

## 2011-12 Program Assessment Update

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Department & Program: Communication Studies, BA-CMST; BA(PR)-CMST

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As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Present Materials in written, oral and multi-media formats	<p>Analyze the syllabus, published student work, final paper assignment, notes from public presentations, and students' videos in CMST 207.</p> <p><b>Written Format:</b> Students write two letters to the editor of local papers as well as a reflective paper which synthesizes the course content and their SL experience.</p> <p><b>Video:</b> Students put on a Service Learning Showcase, an audio-visual designed to advocate for their Service Learning population.</p>	Findings indicate that students are gaining the skills to present materials in a range of formats including oral, written and multimedia.	Consider pre-class survey of students' previous experience with public, oral communication and technology.	Develop survey through 2013. Implement during 2014.	All aspects of the SLO are met. SLO is still central to the department mission.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended	5. Plan and timetable	6. Overall evaluation
Analyze relationships between politics, economics, experience and comm. media in international settings.	Examination of syllabi and readings together with completed student assignments in CMST 440 to determine appropriateness of assignments and student success in meeting SLO.	Syllabi incorporate contemporary media, theory, social activities and economics in international media. Take-home written assignments reveal overall success in student learning. Significant problems remain for many students (perhaps 30%) in reading comprehension and writing.	Writing and reading skills are best acquired through emphasis across classes. Recommend that writing and reading assignments in other CMST classes be examined to determine if more emphasis in writing and reading comprehension can be achieved by altering assignments and grading to include more emphasis on these points. Deficiencies in basic skills for some students might best be approached through a College or campus-wide approach.	Discussions with other faculty and systematic analysis of assignments together with assessment tools for evaluating student reading and writing: 2013-2014. Implementation of emphases on reading and writing be implemented in 2013 and assessed through 2014-2015.	SLO is central to the mission of CMST. Roughly 80% of students demonstrate the outcome.