Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Communication M.A.
Department: Communication
College/School: Arts and Sciences
Person(s) Responsible for Implementing the Plan: Director of Graduate Studies (Dan Kozlowski)
Date Submitted: December 1, 2015

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 communicate effective messages for scholarly and public audiences.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense, using the effective message rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.

2. Students will conduct and evaluate communication research.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense using the communication research rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.
3. Students will apply communication theories to address problems in a broader context.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense using the communication theory rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.
4. Students will demonstrate intercultural communication competence.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense using the intercultural competence rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.

5. Students will apply theories and/or practices of social justice and civic engagement.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense using the social justice and civic engagement rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.
6. Students will analyze the ethical implications of communication and apply ethical principles.	The outcome will be assessed at the completion of the program by evaluating the **Capstone Project** (Thesis, Applied Project, or Comprehensive Exams) and **Oral Defense** for each graduate student, at the end of the program.	**Direct Measure**: evaluation of the students' capstone project and oral defense using the ethics rubric. **Indirect Measure**: students will be asked about their perceptions of their learning in an exit interview or survey conducted by the director of graduate studies.	Data will be shared with faculty at our annual retreat and then discussed. Decisions will be made about how to improve the program and/or the assessment strategies. Data also will be used to acknowledge successes of the program.

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 out 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 Director of Graduate Studies will ask committee members to apply the rubrics measuring each program learning outcome (PLO) to students' culminating projects and oral defenses at the end of each student's final semester in the program. In 2015/2016, we will assess PLOs 1 and 4. In 2016/2017, we will assess PLOs 2 and 5. In 2017/2018, we will assess PLOs 3 and 6. Committee members will then turn in their assessment rubrics to the Director of Graduate Studies, who will compile the data.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

Madrid does not offer a graduate degree in Communication, so no coordination is necessary.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
      This plan will be reviewed each year for updates to the process and/or learning outcomes. As a part of program review, every 5-7 years, the program will look closely at the plan and update as necessary.

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
      Students were not included in the process. We will get students' feedback on the plan and program learning outcomes during the first round of exit interviews/surveys in Spring 2016.

   c. What external sources were consulted in the development of this assessment plan?
      We reviewed assessment plans from other universities. We also consulted the book "Introduction to Rubrics."

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel
      The Director of Graduate Studies in the Department of Communication takes the lead in facilitating the assessment plan each semester, collecting and aggregating the data, and writing the yearly assessment report.
      The Graduate Program Committee in the Department of Communication takes the lead in facilitating faculty conversations about how to use the assessment data to best benefit the program.

Graduate Program Rubrics

Students will communicate effective messages for scholarly and public audiences.

Capstone 4	Milestones		Benchmark 1
	3	2	
Demonstrates a masterful understanding of context, audience and purpose. Uses quality, relevant and compelling content, including rigorous, credible sources to illustrate mastery of the subject. Uses graceful and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates a highly competent understanding of context, audience and purpose. Uses appropriate, relevant and compelling content, including the use of quality, credible sources to illustrate in-depth understanding of the subject. Uses graceful and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates a thorough understanding of context, audience and purpose. Uses appropriate and relevant content and credible sources to illustrate a proficient understanding of the subject. Demonstrates the use of fluent and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates consideration of context, audience and purpose. Uses appropriate, relevant and compelling content to explore ideas. Consistently uses relevant sources to support ideas and uses clear and concise language that conveys meaning to the reader/viewer/listener.

Students will conduct and evaluate communication research.

Capstone 4	Milestones 3	2	Benchmark 1
Demonstrates a sophisticated understanding of the relationship between research paradigm and methodological choices. Makes sophisticated decisions about methods of inquiry that expertly address a particular research purpose/question/hypothesis. Demonstrates an expert understanding of the appropriate criteria for evaluating communication research. Provides a sophisticated explanation of ethics associated with research practice.	Demonstrates a skillful understanding of the relationship between research paradigm and methodological choices. Makes knowledgeable decisions about methods of inquiry that skillfully address a particular research purpose/question/hypothesis. Demonstrates a knowledgeable understanding of the appropriate criteria for evaluating communication research. Provides a knowledgeable explanation of ethics associated with research practice.	Demonstrates a more than basic understanding of the relationship between research paradigm and methodological choices. Makes decisions about methods of inquiry that address a particular research purpose/question/hypothesis, with some skill. Demonstrates a more than basic understanding of the appropriate criteria for evaluating communication research. Provides a more than basic explanation of ethics associated with research practice.	Demonstrates a basic understanding of the relationship between research paradigm and methodological choices. Makes decisions about methods of inquiry that address a particular research purpose/question/hypothesis. Demonstrates a basic understanding of the appropriate criteria for evaluating communication research. Provides a basic explanation of ethics associated with research practice.

Students will apply communication theories to address problems in a broader context.

Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Gives a sophisticated summarization of a theory that displays a nuanced understanding of the concepts and assumptions of the theory and its connection to research in the field. Applies a theory to broader contexts in unique ways that yield new knowledge and contributions. Shows expert understanding of a theory's implications and limitations and possibilities for expanding or enriching the field.	Gives a thoughtful summarization of a theory that displays an understanding of the concepts and assumptions of the theory and its connection to research in the field. Recognizes implications of theory in a way that articulates possibilities for differing contexts and applications of the theory.	Gives an adequate summarization of a theory that displays a basic understanding of the concepts and assumptions of the theory and its connection to research in the field. Chooses appropriate, relevant examples to demonstrate a theory's applicability and explains the relationship between theory and examples, with more analysis.	Gives a summarization of a theory with some understanding of how it relates to research in the field. Locates and explains relationships between theory and relevant examples.

Students will demonstrate intercultural communication competence.

Capstone	Milestones		Benchmark
4	3	2	1
Demonstrates a masterful understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in critical reflection about one's own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses mastery in disciplinary specific theory and practice, to be at the forefront of efforts to solve relevant contemporary problems.	Demonstrates a highly competent and critically focused understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses proficiencies in disciplinary specific theory and practice, to be part of the effort to solve relevant contemporary problems.	Demonstrates a thorough understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks deep and insightful questions about other cultures and attempts to seek multiple answers to complex social, cultural, political questions.	Demonstrates a substantial understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks deep questions about other cultures and attempts to seek answers to complex social, cultural, political questions.

Students will apply theories and/or practices of social justice and civic engagement.

Capstone 4	Milestones		Benchmark 1
	3	2	
Gives a sophisticated summarization of social justice and civic engagement that displays a nuanced understanding of how they relate to communication scholarship and practice. Analyzes both broad and specific communicative practices in unique ways that yield new ways of thinking about just societies. Shows expert understanding of the principles of social justice and civic engagement and can imagine novel possibilities for expanding or enriching the world.	Gives a thoughtful summarization of social justice and civic engagement that displays an understanding of how they relate to communication scholarship and practice. Recognizes the various ways communicative practices contribute to and detract from justice in society, in a way that articulates possibilities for strategic civic engagement.	Gives an adequate summarization of social justice and civic engagement that displays a basic understanding of how they relate to communication scholarship and practice. Chooses appropriate, relevant examples to explain social justice and injustice and explains the relationship between communication and civic engagement.	Gives a summarization of social justice and civic engagement, with some understanding of how they relate to communication scholarship and practice.

Students will analyze the ethical implications of communication and apply ethical principles.

Capstone 4	Milestones		Benchmark 1
	3	2	
Gives a sophisticated summarization of communication ethics that displays a nuanced understanding of ethical principles and their application. Applies (and critiques) ethical principles to broader contexts in unique ways that yield novel opportunities for ethical action. Shows an expert understanding of ethics, action, and possibilities for expanding or enriching human communication.	Gives a thoughtful summarization of communication ethics that displays an understanding of ethical principles and their application. Articulates (and critiques) ethical principles and their applications across differing contexts.	Gives an adequate summarization of communication ethics that displays a basic understanding of the ethical principles and their application. Chooses appropriate, relevant examples to demonstrate ethical principles and explains how they play out, in context.	Gives a summarization of communication ethics with some understanding of ethical principles and their application.