Assessment: Reporting Unit Four Column

Communication Studies - B.A.

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
16-20 PLLO 1: Critical Thinking - CMS students will apply critical thinking skills when analyzing communication. **Objective Status:** Active **Objective Type (Control-click to select multiple):** 16-20 Plan, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)	EKU's Critical Thinking Rubric **Criterion:** 80% of all CMS graduates will score a 3 or better using the EKU Critical Thinking Rubric **Schedule:** Annually		
	CMS faculty added a final new project to CMS 205 Advocacy and Opposition to enhance critical thinking skills. **Criterion:** Was this assignment carried out by the students?	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength In assessing the CMS 495 capstone course, CMS faculty implemented changes in a multiplicity of courses to introduce and reinforce critical-thinking skills throughout the curriculum. CMS 205 was selected to introduce critical thinking because it is a lower level course. (04/21/2017) **Related Documents:** CMS 205_SP16 CRN 24356.doc CMS 205 Project.docx Program Rubric - Critical Thinking.pdf	**Meaningful Changes:** Students in CMS 205W used the following critical thinking skills as they engaged in the development and implementation of the project: evaluation, synthesis, application, understanding, and integration. The assignment requires the creation of four original arguments in support of a student's position on a controversial topic, with each argument supported by evidence that passes stringent credibility guidelines. Students are then required to participate in a debate presenting and defending their arguments while also critically analyzing and attacking counter-arguments. Audience members (made up of students who are not participating in the debate) engage in the critical analysis of the arguments presented by their debating peers. (04/26/2017)

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
	CMS faculty started requiring more individual speeches and individual papers instead of group papers or presentations in CMS 205. **Criterion:** Did the faculty change emphasis to have more individual assignments?	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength The change was made to hold students rather than groups accountable for demonstrating mastery of program outcomes. Based on results of program assessment data, one contributing factor of the lower scores might be due to the fact that students strong in written and critical thinking skills do the majority of the work for group projects. This does nothing to help students weak in these areas. (04/21/2017) **Related Documents:** CMS 205_SP16 CRN 24356.doc Program Rubric - Critical Thinking.pdf CMS 205 Project.docx	**Meaningful Changes:** In CMS 205 Advocacy and Opposition, students work in debate groups (same topic/same position on the topic), but all students create individual arguments and receive individual grades. This allows CMS to more accurately measure individual achievement regarding critical thinking skills rather than giving the same grade to an entire group. (04/26/2017)
	CMS faculty used the Critical Thinking Rubric to assess CMS 495 Leadership -- the department capstone course on Assurance of Learning Day in September 2015. The rubric is attached. **Criterion:** 75% of graduating seniors needed to score a 3 out of 5 in order to demonstrate competency in critical thinking.	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength Because students fell short of the 75% mark, faculty discussed how to improve their efforts on critical thinking. They decided they needed to introduce it sooner and reinforce it more often. (04/26/2017) **Related Documents:** CMS 495 Syllabus Fall 2015 12366 Fairchild.doc Program Rubric - Critical Thinking.pdf	**Meaningful Changes:** CMS faculty added assignments to their curriculum to introduce and reinforce critical thinking skills. (04/26/2017)
16-20 PLLO 2: Writing - CMS students will effectively apply appropriate and accurate writing standards. **Objective Status:** Active **Objective Type (Control-click to select multiple):** 16-20 Plan, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)	**Directly related to Objective**	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength CMS started requiring more individual speeches and individual papers instead of group papers or presentations. This assessment method is integrated in all three program objectives, so the related documents will be uploaded here, but not in the other two objectives. I am not retyping all the language associated with the assessment method -- See Objective 1. (04/21/2017)	
	EKU Rubric for Written Communication **Criterion:** 80% of all CMS graduates will score a 3 or better using the EKU Critical Writing Rubric		

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
	Schedule: Annually		
	CMS identified more courses in our current curriculum where we can introduce and reinforce outcomes for the program outcomes that did not meet our program criterion. This particular assessment is integrated for our three program objectives: Critical Thinking, Written Communication, and Oral Communication. Since these are integrated, I noted them in the other two program objectives, but I did not retype all the information. This assessment method is integrated in all three objectives. (Active)	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength The change was made because 75% of CMS majors were not meeting the set criterion of a 3 or higher for all the program outcomes. (04/21/2017)	**Meaningful Changes:** CMS is still creating a baseline for the courses, including the creation of new rubrics. A CMS curriculum map with syllabi that demonstrates these SLOs are taught in the individual classes (See attachments. Curriculum map for the instructors who teach these courses with an I and R). I did not reattach all the evidence as they can be found in Objective 1 -- curriculum map and syllabi. (04/21/2017)
16-20 PO 3: Oral Communication - CMS students will have the ability to communicate orally in multiple contexts. **Objective Status:** Active **Objective Type (Control-click to select multiple):** 16-20 Plan, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)	**Directly related to Objective**	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength CMS started requiring more individual speeches and individual papers instead of group papers or presentations. This assessment method is integrated in all three program objectives, so the related documents will be uploaded here, but not in the other two objectives. I am not retyping all the language associated with the assessment method -- See Objective 1. (04/21/2017)	
	Senior-level students' capstone presentation – EKU Oral Communication Rubric. **Criterion:** 80% of the graduating CMS students will score a 3 or better using the EKU Oral Communication Rubric. **Schedule:** Annually		
	CMS identified more courses in our current curriculum where we can introduce and reinforce outcomes for the program outcomes that did not meet our program criterion. This particular assessment is integrated for our three program objectives:	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength The change was made because 75% of CMS majors were not meeting the set criterion of a 3 or higher for all the program outcomes. (04/21/2017)	**Meaningful Changes:** Curriculum changes were made to multiple courses, and the curriculum map and syllabi are attached to Objective 1 because these are integrated in all three objectives.

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
	Critical Thinking, Written Communication, and Oral Communication. Since these are integrated, I noted them in the other two program objectives, but I did not retype the information. This assessment method is integrated in all three objectives. (Active)		(04/21/2017)
	CMS faculty made a greater attempt in 2015-2016 to engage with students outside the classroom, while leveraging oral communication skills they learned in class. **Criterion:** Did students and faculty engage classroom skills outside the classroom in a presentation?	**Result Status:** Result Closed-No further action needed **Result/Observation Type:** Strength In informal conversations, CMS faculty decided to engage students more outside the classroom, taking the oral communication skills developed in class and applying them in professional settings. Literature and anecdotal evidence indicates the value of application in community settings. (04/26/2017) **Related Documents:** Story about Student Presentation 2015.pdf	**Meaningful Changes:** While enrolled in CMS 499 (Entrepreneurial Communication) in 2015 under the guidance of Dr. Karen Rudick, Ms. Emily Watson (student) received both the Collegiate Business Concept Challenge (CBCC) first place award and the Idea State U third place award. Both of these contest submissions came out of her CMS 499 class work. The 2015 CBCC competition was held at Berea College and is a regional competition between colleges and universities in eastern Kentucky focused on entrepreneurship and business development. Teams and individuals compete through written and oral presentations and are evaluated by a panel of expert judges coming from a variety of fields. Ms. Emily Watson was awarded a $1,250 prize. Idea State U contest, held at Hazard Community & Technical College this 2015, is a regional competition designed to encourage innovation and entrepreneurship by engaging

| | | | students from Kentucky's postsecondary colleges and universities and providing an opportunity to develop and pursue their business ideas. Ms. Emily Watson was awarded a $500 prize for her efforts. (04/26/2017) |