December 5, 2014

Central Washington University
Assessment of Student Learning
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: _2013/2014_____________ College: __Arts and Humanities___
Department ___Communication______________ Program: _Communication Studies_______

1. What student learning outcomes were assessed this year, and why?
   a. Understanding multiple theoretical perspectives and diverse (including western, eastern, and others) intellectual underpinnings of communication.
   b. Competency in presentation, preferably in more than one form.
   c. Enhance students’ civic knowledge and engagement locally and globally for responsible citizenship.
   d. Facilitate disciplinary and interdisciplinary integrative learning for creative inquiry.

2. How were they assessed?
   In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

   a. Competency ‘a’ has been measured directly in three courses: COM 253—Interpersonal Communication, COM 302—Intercultural Communication, and COM 401—Language, Thought, and Communication. The assessment methods were course assignments that focused on multiple theoretical perspectives. Com 401 and COM 253 are taught once a year, and COM 302 is taught each quarter. Students were compared to department standard criteria.

   b. Competency ‘b’ was assessed in a required course, COM 450—Advanced Public Speaking. All Communication Studies students are required to take these courses. Student presentations are compared to a rubric developed by the National Communication Association.

   c. Competency ‘c’ was addressed in COM 207—Introduction to Communication Studies, COM 340 Public Communication Theory and Practice, and COM 350 Persuasion and Culture. They are all required courses. Students were evaluated against professor-developed criteria.

   d. Competency ‘d’ was assessed throughout the curriculum evaluating the opportunities communication studies had to collaborate with and learn from other disciplines. Students were compared to department standard criteria.
3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

In competency 'a', 75 percent of students “exceeded expectations” while none was below expectations. This is a satisfactory result.

In competency 'b', 100 percent of our surveyed students met or exceeded expectations. These results confirm the excellent trend initiated last year.

In competency 'c', 100 percent of communication students met or exceeded expectations. All of them seem to have implemented assignments with a local or global civic engagement component. These numbers just confirm that this is a program with a clear global perspective.

Regarding competency 'd', 80 percent of our students met and 5 percent exceeded expectations. We would like to reach some level of excellence at this point and see our students developing more interdisciplinary projects. The study abroad trip to Morocco of 12 students from different programs can be considered an example of experiential and interdisciplinary integrative learning. We need more like that.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

Regarding the subject of facilitating disciplinary and interdisciplinary integrative learning, the department will redouble efforts to encourage students to participate in conferences, symposia and extra-curricular activities that motivate them to work with students from other disciplines. We expect to continue our faculty-led study abroad programs where students get familiar with other areas of knowledge.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

The communication studies program strengthened its emphasis on different perspectives of communication including advance courses on intercultural communication and a study abroad option in the curriculum.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: