

## Academic Assessment Report - AY 2012-2013

College, School/Department, Name of Program: Humanities and Social Sciences/ Communication (Graduate)

### Program SLOs:

SLO1: Understand how the power of communication helps change and shape society;

(KU 2), (GE K2, S4, GEV 2, GEV 3, GEV 4, GEV 5)

SLO2: Demonstrate diverse communication styles: oral, written, nonverbal and visual;

(KU 1,2,4), (GE S1, S2, S5, GEV 3)

SLO3: Engage in critical dialogue to become reflective practitioners;

(KU 1,2,4), (GE S1, S2, S4, GEV 2, GEV3)

SLO4: Apply the ability to balance theory and experience;

(KU 3,4), (GE K2)

SLO5: Demonstrate leadership skills and skills in coordinating team dynamics;

(KU 1-4), (GE S2, S4, GEV3)

SLO6: Ground communication messages in a framework that promote ethical analysis;

(KU 1-4) (GE S2, GE S3, GE S4, GEV1, GEV2, GEV3)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results	Action Taken
<p align="center"><b>SLO #1</b></p> <p align="center">Understand how the power of communication helps change and shape society</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>	<p>7 students completed oral and written exam. Faculty ranked them on a scale. The question of Identity related to this area. Students earned a mean score of 3.2 (1 is low and 5 high)</p>	<p>We need to teach more in our classes that communication is not just a skill but a powerful, persuasive tool that not only shapes but creates realities.</p> <p>Faculty discussions occur after each student oral wand we will focus more in our teaching on identity.</p>
	<p>Indirect: Graduate Student Survey</p>			
<p align="center"><b>SLO #2</b></p> <p align="center">Demonstrate diverse communication styles: oral, written, nonverbal and visual</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>	<p>We found that students scored 3.7 on a scale of 1-5 with 5 being high and a 3.4 on oral presentation on a scale of 1-5 with 5 being high. This is ironic for a communication program since our graduating students do better in written work rather than oral work.</p>	<p>We need to have graduate students give more oral presentations in the classroom. Faculty discussion noted that there are many students who never speak in class discussions. We need to provide more points for class discussions in our grading systems.</p>
	<p>Indirect: Graduate Student Survey</p>			

<p style="text-align: center;"><b>SLO #3</b> Engage in critical dialogue to become reflective practitioners</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>	<p>Graduate students scored 3.1 on a scale of 1-5 with 5 being high. While this score is average we find students struggle to incorporate theory and praxis. Students also ranked 3.5 on an analytical skill score.</p>	<p>Faculty discussed this issue on May 17, 2013 and decided we need to add an extra hour to our orientation of new students in September. Students do not understand the value of theory. Each instructor needs to point out the importance of theory.</p> <p>Half of our classes have been taught by professionals who are not resident faculty. We need to meet with them and remind them that praxis is fine but students need to reinforce it with theoretical foundations. We need to ensure that every class is using books and readings.</p>
	<p>Indirect: Graduate Student Survey</p>			
<p style="text-align: center;"><b>SLO #4</b> Apply the ability to balance theory and experience</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>	<p>Graduate students scored 3.1 on a scale of 1-5 with 5 being high. While this score is average we find students struggle to incorporate theory and praxis</p>	<p>Faculty discussed this issue on May 17, 2013 and decided we need to add an extra hour to our orientation of new students in September. Students do not understand the value of theory. Each instructor needs to point out the importance of theory.</p> <p>Half of our classes have been taught by professionals who are not resident faculty. We need to meet with them and remind them that praxis is fine but students need to reinforce it with theoretical foundations. We need to ensure that every class is using books and readings.</p>
	<p>Indirect: Graduate Student Survey</p>			

<p><b>SLO #5</b> Demonstrate leadership skills and skills in coordinating team dynamics</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>	<p>We need to incorporate leadership and team skills in our measure</p>	
	<p>Indirect: Graduate student Survey</p>			
<p><b>SLO #6</b> Ground communication messages in a framework that promote ethical analysis</p>	<p>Rubric created with six student learning objectives</p>	<p>Faculty rated students on a Likert type scale after oral and written exam. Ratings were in the following areas: written communication, oral presentation, identity, integration of theory and praxis, communication scholarship and analytical skills.</p>		
	<p>Indirect: Graduate Student Survey</p>			