

Assessment Reports Electronic Template Rosemont College --Undergraduate

Form updated: 3/10/09

I. General information:

Date of Report: May 17, 2010
Semesters or Academic Years Covered: Fall 2009, Spring 2010
Division: Arts and Humanities
Department: Communication
Chair or Person Preparing the Report: Joe Harasta

II. Departmental Profile:

Number of Majors: 22
Number of Faculty: 1 *full time*
 3 *part time*

Courses Offered in the Assessment Period: COM 0275 Mass Media, COM 0412 Writing for the Media, COM 0412 Media Ethics, COM 0160 Public Speaking, COM 0220 Public Relations, COM 0235 Communication Research

Factors that Affect Assessment: A major overhaul of the department's programs will take start in fall 2010. Even though this assessment report does not directly reflect these changes in that next year's report will discuss them explicitly, the preliminary augmentation to the major in preparation for these changes may have affected this year's data. For example, the changed major emphasizes technical skills such as editing, camera operation, PR planning, etc., and the period reported here fully introduced these skills in preparation of the new major. To further illustrate, course offerings such as Documentary Filmmaking, which is more skills-based and less theory-based, may have influenced student-learning outcomes. However, because assessment data does not exist for the major before these changes were made, it is impossible to say what those specific influences might entail. The major has also grown regarding the number of majors; approximately five new majors began the Communication discipline during this assessment period.

III. Assessment results

A. Learning Outcomes for Majors: All learning outcomes for the major are relayed to students via individual course syllabi, in-class instruction, and the online schedule of courses. Additionally, the Rosemont College website should contain the Communication major's learning outcomes; however, the space for the Communication major is currently mismatched with the Chemistry major, i.e. when you click on the Communication link, it takes you to the Chemistry page. This should be sorted when Rosemont College begins its new website.

B. Assessment of Majors*

Objective Measured	Outcome Based on Assessment Plan
Students will demonstrate the ability to use appropriate research methodologies through data-gathering and assessing applications.	Objective met
Students will demonstrate proficiency in writing and editing across multiple styles within the discipline.	Objective met
Students will critically assess written messages and develop reasoned arguments to support their views.	Objective met
Students will proficiently design and create commercial-quality publication materials.	Objective met
Students will be proficient in the use of the conventions of journalistic writing, including the ability to identify their audience and to accurately and clearly provide essential information using Associated Press Style guidelines.	Objective met
Students will be able to identify and critically assess the works of major innovators, pioneers, and thinkers in the discipline.	Objective met
Student will demonstrate proficiency in theories and models that form the foundation of the communication discipline.	Objective met
Students will display proficiency in verbal communication before audiences greater than 15 people.	Objective met

*Objectives measured are based on the Communication Mission, Goals, and Assessment Plan. Measures of outcomes are based on mean scores from constituent courses that support each objective. For example, the first objective's outcomes in the preceding chart were based the average grades of Communication Research, Public Relations, Writing for the Media, and

Advertising Copywriting courses, respectively. The evaluative tactic for each objective from the Assessment Plan was utilized to attain the noted mean grades.

Data from this assessment was shared with instructors. As an example, assessment outcomes were shared with Melissa Glenn-Fleming most notably for the Media Ethics course, which she teaches. Even though each major objective was met during this assessment period, changes can be and will be made, which will be discussed in the following section.

C. Changes Based on Assessment

As noted earlier, the Communication major is undergoing an overhaul of the course requirements, graduation protocols, etc. Because these changes did not take place during this report's assessment period, it is difficult to predict how the proposed changes will affect the success of meeting future student learning objectives, if they will have any effect at all. However, because the courses themselves are not changing (the order of courses, the number needed to graduate entail the primary changes to the major), it is presumed that student learning outcomes will not diminish. Of course, it is the aim of the changed major to facilitate greater student learning success. The changes to the major emphasize more stringent graduation requirements; it is anticipated that the new, more challenging major will positively affect long-term student-learning outcomes because of its greater rigor.

D. Recommendations for Improving the Assessment Process

Even though this was the first year of the Communication Department used this particular assessment plan, the learning outcomes were rather easily assessed. Emphasizing either final grades and/or grades of major course projects, exams, presentations, etc. allowed the department to efficiently use the assessment plan to effectively measure student learning outcomes. One possible change to the plan could be the use of student surveys to measure the effectiveness of the actual assessment plan, i.e. are we actually measuring what's most important to the students, as well as to instructors? Currently, however, this assessment plan is providing the information in which it was intended.