Regular and Ongoing Student Learning Assessment Procedures

- Baseline measurements: Entrance essays and surveys, persuasive speech, media culture assignment, MCD interdisciplinary course, personal learning plans on moodle
- Formative assessment in (personal) practice: Integrated advising, course assignments, student self-assessments, computer literacy requirements, personal learning plans on moodle
- Formative assessment in (social) application: Integrated advising, course assignments, student self-assessments, computer literacy requirements, personal learning plans on moodle
- Summative assessment: Critical studies comprehensive exam, senior seminar academic paper/project, internship host evaluations, moodle review, graduate surveys

Evidence Produced through Assessment

- MOODLE Personal Learning Portfolios
- Use of standardized Communication survey instruments for baseline and summative review
- Baseline (Major): First assignments in Media Culture and Communication Theory
- Baseline (GE): Persuasion speeches in Public Speaking
- Formative—Personal: Final projects compared to baseline
- Formative—Applied: Final Projects compared to baseline
- Threshold: Best paper or project at end of junior year
- Remediation Path following review of threshold paper or project
- Summative: Critical Studies compared to baseline Communication Theory
- Summative: Senior Thesis Project compared to baseline Media Culture
ASSESSMENT CALENDAR

Program-Level Assessment

Annual Program Assessment Procedures (following each academic year)

• Input and analysis of key departmental performance indicators
• Review of student teacher evaluations and other types of student input
• Collection of admission demographic and survey data from the Office of Admissions
• Collection of alumni data and career growth from Office of Alumni and Career Development
• Annual review of student showcase by departmental faculty for review of curriculum
• Hi/Low (jury) evaluation of all student work in showcase by departmental faculty for archive purposes
• Identification of red-flags
• Maintain a student description/profile of majors and activities of significance
• Establishment of action items and targets for continuous improvement
• Annual review letter by chair including summary analysis of above program assessment points

Periodic Program Assessment Procedures

Over a five year period, assessments will take place according to the following schedule, with results attached to the annual chair review letter:

• Year One: The public speaking program and baseline assessments will be evaluated
• Year Two: Areas of formative practice will be assessed
• Year Three: Areas of formative application will be assessed
• Year Four: Senior year summative assessments
• Year Five: A comprehensive program review will be undertaken every five years

Evidence Produced through Assessment

• Showcase Archive of Hi/Low student work by year
• Data collection analysis
• Annual review letter by chair
• Periodic program reviews