**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **COMMUNICATION** | **DR. TERRY L. WEST** | **DR. GALE YOUNG** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| **1.** Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts.2. Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.3. Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, and relationships across cultural and gender differences.4. Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.5. Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media.6. Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation. |

**B. Program Student Learning Outcome(s) Assessed**

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| 2. Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry. |

**C. Summary of Assessment Process**

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| Data were compiled from the Winter 2013 quarter for COMM 3004 (Quantitative Research Methods in Communication), and COMM 3005 (Qualitative Research Methods in Communication). A total of 35 students in the 3004 class and 30 students in 3005 were included in the assessment. A rubric for each course (attached) maps the assessment indicators to relevant parts of the program student learning outcome. Indicators included short papers, quizzes, presentations, major papers, and major examinations. The program student learning outcome was divided into the categories of “research and evaluate effective communication” (RE) and “design and produce research” (DP) for both 3004 and 3005. |

**D. Summary of Assessment Results**

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| Raw data for “Research and Evaluate” and “Design and Produce Research” were as follows:SLO Segment Mastery Practice Introductory3004 R&E 92% 88% 93%3005 R&E 91% 82/94%\* 82/92%\*3004 D&P 87% 89% 90%3005 D&P 82/98%\* 80/93%\* 72/79%\*\*Mean/Median are both reported; Mean was artificially low due to non-participant outliersInterpreting the Data and “Closing the Loop”: Overall achievement data indicate solid attainment of the Student Learning Outcome, with no mean (median where more useful) below 80% except for the Introductory level of design and production for qualitative methods. There were also “F” grade outliers in the 3005 course. These results may be directly due to the “hybrid” nature of the course, as students find they struggle in the format and essentially drop out before officially dropping out. The section of SLO #2 regarding “critical inquiry” was not assessed in this report. At this time, the Communication Department has no course in its core that directly maps to the “critical inquiry” portion of the SLO. In the communication discipline, “critical inquiry” usually means rhetorical criticism, with subsets such as media criticism, postmodern criticism, and standpoint criticism. While these are all embedded within other courses in the communication curriculum, the department is currently meeting on changes to the core. This “hole” in the curriculum will be a point of discussion. Future goals are to continue assessment in these courses, since both are taught in virtually every quarter. A larger data pool should provide further information for any needed changes in the curriculum. The department has also introduced a Five-year Assessment Plan for the Communication Department which will assess SLO 1 in 2013-2014, SLO 3 in 2014-2015, SLO 4 in 2015-2016, and SLOs 5 and 6 in 2016-2017. New program student learning outcomes for the M.A. in Communication have been developed for the 2013-2014 catalog, and assessment planning/curriculum mapping will begin in fall 2013 as the department contemplates changes to the M.A. curriculum due to opportunities presented from newly-added graduate faculty. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| I understand the purpose of the templates was to make it easier to report our data in a uniform and convenient way, but I personally struggled with some of it. I am not trained in Excel. Perhaps that problem is unique to me, but I would benefit from Excel training and would be happy to schedule individually with someone if it is not perceived as a need for the whole committee. I also think the mapping Excel template remains problematic because multiple indicators are difficult to enter in a meaningful way. In our department, we use quizzes, short essays, major papers, major examinations, creative projects, and presentations to assess various levels of our SLO’s. Rubrics created with the Word “table” function have worked better for me than Excel templates in mapping indicators to segments of the SLO’s. I also continue to have concerns about the push toward using Blackboard for assessment. I have yet to find a way demonstrated to use objective tests on Blackboard and control for cheating absent having all students take the test(s) at the same time in a lab with a computer for each student so the instructor can supervise against collaboration and ensure that the student taking the test is actually the student enrolled for the course. Blackboard rubrics I have seen for short assignments are much better, and I am enthusiastic about learning more in that area. |

Thank you for your hard work for the past year, and have a Great Summer!