

Unit Name: Communication Assessment Summary Fall 2008-Spring 2009

What are the student learning outcomes in your unit.

The Communication Program has four primary student learning outcomes for majoring in communication.

- To understand human communication processes and develop functional and effective communication.
- To acquire an ability to perform effectively within various communication contexts.
- To prepare for success in fulfilling careers that meet both personal and professional goals in an atmosphere of dignity and respect.
- To master the challenges of research and critical thinking.

Which outcome did you assess this academic year?

The ability to perform effectively within various communication contexts.

How did you assess their skills before, during and / or at the end of the semester / academic year?

Oral presentations, written tests, grade distributions, GPA indices, exit interviews, a exit examination from our capstone course as well as faculty observation of Senior Presentations as measures for student learning outcomes. We recently completed a departmental self-study and external review that will enhance our ability to meet student needs. The chart below shows our timetable and the responsible parties for assessment. We also periodically examine program curriculum and determine the significance of certain emphases and major tracks to meet the changing face of the discipline as well as student needs and interests. Upon reflection, we have found that we need better documentation of quantitative measures of student outcomes. The faculty has been working to indentify and test suitable measures. Assessment reports are submitted to the COAS office. The assessment outcomes are consistent with the campus' General Education and overall Student Learning Outcome.

Please summarize the data you have collected this semester / academic year.

Examinations, research papers and, from your capstone course, Senior Projects, exit examinations, and exit interviews. The faculty has developed foundational guidelines to promote consistency across multiple sections of our basic courses.

Assesment Activity	Method	Responsible Party	Timetable
Evaluation of Theoretical Concepts, per dept. student learning goals	Examinations,, research papers, adherence to foundational guidelines that we created by the faculty for consistency across the many sections of the fundamental communication courses, observations of student major’s presentations by full-time faculty.	Dept. Chair & Full Time Faculty.	<ul style="list-style-type: none"> • Assessment Data collected in the Spring. • Assessment Data Analysis & Written Report Submitted in the Fall
Evaluation of Applied Concepts, per dept. student learning goals	<ul style="list-style-type: none"> • Internships, Service Learning; Capstones; Senior Projects. • Exit Interviews & Examinations • Alumni Progress in Graduate School or Career goals 	Dept. Chair & Full time Faculty	<ul style="list-style-type: none"> • Assessment data collected in the Spring, • Analysis written and submitted in the Fall.
1-2 New Improvement Target Areas suggested for next yr.--Congruent with Gen Ed. & Campus Student Learning Outcomes	<p>Dept. Faculty Meetings:</p> <ul style="list-style-type: none"> • Working Session dedicated to Assessment of Curriculum and Student Learning Outcomes • Working Session to determine goals for meeting the General Education needs for the department’s S121 Public Speaking course. 	Dept. Chair & Full Time Faculty	<ul style="list-style-type: none"> • Identification of possible goals for the next academic year in the Fall. • New Improvement Areas Identified in the Spring

****Note:** Please use this template to provide the responses to the prompts above.**