<table>
<thead>
<tr>
<th>Program</th>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Items for Assessment Tool</th>
<th>Proposed Action Items for Program Implemented This Year</th>
<th>Action Items Implemented This Year</th>
<th>Objective to be Assessed Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies (undergraduate)</td>
<td>Demonstrate computer competency and demonstrate a grasp of pertinent technology to discipline specialty.</td>
<td>Likert-type scoring scale completed by internship supervisor at the end of the semester.</td>
<td>Internship supervisors rated students as “excellent” or “good” in both areas 100% of the time. (n=3)</td>
<td>Student Likert-type self-report during Capstone course.</td>
<td>93% rated themselves as “effectively prepared or “prepared.” N=14</td>
<td>This tool is serving us well, but qualitative data may be used to supplement.</td>
<td>Have entire department meet to plan for assessment of our new Strategic Communication Program since we will begin to have graduates from that program in the next few years.</td>
<td>We developed a Speaking and Presentation Lab housed in the Learning Commons. It provides training and practice opportunities in oral communication assignments.</td>
<td>Goal 3: Objective 1: Manage conflict interpersonally and in groups with sensitivity to ethnicity, race, class, age, gender, sexuality and nationality. Objective 2: Lead and facilitate groups and learn to participate effectively as a group member. Objective 3: Listen, empathize and assert ideas interpersonally.</td>
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Communication Studies (undergraduate) | Demonstrate computer competency and demonstrate a grasp of pertinent technology to discipline specialty. | Evaluation by independent faculty member of sample of Big Interview technology usage by graduating seniors in the Capstone class n=8 | All students achieved our level of 75% competency. The range was 75%-100% with a mean of 84% | This tool was not entirely adequate in assessing technology proficiency. | We need to find a more effective means to assess technological competency for this measure. | We partnered with Career Services to use Big Interview to improve students’ public speaking and interviewing skills in digital formats. | | |
### Journalism and Media

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<tr>
<th><strong>Goal 1:</strong> Demonstrate computer competency and demonstrate a grasp of pertinent technology to discipline specialty.</th>
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<td><strong>Likert-type scoring scale completed by internship supervisor at the end of the semester.</strong></td>
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<tr>
<td><strong>Internship supervisors rated students as either “excellent” or “good” in both of these areas at 100.0%. (n=3)</strong></td>
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<tr>
<td><strong>Student self-reports in capstone course (JOUR 504) using a Likert-type score were collected.</strong></td>
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<tr>
<td><strong>86.7% of students rated themselves as “effectively prepared” or “prepared” in regard to computer competency. 73.3% of students rated themselves as “effectively prepared” or “prepared” in regard to their grasp of pertinent technology. (n=15)</strong></td>
</tr>
<tr>
<td><strong>This tool is serving us well, but qualitative data may be used to supplement. Several students expressed an interest in learning more about Adobe, SEO and new technologies in the recent survey. These ideas are under consideration by the department.</strong></td>
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<tr>
<td><strong>Have a subcommittee of the department continue to meet to discuss expected revisions to our course offerings and program and how best to provide relevant assessments as these changes are implemented.</strong></td>
</tr>
<tr>
<td><strong>We continued with the survey of the department capstone course to provide students with an opportunity to express their evaluation of the program and provide new and relevant data for analysis. In addition, a subcommittee of the department met virtually to discuss the strengths and weaknesses of the program. Several revisions proposed by the departmental curriculum committee are currently under consideration and may affect future assessments.</strong></td>
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<th><strong>Goal 3:</strong> Objective 1: Manage conflict interpersonally and in groups with sensitivity to ethnicity, race, class, age, gender, sexuality and nationality.</th>
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<td><strong>Objective 2: Lead and facilitate groups and learn to participate effectively as a group member.</strong></td>
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<td><strong>Objective 3: Listen, empathize and assert ideas interpersonally.</strong></td>
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**Program: Master of Arts in Communication Studies**

**Goal 3:** To enhance students’ creative skills, especially in the use of new communication technologies

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<th>Year Assessed</th>
<th>Objective Assessed</th>
<th>Direct Measure</th>
<th>Direct Measure Results</th>
<th>Indirect Measure</th>
<th>Indirect Measure Results</th>
<th>Proposed Action Item Assessment Tool</th>
<th>Proposed Action Item Program</th>
<th>Action Items Implemented</th>
<th>Objective to be Assessed Again/Next</th>
</tr>
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<tr>
<td>2019-2020</td>
<td>Goal 3</td>
<td>Faculty serving on comprehensive exam committees evaluate written work of students (n = 7) on 5 point Likert scale where 1 = very poor 5 = excellent</td>
<td>Faculty rated students after reading comprehensive exams in Fall 2019 and Spring 2020 Aggregates: 3.88</td>
<td>Self-reports of MACS students (n = 13) on 5-point Likert scale where 1 = very poor 5 = excellent</td>
<td>Students in Fall 2019 and Spring 2020 rated their perceived skills Aggregates: 4.40</td>
<td>Direct measures assessing creativity are proving to be problematic. The direct measure of using comprehensive examination written questions does not adequately assess creativity through the use of technology.</td>
<td>The MACS graduate program head and the MACS subcommittee will work to revise this student learning outcome to be more easily assessed in the future.</td>
<td>The MACS subcommittee reviewed the required courses in the theory section of our curriculum and reduced the courses offered from three to two to ensure more concentrated competency in the understanding of communication theories. The revised curriculum will be sent to the University Wide Curriculum Committee for approval in Fall 2020.</td>
<td>To introduce students to quantitative, qualitative, and critical methodologies and procedures of research and analysis in human communication</td>
</tr>
</tbody>
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