

LPCS
Communication Studies
2019 Assessment Data

All rubric scores are based on direct assessment of the students by faculty members within the Communication Studies (CMST) program. Details on each rubric can be found in our assessment plan.

1. **Objective:** Design and deliver effective messages appropriate to the audience, purpose, and context.

Rubric is based on a four-point scale with four being the highest.

Presentation Area	Fall 2018 n=34	Spring 2019 n=22
Organization	3.4	3.4
Language Use	3.3	3.1
Delivery Style	3.2	3.3
Content & Support	3.2	3.0
Central Message	3.4	3.4
Total Average Score	3.3	3.2

Interpretation: The average scores are slightly over three. Based on the rubric, this means that the average presentation by a CMST graduate has the following qualities:

1. A specific introduction and conclusion, sequenced material within the body, and transitions are clearly and consistently observable within the presentation.
2. Language choices that are thoughtful and generally support the effectiveness of the presentation. Language in the presentation is appropriate to the audience.
3. Uses delivery techniques (posture, gestures, eye contact, vocal expressiveness, and any use of technology) that make the presentation interesting and the speaker appears comfortable.
4. Content material, such as explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities often engages the audience and generally supports the presentation or establish the presenter's credibility/authority on the topic.
5. A central message that is clear and consistent with the supporting material. The connection to the audience is also clear.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Clearly the students believe the objective has been met.

	2013	2014	2015	2016	2017	2018	2019
Recent Graduates	4.7 n=15	4.6 n=17	4.8 n=16	5.0 n=19	4.9 n=22	4.8 n=25	4.8 n=23

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2. **Objective:** Effectively explain and apply communication concepts, theories, perspectives, and principles to their personal experiences.

Rubric is based on a four-point scale with four being the highest.

Evaluation Point	Fall 2017 n=34	Spring 2018 n=22
Purpose & Organization	3.2	3.1
Writing Mechanics	3.0	2.9
Connection to Discipline	3.0	3.3
Connection to Experience	3.3	3.6
Reflection/Self-Assessment	3.4	3.3
Total Average Score	3.2	3.2

Interpretation: The scores across the two semesters average three. The only area that is slightly under this is on writing mechanics. Based on the rubric, this means that the typical CMST graduate:

1. Demonstrates an adequate consideration of the purpose of the assigned task and organizes the material in a clear format with a preview & summary.
2. Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.
3. Demonstrates a clear understanding of the discipline by fully and clearly explaining concepts. Makes tentative or few connections across concepts.
4. Effectively selects and develops examples of life experiences from a variety of contexts to illuminate basic concepts in the communication field.
5. Demonstrates the ability to evaluate and recognize changes in one's own learning. Able to articulate basic changes in self and identify patterns of behavior.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Clearly the students believe the objective has been met.

	2013	2014	2015	2016	2017	2018	2019
Recent Graduates	4.9 n=15	4.9 n=17	4.6 n=16	4.9 n=19	4.8 n=22	4.8 n=25	4.7 n=23

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3. **Objective:** Feel confident in their understanding of how to 1) Build lasting and mutually positive interpersonal relationships; 2) Effectively communicate in organizational settings; 3) Sensitively understand and bridge cultural differences when interacting in a culturally diverse society; and 4) Recognize, plan, and implement strategies of persuasion that are effective and ethical.

This objective is not measured by a rubric as it is grounded in student perception of their abilities.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Clearly the students believe all parts of this objective have been met and the responses show that they have been consistently met for the past five years.

Thematic Area	2013 n=15	2014 n=17	2015 n=16	2016 n=19	2017 n=22	2018 n=25	2019 n=23
1. Interpersonal Communication	N/A	N/A	N/A	N/A	4.8	4.6	4.8
2. Organizational Communication	4.6	4.2	4.4	4.5	4.6	4.4	4.4
3. Intercultural Communication	4.9	4.8	4.9	5.0	4.7	4.5	4.4
4. Persuasion/Social Influence	4.9	4.8	4.6	4.4	4.6	4.1	4.5

4. **Objective:** Effectively, critically and systematically analyze messages.

Rubric is based on a three-point scale with three being the highest.

Area	Fall 2018 n=22	Spring 2019 n=44
Communication Complexity	2.53	2.58
Informed Curiosity	2.73	2.85
Communication Sophistication	2.75	2.82
Total Average Score	2.67	2.75

Interpretation: The scores across the two semesters averaged in the high two's on a three point scale. Based on the rubric, this means that when faced with a problematic communication situation the typical CMST graduate:

1. Demonstrates a thorough understanding of potential meanings by articulating three or more potential meanings and motivations behind the analyzed messages.
2. Is able to articulate a series of questions that would skillfully guide a person to better understand the message and/or similar future messages from multiple perspectives.
3. Is able to provide multiple suggestions for how improve the message grounded in communication concepts with a recognition of potential benefits and dangers associated with these suggestions.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The students clearly feel the objective has been met.

	2013	2014	2015	2016	2017	2018	2019
Recent Graduates	4.7 n=15	4.8 n=17	4.6 n=16	4.8 n=19	4.6 n=22	4.5 n=25	4.7 n=23

5. **Objective:** Demonstrate understanding of how to engage in communication inquiry.

Rubric is based on a four-point scale with four being the highest.

Area	Quantitative and Qualitative Methods classes combined, n= 53, 2018-2019
Topic/Fit	3.37
Literature Review	3.30
Design	3.28
Analysis	3.19
Conclusion	3.24
Total Average Score	3.28

Interpretation: The scores vary slightly by topic area with the areas of research design and fitting the topic with the method averaging in the high three range and the literature review, analysis, and concluding thoughts averaging closer to three. Based on the rubric, this means that the average CMST graduate has produced research that:

1. Identifies a creative, focused, and manageable topic that addresses potentially significant issues and is appropriate to the method under study.
2. Presents in-depth information from relevant sources representing various points of view/approaches.
3. Has all elements of the methodology or theoretical framework skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.
4. Organizes evidence to reveal important patterns, differences, or similarities related to focus.
5. States a conclusion focused solely on the inquiry findings. Discusses relevant and supported limitations and implications of the research.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Over the last year or two we have actually emphasized teaching research skills more than in the past. Even though the perception of success is still very good, it is slightly lower than five years ago. We believe this is in part due to the fact that the students know much more about research and are able to better see how much more there is to learn.

	2013	2014	2015	2016	2017	2018	2019
Recent Graduates	4.5 n=15	4.4 n=17	4.4 n=16	4.4 n=19	4.1 n=22	4.3 n=25	4.1 n=23