheory&Research.Fall2018.pdf</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>100% of students in COMM 4302 exceeded expectations. (07/23/2019)</p> <p>Related Documents:</p> <p>SACSCOC_course assessment_2018 2019 VELASCO COMM 4302 CommTheory&Research.Fall2018.pdf</p>	<p>Use of Results: As with many of our other results in this assessment cycle, we need to examine and develop new assessments - our measurements are giving a false impression of success. Faculty will meet in August 2019 to determine new assessments. (07/23/2019)</p>
	<p>Written Assignment -</p> <p>c. Faculty will assess student performance on this learning outcome using the final paper submitted for the research based senior capstone. The papers will be scored based on a 4-point rubric measuring theoretical</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: N/A</p> <p>No research-based senior capstones for 2018-2019. (07/23/2019)</p>	

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understanding, contextualization of the situation and application of theory to the situation.

Target: The targeted level of performance is that 80% of students will "meet" or "exceed" expectations on the rubric.