Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Communication B.A.
Department: Communication
College/School: Arts and Sciences
Person(s) Responsible for Implementing the Plan: Department Chair (April Trees)
Date Submitted: July 1, 2019

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

1) Students will create
oral, written and digital

5) Students will demonstrate cultural communication competence.	Learning outcome will be assessed for communication seniors in courses with final projects (e.g., CMM 3000; 3070; 3300; 4320; 4350; 4600; 4720; 4960)	Final Projects using Cultural Competence Value Rubric (DM) Questions on Senior Exit Survey (IM)	Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.
6) Students will apply ethical communication principles and practices.	Learning outcome will be assessed for communication seniors in courses with an application essay that has an ethics component or through embedded exam questions (e.g., CMM 3000; 3070; 3200; 3300; 3440; 4070; 4410; 4420; 4600; 4700; 4960)	Embedded Exam Questions and/or Application Essay with Ethics Component using Ethics Rubric (DM) Questions on Senior Exit Survey (IM)	Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data also are used to acknowledge successes of the program. Data and conclusions are shared with the dean's office in our annual report in July.

7) Students will recognize and address systemic injustice and inequity in pursuit of a just society.

Learning outcome will be assessed for communication seniors in courses with social justice assignments/project(r)-23-2.4(o)-4(j)-9.2(ect)

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The Department will assess one program learning outcome each year. To make this plan manageable, faculty will apply rubrics to specific artifacts relevant to the outcomes being measured. Using a specialized coding system, each faculty member will input the rubric scores for his or her senior students into a spreadsheet. The assessment committee will then create a report using the aggregate data.

Oral Communication Rubric

	Capstone 4		Milestones 3	2	Bench. (M)-2.3(i)-3.(7Cn8[

Supporting Materials   Provides a variety of suppor4(i)-3

Written Communication Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1

Digital Communication Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience.
Content Development	Creates appropriate, relevant, and compelling content (digital and/or written) to illustrate mastery of the subject, conveying the creator's understanding of content (digital and/or written) and context through the project.	Uses appropriate, relevant, and compelling content (digital and/or written) to substantially explore the subject, conveying an understanding of the appropriate use of content (digital and/or written) and context through the project.	Uses appropriate and relevant content (digital and/or written) to develop, represent, explore ideas through most of the project.	Uses appropriate and relevant content (digital and/or written) to develop simple ideas in some parts of the project.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline (documentary, fiction, journalism, etc.) and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates responsible and skillful use of high quality, credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to develop ideas that are appropriate for the discipline and genre of the message.	Demonstrates responsible and consistent use of credible, appropriate and relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible, appropriate and/or relevant sources (interviews, research, observation, fair-use materials, etc.) to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources (interviews, research, observation, fair-use materials, etc.) to support ideas in the writing.
Control of Syntax (narrative) and Mechanics (technology)	Uses clear language and appropriate aesthetics that skillfully communicates meaning to listeners/viewers with clarity and fluency, and is virtually technically error-free.	Uses straightforward language and aesthetics that generally conveys meaning to listener/viewer. The composition (language and aesthetics) in the product has few technical errors.	Uses language and aesthetics that generally conveys meaning to readers with clarity, although product may include some minor technical errors.	Uses language and aesthetics that sometimes impedes meaning because of errors in usage or form.

Theoretical Application Rubric

	Capstone		Milestones		Benchmark
	4	3		2	

Evaluating Communication Messages Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Information Allocation	Allocates supporting material with high level of scholarly significance, contribution, and relevance.			

Cultural Competence Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge *Cultural Self- awareness*	Articulates insights into own cultural rules and biases within systems of power (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about one's own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with one's own cultural group and seeks the same in others.), but not within systems of power	Shows minimal awareness of one's own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Cultural Diversity*	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures, to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences		

Civic and Social Justice Engagement Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
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.	

their effect on social life in a rigorous and insightful manner.		

Ethics Rubric

	Capstone 4	Milestones 3	2	Benchmark 1	N/A*
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. Discussion has great depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.	Student cannot state core beliefs or the origins of the core beliefs.	

Disciplinary Ethical Awareness