

Department of Communication Studies
Master's Program Annual Assessment Summary – Updated September 2014

# of Students Assessed	Year	Deficient	Acceptable	Proficient	Exemplary
8	2010-2011	1	2	4	1
3*	2011-2012	0	1	0	2
8	2012-2013	1	1	2	4
7	2013-2014	0	2	5	0
MidCycle Review					
–	2014-2015	–	–	–	–
–	2015-2016	–	–	–	–
–	2016-2017	–	–	–	–
–	2017-2018	–	–	–	–
Program Review					

**One student in this cohort completed her Master's degree but was not assessed.*

DATA SUMMARY AND REFLECTION

Data Summary

During the mid-cycle evaluation period (2010 to 2014), assessment data were collected for 26 Masters' students. Students are assessed based on three primary areas: oral communication abilities, written communication abilities, and knowledge about the communication discipline. These primary areas encompass the following following Student Learning Outcomes (SLO):

- “Has a grasp of foundational theory, issues, and history in the discipline”
- “Has knowledge of a communication specialization such as persuasive, interpersonal, political and or/rhetorical communication”
- “Has the ability to synthesize and critically evaluate information pertinent to communication research”
- “Has the ability to plan and conduct a program of independent research that makes a useful contribution to the rhetoric/communication research community”
- “Has the ability to select and apply the appropriate methodological tools to a research question”
- “Has a grasp of the methodologies basic to both quantitative and interpretative studies in communication”
- “Has the ability to effectively present and discuss academic research”
- “Has the ability to write for professional publication”

27 students successfully completed the graduation requirements (thesis, report, comprehensive exam) and 26 of these students were assessed with the overall ratings:

6 students (23%) were rated “acceptable” (meets minimum expectations)

11 students (42%) were rated “meets program expectations” (capable)

7 students (27%) were rated “exceeds program expectation” (highly capable)

Therefore 24 students (92%) are at or above our minimum standard of “acceptable” for our overall assessment of our SLOs.

Some students have not yet completed their degree requirements and therefore were not assessed:

2010-2011 = 1 student

2011-2012 = 3 students

2012-2013 = 1 student

2013-2014 = 1 student

Data Reflection

Considering the student assessment data, overwhelmingly (all but one case) the students ranked the same in oral, written, and overall assessment categories. This indicates that there is not a noticeable difference in written and oral performance; if the student is highly capable in written communication, they are also highly capable in oral communication. This does not indicate a weakness in one area. We will continue to put plans in place to attract high performing graduate students while developing educational opportunities for students to improve in oral communication, written communication and knowledge about the communication discipline.