

**Bachelor of Arts in Communication Studies AY 2011/12**

Student Learning Outcomes	Assessment Methods & Criteria	Student Learning Evidence	Utilization of Evidence
<p>Graduates will be familiar with major concepts, theoretical trends, empirical findings, and historical trends in communication studies.</p>	<p>Students will present a paper from CMST 4900 to be evaluate by the Communication Studies faculty.</p>	<p>Assessment of the CMST program was done via the blind review and evaluation of the final, research paper turned in by students in the CMST 4900 (Research Methods) course. The course had 9 students. Since Dr. Massie taught the course and graded the assignment, the other faculty members took the responsibility of blind reviewing the works. Papers were evaluated on a 3-point scale such that: 1 = does not meet expected standards, 2 = meets expected standards, and 3 = exceeds expected standards. The 9 final works were divided into three, random groups: A, B, and C. All author information was removed from the works as to limit any bias. Thus, the final files were labeled A1, A2, A3, B1, B2, B3, C1, C2, and C3. Each assessing faculty member in the program was assigned 6 papers to evaluate. Such a process assured that every paper would be assessed by 2 faculty members. Assigning measures of the work relative to the 3-point scale, the faculty had agreement across works. In short, there were no works that received a 3 from one faculty member and a 1 from another member. The average number assigned by faculty to each work is such that seven of nine works meet or exceed expectations (i.e., 78%). One of the works (i.e., A2) appears to be at the border of meeting expectations, since one faculty member assigned it a 1 and the other member assigned it a 2. Only one work (i.e., A3) clearly does not meet the guidelines and expectations set forth to evaluate.</p>	<p>The current system of assessment has the strength of creating continuity with prior assessment to track the program diachronically; however, it is not without flaw. There are two flaws that are evident within the current assessment system. First, the assessment only addresses the overall outcome of the program and does not address weaknesses (or strengths) within the program. In short, it only finds if those students who are graduating have met the expectations of potential CMST graduates. Second, the measurement device lacks precision since it is only a 3-point scale (i.e., the likelihood of drastic disagreement among faculty members is extremely low). While the program has not voted on or assigned a new system of assessment, a potential solution to both problems is to assess students at three stages in the academic career (i.e., early, middle, and end) with a common measurement called the Personal Report of Communication Apprehension (PRCA), which has a wider ranging scale than simply 3-points.</p>

<p>Graduates will be familiar with major concepts, theoretical trends, empirical findings, and historical trends in communication studies.</p>	<p>Communication Studies faculty will develop an assessment measure for CMST 1061 as a pretest for all CMST majors. The pretest will be ready by the end of academic year 2011-2012 so that it can be implemented in 2012-2013.</p>	<p>The Communication studies faculty has not yet constructed an assessment measure for CMST 1061. From their assessment of CMST 4900, though, the faculty concluded that their assessment had two flaws: assessing only the overall outcome and a lack of precision.</p>	<p>The Communication Faculty will continue to develop assessment measures for the program. They are looking into an assessment measure called the Personal Report of Communication Apprehension.</p>
<p>Graduates will be familiar with major concepts, theoretical trends, empirical findings, and historical trends in communication studies.</p>	<p>Communication Studies faculty will develop an assessment measure for CMST 2000 as a pretest for all CMST majors. The pretest will be ready by the end of academic year 2011-2012 so that it can be implemented in 2012-2013.</p>	<p>The Communication studies faculty has not yet constructed an assessment measure for CMST 2000. From their assessment of CMST 4900, though, the faculty concluded that their assessment had two flaws: assessing only the overall outcome and a lack of precision.</p>	<p>The Communication Faculty will continue to develop assessment measures for the program. They are looking into an assessment measure called the Personal Report of Communication Apprehension.</p>

<p>Graduates will understand and apply basic research methods in communication studies, including research design, data analysis, and interpretation.</p>	<p>Students will present a paper from CMST 4900 to be evaluate by the Communication Studies faculty.</p>	<p>1.Assessment of the CMST program was done via the blind review and evaluation of the final, research paper turned in by students in the CMST 4900 (Research Methods) course. The course had 9 students. Since Dr. Massie taught the course and graded the assignment, the other faculty members took the responsibility of blind reviewing the works. Papers were evaluated on a 3-point scale such that: 1 = does not meet expected standards, 2 = meets expected standards, and 3 = exceeds expected standards. The 9 final works were divided into three, random groups: A, B, and C. All author information was removed from the works as to limit any bias. Thus, the final files were labeled A1, A2, A3, B1, B2, B3, C1, C2, and C3. Each assessing faculty member in the program was assigned 6 papers to evaluate. Such a process assured that every paper would be assessed by 2 faculty members. Assigning measures of the work relative to the 3-point scale, the faculty had agreement across works. In short, there were no works that received a 3 from one faculty member and a 1 from another member. The average number assigned by faculty to each work is such that seven of nine works meet or exceed expectations (i.e., 78%). One of the works (i.e., A2) appears to be at the border of meeting expectations, since one faculty member assigned it a 1 and the other member assigned it a 2. Only one work (i.e., A3) clearly does not meet the guidelines and expectations set forth to evaluate.</p>	<p>1.The current system of assessment has the strength of creating continuity with prior assessment to track the program diachronically; however, it is not without flaw. There are two flaws that are evident within the current assessment system. First, the assessment only addresses the overall outcome of the program and does not address weaknesses (or strengths) within the program. In short, it only finds if those students who are graduating have met the expectations of potential CMST graduates. Second, the measurement device lacks precision since it is only a 3-point scale (i.e., the likelihood of drastic disagreement among faculty members is extremely low). While the program has not voted on or assigned a new system of assessment, a potential solution to both problems is to assess students at three stages in the academic career (i.e., early, middle, and end) with a common measurement called the Personal Report of Communication Apprehension (PRCA), which has a wider ranging scale than simply 3-points.</p>
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<p>Graduates will understand and apply basic research methods in communication studies, including research design, data analysis, and interpretation.</p>	<p>Communication Studies faculty will develop an assessment measure for CMST 2000 as a pretest for all CMST majors. The pretest will be ready by the end of academic year 2011-2012 so that it can be implemented in 2012-2013.</p>	<p>The faculty is still working on the development of their assessment plan. Several possible methods have been put forward, in particular the Personal Report of Communication Apprehension.</p>	<p>The faculty will examine the Personal Report of Communication Apprehension as an assessment plan for 2012-2013 academic year.</p>