SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Communication	Department: Communication
Degree or Certificate Level: B.A.	College/School: College of Arts and Sciences
Date (Month/Year): September 2022	Assessment Contact: Dan Kozlowski, Chair

In what year was the data upon which this report is based collected? 2021-2022 academic year and Spring 2022 exit survey

In what year was the program's assessment plan most recently reviewed/updated? 2019

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

In the 2021-22 academic year, we collected data for PLO1: Students will create oral, written and digital messages relevant to the audience, purpose and context. We also sent an exit survey to graduating students from the St. Louis program in Spring 2022 as an indirect assessment of all of our PLOS.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

To assess PLO1, we collected data using assignments from seniors in upper-division courses in Spring 2022 on both the St. Louis and Madrid campuses. The courses included CMM 3500, CMM 3710, CMM 4420, and CMM 4600 on the St. Louis campus and CMM 3300, CMM 4050, CMM 4460, and CMM 4800 on the Madrid campus.

The assignments that were collected varied from course to course. Instructors were asked if they had an assignment in their courses relevant to PLO1. For the written dimension of the PLO, instructors identified a writing assignment (if they had one). For the oral dimension of the PLO, instructors identified a speaking assignment (if they had one). And for the digital dimension of the PLO, instructors identified a digital media assignment (if they had one). I include an example assignment from one class (CMM 3300) in the appendix.

In Spring 2022, graduating students on the St. Louis campus were sent an exit survey measuring their perceptions of learning across all PLOs. Eleven students completed the survey.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

To assess PLO1, faculty teaching the aforementioned courses evaluated relevant assignments by senior Communication majors. Faculty used one of three rubrics (Oral Communication Rubric, Written Communication Rubric, Digital Communication Rubric), which are modified from rubrics created for the VALUES Rubrics for assessment. The rubrics are attached at the end of this report.

As mentioned, perceptual assessment data were collected through an exit survey of graduating seniors to assess students' perceptions of learning across all PLOs.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

We have the least amount of data for oral messages (just one course). More than 70 percent of graduating seniors scored at the capstone level in that course for four dimensions: context/audience/medium, organization, delivery, and central message. The scores were lowest in the supporting materials dimension, with more than 40 percent of the seniors in the course scoring at the intermediate level.

We have the most amount of data for written messages. Students scored particularly well in the context and purpose for writing dimension, with more than 70 percent of students scoring at the capstone level (32 of 44 students). Almost 70 percent of the students scored at the capstone level for the content development dimension as well (29 of 44 students). For the remaining four dimensions, around 90 percent of students scored at or above the advanced-intermediate level of achievement. (For instance, for the sources and evidence dimension, 20 students scored at the capstone level, 21 students scored at the advanced-intermediate level, two students scored at the intermediate level, and one student scored at the benchmark level.)

For digital messages, students scored highest in the content development dimension, with five students scoring at the capstone level and four students scoring at the advanced-intermediate level. Students scored lowest in the control of syntax and mechanics dimension, with one student scoring at the capstone level, seven students scoring at the advanced-intermediate level, and one student scoring at the intermediate level.

The report below shows the aggregate data on student performance for each dimension of the rubric.

The response rate for our exit survey was about 30%, with 11 of 37 students completing it. The report on the means and standard deviations for each item is appended below.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

We're leery of drawing conclusions for the oral messages (just one course) or digital messages (just nine students total) based on the small number of students/artifacts we assessed.

For written messages, the results show that graduating seniors seemed particularly adept at understanding their context and purpose for writing, and they seemed particularly strong at developing content to demonstrate their mastery of the subject and their understanding of content and context. Additionally, as mentioned above, about 90 percent of students scored at or above the advanced-intermediate level of achievement on the remaining four dimensions of the written communication rubric. For written messages, the data suggest our program seems to be successfully preparing students to create messages relevant to the audience, purpose and context.

Six questions on the exit survey asked students to rate their level of agreement that they had acquired knowledge related to PLO1. The question "the program encouraged me to develop my written communication skills" yielded an average of 4.45, SD=.66. The question "I have writing skills that will allow me to communicate effectively and independently in a variety of situations" yielded an average of 4.45, SD=.89. The question "the program encouraged me to develop my oral communication and presentation skills" yielded an average of 4.55, SD=.50. The question "I

have oral communication skills that will allow me to communicate effectively and independently in a variety of situations" yielded an average of 4.64, SD=.48. The question "the program encouraged me to develop my digital production skills" yielded an average of 4.45, SD=.66. And the question "I am prepared to learn to use new and emerging communication technologies and software" yielded an average of 4.36, SD=.88.

One notable finding is that only one senior from our Communication Studies concentration is included in the data here – meaning that only one Communication Studies senior was enrolled in the upper-division courses we assessed on the St. Louis campus. This is a shortcoming of our current assessment process.

We also recognize that since the PLO references three types of messages that students create (oral, written and digital), assessing each type of message separately (i.e., only focusing on oral messages, for instance) going forward will likely lead to a more manageable, productive assessment process.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The assessment results were collected in summer 2022. They have been shared with members of the department's assessment committee and will be shared with the full faculty this academic year. We will discuss the results at a faculty meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The department's assessment committee plans to explore whether we should modify what student artifacts we collect, how we collect them and how we evaluate them.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In response to previous assessment of our PLO related to writing, our department in 2018 held a workshop, led by Gina Merys, focused on understanding and responding to diverse student ability levels. The workshop and the subsequent conversations in our department focused on items such as best practices for providing feedback on writing and best practices for helping students who find writing particularly challenging.

B. How has this change/have these changes been assessed?

As described above, we assessed PLO1 this assessment cycle.

C. What were the findings of the assessment?

As described above, for written messages, the data from this assessment cycle suggest our program seems to be successfully preparing students to create messages relevant to the audience, purpose and context.

D. How do you plan to (continue to) use this information moving forward?

We will discuss the results at an upcoming faculty meeting and talk about our next steps then.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

ASSESSMENT DATA: COMMUNICATION B.A.

I. Direct Assessment of PLO1: Students will create oral, written and digital messages relevant to the audience, purpose and context.

We have three rubrics to assess this PLO – an Oral Communication Rubric, a Written Communication Rubric, and a Digital Communication Rubric. The Oral Communication Rubric and Written Communication Rubric each has six dimensions. The Digital Communication Rubric has five dimensions. The rubrics are appended below.

Students in our major on the St. Louis campus choose from one of three concentrations: Integrated Strategic Communication (ISC), Communication Studies (COMM ST) and Journalism and Media Studies (JAMS). The data below shows the total numbers for each dimension and also breaks out the data by concentration and by campus.

For each dimension, 1 = Benchmark, 2 = Intermediate Level of Achievement, 3 = Advanced-Intermediate Level of Achievement, 4 = Capstone.

Oral Communication Rubric

* Only one class (taught in Madrid) assessed an oral communication assignment.

Level of Achievement		4	3	2	1
Context/Audience/Medium	**Total:**	**5**	**1**	**1**	
	ISC				
	COMM ST				
	JAMS				
	MADRID	5	1	1	

Level of Achievement		4	3	2	1
Organization	**Total:**	**5**	**1**	**1**	
	ISC				
	COMM ST				
	JAMS				
	MADRID	5	1	1	

Level of Achievement		4	3	2	1
Delivery	**Total:**	**5**	**1**		**1**
	ISC				
	COMM ST				
	JAMS				
	MADRID	5	1		1

Level of Achievement		4	3	2	1
Language	**Total:**	**3**	**3**	**1**	
	ISC				
	COMM ST				
	JAMS				
	MADRID	3	3	1	

Level of Achievement		4	3	2	1
Supporting Materials	**Total:**	**2**	**2**	**3**	
	ISC				
	COMM ST				
	JAMS				
	MADRID	2	2	3	

Level of Achievement		4	3	2	1
Central Message	**Total:**	**5**	**1**	**1**	
	ISC				
	COMM ST				
	JAMS				
	MADRID	5	1	1	

Written Communication Rubric

Level of Achievement		4	3	2	1
Context and Purpose for Writing	**Total:**	**32**	**8**	**4**	
	ISC	16	4		
	COMM ST	1			
	JAMS	7	3	1	
	MADRID	8	1	3	

Level of Achievement		4	3	2	1
Content Development	**Total:**	**29**	**12**	**2**	1
	ISC	13	7		
	COMM ST	1			
	JAMS	7	4		
	MADRID	8	1	2	1

Level of Achievement		4	3	2	1
Genre and Disciplinary Convention	**Total:**	**15**	**27**	**1**	**1**
	ISC	6	14		
	COMM ST		1		
	JAMS	3	8		
	MADRID	6	4	1	1

Level of Achievement		4	3	2	1
Sources and Evidence	**Total:**	**20**	**21**	**2**	**1**
	ISC	8	12		
	COMM ST		1		
	JAMS	4	7		
	MADRID	8	1	2	1

Level of Achievement		4	3	2	1
Source Citation	**Total:**	**7**	**18**	**3**	
	ISC		14		
	COMM ST				
	JAMS		3		
	MADRID	7	1	3	1

Level of Achievement		4	3	2	1
Control of Syntax and Mechanics	**Total:**	**21**	**18**	**3**	**2**
	ISC	10	9	1	
	COMM ST		1		
	JAMS	4	5	2	
	MADRID	7	3		2

Digital Communication Rubric

Level of Achievement		4	3	2	1
Context and Purpose	**Total:**	**3**	**6**		
	ISC	1	1		
	COMM ST				
	JAMS	2	5		
	MADRID				

Level of Achievement		4	3	2	1
Content Development	**Total:**	**5**	**4**		
	ISC	2			
	COMM ST				
	JAMS	3	4		
	MADRID				

Level of Achievement		4	3	2	1
Genre and Disciplinary Convention	**Total:**	**1**	**5**	**3**	
	ISC		2		
	COMM ST				
	JAMS	1	3	3	
	MADRID				

Level of Achievement		4	3	2	1
Sources and Evidence	**Total:**	**3**	**6**		
	ISC		2		
	COMM ST				
	JAMS	3	4		
	MADRID				

Level of Achievement		4	3	2	1
Control of Syntax and Mechanics	**Total:**	**1**	**7**	**1**	
	ISC		2		
	COMM ST				
	JAMS	1	5	1	
	MADRID				

II. Indirect Assessment of Student Learning: Exit Survey

The following data come from an exit survey of graduating seniors conducted each spring on the St. Louis campus. Students were asked to indicate their agreement (1 = strongly disagree; 5 = strongly agree) with a set of statements tailored to fit each of our PLOs. Eleven students completed the survey this year.

Quantitative Perceptual Data

Outcome Dimensions and Items	*M*	*SD*
Students will create oral, written and digital messages relevant to the audience, purpose and context.		
The program encouraged me to develop my written communication skills.	4.45	.66
I have writing skills that will allow me to communicate effectively and independently in a variety of situations.	4.45	.89
The program encouraged me to develop my oral communication and presentation skills.	4.55	.50
I have oral communication skills that will allow me to communicate effectively and independently in a variety of situations.	4.64	.48
The program encouraged me to develop my digital production skills.	4.45	.66
I am prepared to learn to use new and emerging communication technologies and software.	4.36	.88
Students will engage in communication research.		
The program encouraged me to develop my research skills.	4.00	1.13
I am able to gather information from multiple sources and make critical judgments about the value of that information.	4.45	.66
Students will critically analyze messages.		
The program encouraged me to develop my critical thinking skills.	4.27	.96
I am prepared to analyze arguments and information in order to make critical judgments about important issues in my life and my community.	4.18	.57
Students will demonstrate cultural communication competence.		
The program consistently emphasized the importance of culture and diversity.	4.55	.50
I have an understanding of cultures other than my own.	4.36	.48
Students will recognize and address systemic injustice and inequity in pursuit of a just society.		
The program consistently emphasized the importance of social justice.	4.45	.78
I understand my civic responsibilities as a local and global citizen.	4.73	.45
Students will apply ethical communication principles and practices.		
The program consistently emphasized the importance of ethics.	4.36	.77
I am able to make ethical judgments and take action based on broad knowledge.	4.55	.66

Example assignment from CMM 3300

Intercultural Communication

CMM-3300 MO1
Spring 2022
Instructor: Dr. Anna Szilágyi

Presentation

By the end of our course you are required to design an innovative project aimed to help a group of people to develop awareness in intercultural communication. The project can target any group in any place. It can include a wide range of forms, for instance, a video, a poster, a written publication, a social media campaign, and a workshop. The deadline for the approval of your project topic is *March 30*. Please note that you are not expected to actually complete the project. However, you need to introduce the background and framework of your work in detail — first in a presentation. The presentation dates are *April 19*, *21*, and *26.* The duration of the presentation should be between 8-10 minutes. You will need to (1) introduce the importance, context, and theoretical framework of the project; (2) describe the project and define its target audience; (3) discuss the implementation of the project, considering potential obstacles as well. The presentation should revolve around one concept that you have learnt in this class with referencing to: one book, three academic journal articles, and four non-academic sources (e.g. media articles, interviews, websites, polls). Besides introducing your own project to the class, please ensure that you give constructive feedback to other presenters. This contributes to your grade for this assignment.

Presentation/Rubric

Professionalism 10%
Project idea 20% Framework and context 30% Selection of audience 10% Project potential 30% 3

Final paper

Your intercultural communication project must be presented in an elaborated and written form and should also consider the feedback that you receive from the class and me after your presentation. The paper should follow the same framework as your presentation, although for the final paper you are expected to refer to two books, four academic journal articles, and five non-academic sources (e.g. media articles, interviews, websites, polls). The length of the paper should be 1500 words and you are required to use APA format. 2 Please submit your paper via Canvas in PDF format. Deadline: May 5.

Final paper/Rubric

Project description 20% Theoretical framework 20% Project Potential 20% Coherence 15% Elaborateness 15% Professionalism 10%

Oral Communication Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Context/ Audience/ Medium	Speaker skillfully adapts style and message to the context (e.g., public speaking, interpersonal, small group and teams) and consistently demonstrates respect and sensitivity for diverse audiences.	Speaker adapts to the context (e.g., public speaking, interpersonal, small group and teams) and demonstrates respect and sensitivity for diverse audiences.	Speaker attempts to adapt to the context (e.g., public speaking, interpersonal, small group and teams) and inconsistently demonstrates respect and sensitivity for diverse audiences.	Speaker fails to adapt to the context (e.g., public speaking, interpersonal, small group and teams); and demonstrates some cultural bias and is insensitive to the needs of a diverse audience.
Organization	Organizational pattern is clearly and consistently observable, well-structured, and makes the content of the message cohesive.	Organizational pattern is observable within the message.	Organizational pattern is attempted within the message.	Organizational pattern is not observable within the message.
Delivery	Speaker consistently demonstrates mastery of delivery techniques and appears polished and confident.	Speaker demonstrates mastery of delivery techniques and appears comfortable.	Speaker demonstrates some mastery of delivery techniques and appears hesitant.	Speaker fails to demonstrate mastery of delivery techniques and appears uncomfortable.
Language	Language choices are imaginative, memorable, compelling, and appropriate and enhance the effectiveness of the message.	Language choices are thoughtful, appropriate, and generally support the effectiveness of the message.	Language choices are mundane and commonplace and only partially support the effectiveness of the message.	Language choices are unclear, inappropriate to the audience and minimally support the effectiveness of the message.
Supporting Materials	Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/authority on the topic.	Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/authority on the topic.	Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/authority on the topic.	Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/authority on the topic.
Central Message	Central message is compelling and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is understandable but is not often repeated or memorable.	Central message is not explicitly stated or understandable.

Written Communication Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Context and Purpose for Writing Includes consideration of audience, purpose, and circumstances surrounding the writing task(s)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions.	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of content and context.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Source Citation	Demonstrates expertise of appropriate style guide (e.g. APA, MLA, AP) with proper in-text source citation and reference page.	Demonstrates some expertise in appropriate style guide with proper citations and references.	Demonstrates an attempt to use an appropriate style guide with some citations in the correct form.	Missing or ineffective use of any style guide and incorrect citation form.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some minor errors	Uses language that sometimes impedes meaning because of errors in usage or form.

Digital Communication Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Context and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience.
Content Development	Creates appropriate, relevant, and compelling content (digital and/or written) to illustrate mastery of the subject, conveying the creator's understanding of content (digital and/or written) and context through the project.	Uses appropriate, relevant, and compelling content (digital and/or written) to substantially explore the subject, conveying an understanding of the appropriate use of content (digital and/or written) and context through the project.	Uses appropriate and relevant content (digital and/or written) to develop, represent, explore ideas through most of the project.	Uses appropriate and relevant content (digital and/or written) to develop simple ideas in some parts of the project.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates responsible and skillful use of high quality, credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to develop ideas that are appropriate for the discipline and genre of the message.	Demonstrates responsible and consistent use of credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible, appropriate and/or relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources (interviews, research, observation, fair-use materials, etc.) to support ideas in the writing.
Control of Syntax (narrative) and Mechanics (technology)	Uses clear language and appropriate aesthetics that skillfully communicates meaning to listeners/viewers with clarity and fluency, and is virtually technically error-free.	Uses straightforward language and aesthetics that generally conveys meaning to listener/viewer. The composition (language and aesthetics) in the product has few technical errors.	Uses language and aesthetics that generally conveys meaning to readers with clarity, although product may include some minor technical errors.	Uses language and aesthetics that sometimes impedes meaning because of errors in usage or form.