

Assessment Reports Electronic Template

Rosemont College – Undergraduate

I. General information:

Date of Report: May 11, 2009
Semesters or Academic Years Covered: 2008-2009
Department: Communication
Chair or Person Preparing the Report: Michele Rosen

II. Departmental Profile

Number of Majors: 17 Communication, 8 English/Communication

Number of Faculty: 1 full time
2 part time

Courses Offered in the Assessment Period:

Fall 2008

COM 220 Public Relations

COM 250 Journalism

COM 412 Special Topics: Interpersonal/Group Communication

COM 412 Special Topics: Communication Ethics

COM 412 Special Topics: New Media

Spring 2009

COM 160 Public Speaking

COM 170 Publishing Design

COM 265 Global Communication

COM 320 Linguistics of Communication

III. Assessment results

A. Learning Outcomes for Majors

This year, we collected data dealing with Goal I, Objective 1-3. Please refer to plan for details.

B. Assessment of Majors

We collected four rubrics (out of a possible 20). The average score was **3.68**, thereby not satisfying the requirement of the outcome.

C. Changes Based on Assessment

This year's results suffer from several problems in the data collection process. While the instructor understood that the selected assignment was to be used for assessment, she did not understand that we would need copies of the rubrics to be able to calculate an average for all students. This resulted in a very small sample, especially compared to the number of students in the class.

Furthermore, there appears to be a disconnect between the rubric and the student's grades for the assignment. The individual rubric averages and student grades for the assignment are listed below:

	Rubric Average	Grade for Assignment
Student 1	3.5	B-
Student 2	3.39	C+
Student 3	3.85	B
Student 4	3.97	A

Given these results, it appears we need to better educate our instructors about the use of rubrics so that the rubric average will not be restricted to such a narrow range for such a wide range of results (in terms of the assignment grade).

Furthermore, the small sample and the narrow range of averages on the rubric make it difficult to draw any conclusions from this year's data collection. However, it was a learning experience for the department in terms of the assessment process, and the mistakes made this year will help us be more successful in the future.

D. Recommendations for Improving the Assessment Process

1. Establish guidelines for the use of rubrics
2. Establish guidelines for data collection