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 & Sciences
Date (Month/Year): September 2021	Assessment Contact: Dan Kozlowski, Chair

In what year was the data upon which this report is based collected? 2020-2021 academic year and Spring 2021 exit survey

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

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 2020-21 academic year, we collected data for PLO7: Students will recognize and address systemic injustice and inequity in pursuit of a just society. We also sent an exit survey to graduating students from the St. Louis program in Spring 2021 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 and identify the course(s) in which these artifacts 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 PLO7, we collected data using assignments from seniors in upper-division courses in Spring 2021 on both the St. Louis and Madrid campuses and from two Fall 2020 classes on the Madrid campus. The courses included CMM 3200, CMM 3300, CMM 4350, and CMM 4960 on the St. Louis campus and CMM 3060, CMM 3110, CMM 3840, and CMM 4930 (Creation of Transmedia Stories: Qualitative Research Methods) on the Madrid campus.

In Spring 2021, graduating students on the St. Louis campus were sent an exit survey measuring their perceptions of learning across all PLOs. Nineteen 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** (do not just refer to the assessment plan).

To assess PLO7, faculty teaching the aforementioned courses evaluated relevant assignments by senior Communication majors. That amounted to 21 students from the St. Louis campus and 10 students from the Madrid campus. Faculty used the Civic and Social Justice Engagement Rubric from our assessment plan, which is modified from rubrics created for the VALUES Rubrics for assessment. The rubric is 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)?

Seventy percent or more of graduating seniors scored at or above the advanced intermediate level of achievement on all six of the dimensions. On four dimensions, more than 80 percent scored at or above the advanced intermediate level of achievement (with one coming in at 96 percent). Scores were generally higher for students in the Journalism and Media Studies and Communication Studies concentrations. [1]

The response rate for our exit survey was 51%, with 19 of 37 students completing it. The report on the means and standard deviations for each item is appended below.

[1] See report at end for aggregate data on student performance for each dimension of the rubric. If students' civic and social engagement skills were assessed in more than one class, their highest score on the dimension was the only score that was included.

5. Findings: Interpretations & Conclusions
What have you learned from these results? What do these data tell you?

The results show that at least three-fourths of the seniors in these upper-division courses meet PLO 7 at or above the advanced intermediate level of achievement. Two questions on the exit survey asked respondents to rate their level of agreement that they had acquired knowledge related to PLO7. The first question – "The program consistently emphasized the importance of social justice." – yielded an average of 4.61, SD=.59. The second question – "I understand my civic responsibilities as a local and global citizen." – yielded an average of 4.56, SD=.60. On balance, these data suggest students believe our program prepares them to recognize and address systemic injustice and inequity.

As mentioned above, scores on the rubric were generally higher for students in the Journalism and Media Studies and Communication Studies concentrations. Scores tended to be lower for students in our Advertising and Public Relations (now Integrated Strategic Communication) concentration. Moreover, a smaller percentage of students in these upper-division courses were from the AdPR/ISC concentration. We thus need to revisit our department's curricular map to ensure students in all three of our concentrations take courses that enable them to meet this learning outcome.

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?

These assessment results were collected in summer 2021. They will be shared with the department's Assessment Committee and 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.

We plan to revisit our department's curricular map to ensure students in all three of our concentrations take courses that enable them to meet this learning outcome.

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 2018-2019, we analyzed data for what was then PLO1C: Students will communicate effective digital messages. We then acted and revised our program learning outcomes, drawing in part also on the assessment data from the previous two years related to PLO1A and PLO1B. We decided to merge the three learning outcomes focused on oral, written and digital messages into a single PLO (PLO1) focused on creating messages relevant to the audience, purpose and context.

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

    The change to PLO1 will be evaluated the next time we assess it.

    C. What were the findings of the assessment?

    TBD

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

    After we assess PLO1, we will have information to evaluate the change and make any needed adjustments accordingly.

IMPORTANT: Please submit any assessment tools (e.g., 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 PLO7: Students will recognize and address systemic injustice and inequity in pursuit of a just society**

The Civic and Social Justice Engagement Rubric has six dimensions. The rubric is appended below.

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

	Level of Achievement	4	3	2	1
Knowledge of Social Justice Theories & Practices	Total:	15	11	4	1
	AD & PR/ISC		3	1	1
	COMM ST	3	1	1	
	JAMS	8	3		
	MADRID	4	4	2	

- *Demonstrates sophisticated understanding of complex social justice frameworks and their connections to past and present social movement. Articulates knowledge of exigency and practical application.*

	Level of Achievement	4	3	2	1
Analysis of Knowledge	Total:	15	8	7	1
	AD & PR/ISC		2	2	1
	COMM ST	4		1	
	JAMS	7	4		
	MADRID	4	2	4	

- *Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, social justice, politics, and government.*

	Level of Achievement	4	3	2	1
Civic Identity and Commitment to Social Justice	Total:	15	14	1	1
	AD & PR/ISC	1	2	1	1
	COMM ST	4	1		
	JAMS	7	4		
	MADRID	3	7		

- *Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.*

	Level of Achievement	4	3	2	1
Civic Communication	Total:	16	11	3	1
	AD & PR/ISC		2	2	1
	COMM ST	4	1		
	JAMS	8	3		
	MADRID	4	5	1	

- *Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.*

Level of Achievement	4	3	2	1	N/A*
Civic Action, Social Justice, And Reflection Total:	**13**	**4**	**3**	**1**	**10**
AD & PR/ISC		2	3		
COMM ST	4			1	
JAMS	9	2			
MADRID					10

*CMM 4930M had N/A for this dimension of the rubric

- *Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement and social justice activities, accompanied by reflective insights or analysis about aims and accomplishments of one's actions.*

Level of Achievement	4	3	2	1	N/A*
Civic Contexts/ Structures Total:	**12**	**7**	**4**	**1**	**7**
AD & PR/ISC		2	3		
COMM ST	4			1	
JAMS	7	4			
MADRID	1	1	1		7

*CMM 4930M had N/A for this dimension of the rubric

- *Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.*

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. Nineteen 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.	4.72	.45
I have writing skills that will allow me to communicate effectively and independently in a variety of situations.	4.67	.47
The program encouraged me to develop my oral communication and presentation skills.	4.56	.76
I have oral communication skills that will allow me to communicate effectively and independently in a variety of situations.	4.56	.50
The program encouraged me to develop my digital production skills.	4.17	.96
I am prepared to learn to use new and emerging communication technologies and software.	4.17	1.01
Students will engage in communication research.		
The program encouraged me to develop my research skills.	4.50	.60
I am able to gather information from multiple sources and make critical judgments about the value of that information.	4.61	.68
Students will critically analyze messages.		
The program encouraged me to develop my critical thinking skills.	4.65	.59
I am prepared to analyze arguments and information in order to make critical judgments about important issues in my life and my community.	4.44	.60
Students will demonstrate cultural communication competence.		
The program consistently emphasized the importance of culture and diversity.	4.67	.58
I have an understanding of cultures other than my own.	4.61	.59
Students will recognize and address systemic injustice and inequity in pursuit of a just		

society.		
The program consistently emphasized the importance of social justice.	4.61	.59
I understand my civic responsibilities as a local and global citizen.	4.56	.60
Students will apply ethical communication principles and practices.		
The program consistently emphasized the importance of ethics.	4.56	.68
I am able to make ethical judgments and take action based on broad knowledge.	4.56	.68

Civic and Social Justice Engagement Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge of Social Justice Theories and Practices	Demonstrates sophisticated understanding of complex social justice frameworks and their connections to past and present social movement. Articulates knowledge of exigency and practical application.	Demonstrates understanding of complex social justice frameworks and their connections to past and present social movement. Demonstrates knowledge of exigency and practical application.	Demonstrates understanding of simple social justice frameworks and their connections to past and present social movement, but isn't able to fully demonstrate exigency or practical applications.	Beginning to identify simple social justice frameworks and their connections to past and present social movement, but does not acknowledge exigency or practical applications.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, social justice, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/discipline relevant to civic engagement and to one's own participation in civic life, social justice, politics, and government.
Civic Identity and Commitment to Social Justice	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement and social justice activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement and social justice activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action, Social Justice, and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement and social justice activities, accompanied by reflective insights or analysis about aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action and social justice, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim*.	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits*.