

ASSESSMENT PROGRAM

W/ DATA ANALYSIS & IMPLEMENTATION REPORT



Year 1	2009-10, 2013-14	Law, History, Diversity
Year 2	2010-11, 2014-15	Ethics, Research, Writing
Year 3	2011-12, 2015-16	Editing, Technology, Public Speaking
Year 4	2012-13, 2016-17	Visual Communication, Statistics, Critical Thinking

This Assessment Program was adopted Fall 2003 by the faculty of the Communication Department.

Revised Spring 2004 to reflect ACEJMC competencies.

Modified Fall 2009 at conclusion of initial implementation cycle

Updated periodically with new data. Most recent update: August 2013

Professional Values and Competencies

for students completing Communication degrees at Buffalo State College

The Communication Department has adopted the following competencies, based on those of the Accrediting Council on Education in Journalism and Mass Communications. ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and should be able to meet the following competencies in designated key areas:

1. Law

Understand and apply First Amendment principles and the law appropriate to professional practice relevant to the major

2. History

Demonstrate an understanding of the history and role of professionals and institutions in shaping communication relevant to the major

3. Diversity

Demonstrate an understanding of the diversity of groups in a global society in relationship to communications professions

4. Visual Communication

Understand concepts and apply theories in the use and presentation of images and information relevant to the major

5. Ethics

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

6. Critical Thinking

Think critically, creatively and independently

7. Research

Conduct research and evaluate information by methods appropriate to the communications professions in which they work

8. Writing

Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

9. Editing

Critically evaluate their own work and that of others for accuracy and fairness, clarity, grammatical correctness, and professional style appropriate to the major

10. Statistics

Apply basic numerical and statistical concepts appropriate to the major

11. Technology

Apply tools and technologies appropriate to the major

12. Public Speaking

Demonstrate competence in professional speaking and presentational skills appropriate to the major

Competency 1: Law

Understand and apply First Amendment principles and the law appropriate to professional practice relevant to the major.

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	210, 308	450
Journalism	100	210, 302, 400	450
Media Production	100	210, 304, 400	450
Communication Studies	100	210	450

Assessment Measures

Direct 1. "Communication Law" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss one of the following topics: First Amendment, defamation, freedom of information, or intellectual property. Specifically (1) provide a definition or outline the provisions of the legal principal, (2) discuss the significance of the topic to society and professional practice, and (3) apply the legal issue to your major or to your intended professional practice."

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

Criteria / Rubrics for Senior Essay

1. Definition or provisions of the legal principal
2. Significance of the topic to society and professional practice
3. Application of the legal issue to major or professional practice

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting evident knowledge of legal issues underpinning responsible professional practice at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

Law ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 62% meet/exceed standard (2008)

Post-Test: 72% meet/exceed standard (2008)

Senior Essay

68% meet/exceed standard (2007)

Indirect Measures

Survey of Graduating Students

Legal aspects of communication

3.7 (2013)

3.3 (2008)

2.8 (2007)

Alumni Survey

84% positive contribution re: "Understand my rights, responsibility & privileges as a citizen" (2007)

(0% no contribution, 0 little, 38 moderate contribution, 23 large, 23 very large)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance legal component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Adopt common text for COM 100 with significant legal/regulatory context
(considered 2008-10; will be reviewed 2013-14)
4. Develop website legal resources for multi-course use
(completed 2008-09)
5. Faculty in-service seminar re: incorporating law competency within COM/SPC courses
(completed 29 Jan 2010 department meeting)
6. Enhance student exposure to legal issues via guest lectures, speakers, presentations and programming
(ongoing)

Competency 2: History

Demonstrate an understanding of the history and role of professionals and institutions in shaping communication

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	215, 301	450
Journalism	100	215, 302	450
Media Production	100	215, 312	450
Communication Studies	100	215, 410	450

Assessment Measures

Direct 1. "Communication History" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss a historical figure, event or period associated with your major or with the communication disciplines in general and relate it to a contemporary issue of professional practice."

Indirect 1. Graduating Student Survey

Criteria / Rubrics for Senior Essay

1. Understanding of the role of key figures, events or periods associated with the major
2. Understanding of a contemporary issue within a historical context

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting an ability to relate professional history to contemporary issues related to the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

History ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 45% meet/exceed standard (2008)

Post-Test: 48% meet/exceed standard (2008)

Senior Essay

57% meet/exceed standard (2007)

Indirect Measures

Survey of Graduating Students

Historical aspects of communication

3.4 (2013)

3.4 (2008)

3.1 (2007)

Response Goal: The department will implement a series of action steps to achieve higher levels of competence

Action Steps

1. Revise course outlines to include/enhance history component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Revise Senior Essay question and rubrics for assessment with stronger focus on competency
(completed 2009-10)
4. Develop website historical resources for multi-course use
(partially completed 2009; to be done 2013-14)
5. Adopt common text for COM 100 with significant historical context
(considered 2008-10; will be reviewed 2013-14)
6. Faculty in-service re: incorporating history competency within COM and SPC courses
(completed 12 Mar 2010 department meeting)

Competency 3: Diversity

Demonstrate an understanding of the diversity of groups in a global society in relationship to communication

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	215, 301	450
Journalism	100	215	450
Media Production	100	215	450
Communication Studies	100	215, 309, 311	450

Assessment Measures

Direct 1. "Diversity" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss an aspect of either diversity or of international or intercultural communication as it relates to your major. Select one of the following themes: gender, race/ethnicity, intercultural, globalism, other issue of diversity/inclusiveness. Specifically, discuss the significance of the issue and apply it to your major or area of professional practice."

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

Criteria / Rubrics for Senior Essay

1. Definition and significance of the relevant principal
2. Application of the principal to the major or to professional practice

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting an awareness and appreciation for issues of diversity and inclusiveness in relationship to communication at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

Diversity ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 56% meet/exceed standard (2008)

Post-Test: 58% meet/exceed standard (2008)

Senior Essay

90% meet/exceed standard (2008)

64% meet/exceed standard (2007)

Indirect Assessment Measures

Survey of Graduating Students

Global and international aspects of communication

300 (2013)

3.1 (2008)

2.8 (2007)

Diversity and multicultural aspects of communication

3.4 (2013)

3.4 (2008)

3.1 (2007)

Alumni Survey

76% positive contribution re: "Understand and appreciate ethnic/cultural diversity and individual differences" (2007)

(0% no contribution, 0 little, 17 moderate, 17 large, 42 very large)

Response Goal: The department generally is pleased with the results of the senior essay, less so with the knowledge testing. The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance diversity/multicultural component appropriate to course (completed 2006-07)
2. Review syllabi to ensure that revision is being implemented (partly completed 2008-09; resume 2013-14)
3. Develop website diversity/multicultural resources for multi-course use (completed 2008-09)
4. Endorse common text for COM 100 with significant diversity/multicultural context (considered 2008-10; will be reviewed 2013-14)
5. Enhance student exposure to diversity issues via guest lectures, speakers, presentations and programming (ongoing)

Competency 4: Visual Communication

Demonstrate an understanding of concepts and apply theories in the use and presentation of images and information relevant to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	215	215	322, 450
Journalism	215	215	405, 450
Media Production	215	215	312, 450
Communication Studies	215	215	322, 336, 329, 450

Assessment Measures

Direct 1. Portfolio samples: "Include at least two samples of visual communication elements in a professional format appropriate to your major"

Direct 2. Senior Essay: "In an essay of about 500 words, discuss an aspect of visual communication as it relates to your major. Specifically, identify an example of visual communication and discuss it from three perspectives: (1) its aesthetics or its practical ability to inform, persuade or otherwise communicate, (2) its social significance, including issues such as representation or stereotyping, and (3) ethics issues, including bias, honesty or the use of manipulation."

Indirect 1. Graduating Student Survey

Criteria / Rubrics for Senior Essay

1. Visual literacy: aesthetics, persuasion
2. Social significance: representation, stereotypes
3. Ethics: bias, manipulation, honesty

Criteria / Rubrics for Portfolio Review

1. Execution of visual message appropriate to message, audience interest, personal/organizational/client objectives
2. Aesthetic execution including elements such as composition, balance, editing style, editing pace, cropping, simplicity, use of space, color, font, etc.
3. Technical execution appropriate to medium and equipment/materials
4. Creativity in design

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and/or application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and/or application, work product reflecting an application of principles of visual communication through media appropriate to the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and/or application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and/or application

Visual Communication ... Assessment Results

Direct Measures

Portfolio Review
Data collected; not yet analyzed (2013)

Senior Essay
75% meet/exceed standard (2009)

Indirect Measures

Survey of Graduating Students
Visual aspects of communication
3.7 (2013)
3.7 (2008)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance visual communication component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Require online portfolio with visual samples effective for Spring 2013 graduates
(2009-10; full implementation expected 2013-14)

Competency 5: Ethics

Demonstrate an understanding professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	210, 301	450
Journalism	100	210, 302	450
Media Production	100	210, 304	450
Communication Studies	100	210	450

Assessment Measures

Direct 1. "Ethics" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, identify an aspect of communication ethics as it relates to your major, or discuss the ideals and effectiveness of one of the professional codes of ethics. Provide background on the issue; identify the principles relevant to analyzing the issue and the principals on which decisions are made"

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

Criteria / Rubrics for Senior Essay

1. Identification of relevant issue and explanation with effective supporting information
2. Identification and explanation of the ethical principles that are brought into play in analyzing the issue
3. Identification and explanation of the ethical principals on which decisions are made
4. Presentation of the subject with integrity, honesty and balance

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, displays evident regard for accuracy and fairness, work product reflecting a conscientious and aware member of society at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

Ethics ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 64% meet/exceed standard (2013)

Pre-Test: 58% meet/exceed standard (2008)

Post-Test: 73% meet/exceed standard (2013)

Senior Essay (2009)

42% meet/exceed standard

Indirect Measures

Survey of Graduating Students

3.7 (2013)

3.7 (2008)

3.2 (2007)

Ethical aspects of Communication

Survey of Internship Supervisors

3.4 (2013)

3.3 for current interns (2008)

3.5 for all BSC interns (2008)

Alumni Survey

91% positive contribution re: "Developing self-understanding, self-discipline and mature attitudes, values and goals" (2007)

(0% no contribution, 0 little, 38 moderate, 38 large, 15 very large)

Response Goal: The department is pleased with the results of the indirect measures. We will implement a series of steps to achieve higher levels of competence through direct measures.

Action Steps

1. Revise course outlines to include/enhance ethics component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Develop website ethics resources for multi-course use
(completed 2008-09)
4. Adopt common text for COM 100 with significant ethics context
(considered 2008-10; will be reviewed 2013-14)
5. Formalize a Media Ethics course as recurring elective
(completed 2007-08)
6. Enhance student exposure to ethical issues via guest lectures, speakers, presentations and programming
(ongoing)

Competency 6: **Critical Thinking**

Think critically, creatively and independently

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	205	205450	450
Journalism	205	205	450
Media Production	205	205	450
Communication Studies	205	205	450

Assessment Measures

Direct 1. Senior Essay: "In an essay of 500-700 words, examine an issue that relates to your major and evaluate the strengths and limitations of arguments relevant to the issue"

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

Criteria / Rubrics for Senior Essay

1. Identification of relevant issue for critical analysis
2. Analysis of issue with examination of major pro/con arguments
3. Assessment of strengths and limitations of major arguments

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, work product reflecting an analytical, creative and independent thinker at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, low level of critical analysis & application

Fails to Meet Standards: Poor, needs much revision, no critical analysis & application

Critical thinking ... Assessment Results

Direct Measures

Senior Essay

86% meet/exceed standard (2013)

40% meet/exceed standard (2008)

Speech Outline/Presentation (intro course)

40% meet/exceed standard (2013)

Senior Test Item (2009)

67% meet/exceed standard

Indirect Measures

Survey of Graduating Students:

Theoretical aspects of communication

3.5 (2013)

3.5 (2008)

3.2 (2007)

Skills in analysis and critical thinking

3.4 (2013)

3.3 (2008)

3.3 (2007)

Survey of Internship Supervisors

3.6 (2013) research/analysis of info

3.5 (2013) analyze/solve problems

Alumni Survey

91% positive contribution re: "Acquired information, ideas, concepts and analytical thinking" (2007)

(0% no contribution, 0 little, 38 moderate, 38 large, 15 very large)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance critical thinking component appropriate to course (completed 2006-07)
2. Review syllabi to ensure that revision is being implemented (partly completed 2008-09; resume 2013-14)
3. Two-day faculty in-service w/ Dr. Gerry Nosich based on *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum* re: incorporating critical thinking competency within COM and SPC courses (intended for 2013-14)
4. One-third of SPC205 students failed to meet standard; department will review/revise evaluation rubric to accurately reflect what students do in SPC 205 re: critical thinking and/or will review-revise course to better meet critical-thinking learning outcome (planned for 2013-14)

Competency 7: Research

Conduct research and evaluate information by methods appropriate to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	301	401, 450
Journalism	210	302	405, 450
Media Production	210	304	450
Communication Studies	210	401	450

Assessment Measures

Direct 1. "Research" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "Include an example of research that you conducted using a methodology appropriate to your major. In an essay of 500 words or less, write a critical review of this research, analyzing its strengths and limitations and addressing how it might have been improved."

Indirect 1. Graduating Student Survey

Indirect 2. Survey of Internship Supervisors

Criteria / Rubrics for Senior Essay

1. Identification and explanation of research methodology appropriate to major
2. Analysis of strengths and limitations of research process

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, work product reflecting credible research at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

Research ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 68% meet/exceed standard (2013)

Post-Test: 75% meet/exceed standard (2013)

Pre-Test: 65% meet/exceed standard (2008)

Post-Test: 76% meet/exceed standard (2008)

Senior Essay

20% meet/exceed standards (2008)

Indirect Measures

Survey of Graduating Students

Skills in research

3.6 (2013)

3.3 (2008)

3.3 (2007)

Survey of Internship Supervisors

3.4 (2013)

3.6 current BSC intern (2008)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance research component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Develop website research resources for multi-course use
(completed 2008-09)
4. Revise senior essay and rubrics for assessment with stronger focus on competency
(planned for 2013-14)

Competency 8: **Writing**

Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	210	308, 418
Journalism	210	210	303, 325, 337, 405
Media Production	210	210	450, 304
Communication Studies	210	210	450, 304, 308, 325, 337, 390

Assessment Measures

Direct 1. Writing test (punctuation, language usage, spelling)

Direct 2. Stylebook test

Direct 3. Portfolio: "Include at least three samples of writing in a professional format appropriate to your major:

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

Criteria / Rubrics for Portfolio Review

1. Language usage: spelling, syntax, punctuation, and grammatical correctness
2. Stylebook: capitalization, punctuation, etc. appropriate to the profession
3. Presentation of information: content, order, flow, and completeness
4. Professional format: layout, physical appearance, and presentational style appropriate to the profession
5. Writing appropriate to professional objectives and to target audience/public

Standards

Exceeds Standards: Excellent, needs little polish or correction, virtually error free

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product appropriate for submission to editor/supervisor at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision and more work before it can be presented, includes some errors affecting credibility or clarity

Fails to Meet Standards: Poor, unsatisfactory, needs significant revision, includes unacceptable level of errors

Writing ... Assessment Results

Direct Measures

Portfolio COM 210

13% meet/exceed standard (2013)

13% meet/exceed standard (2006)

Portfolio Advanced Courses

27% meet/exceed standard (2013)

27% meet/exceed standard (2006)

Portfolio COM 308

6% meet/exceed (2006)

30% meet/exceed standard (2009)

Portfolio COM 302

36% meet/exceed standard (2006)

Portfolio COM 325

36% meet/exceed standard (2006)

Portfolio COM 405

50% meet/exceed standard (2006)

Indirect Measures

Survey of Graduating Students

Skills in professional writing

3.5 (2013)

3.3 (2009)

3.5 (2007)

Skills in academic writing

3.5 (2013)

3.3 (2008)

3.3 (2007)

Survey of Internship Supervisors

3.5 for current interns (2013)

3.5 for current intern (2008)

Alumni Survey

92% positive contribution re: "Writing clearly and effectively" (2007)

(0% no contribution, 0 little, 31 moderate, 23 large, 38 very large)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance writing component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Develop website writing resources for multi-course use
(completed 2008-09)
4. Develop general writing skills exam
(completed 2009-10; implementation pending assessment of CWP101 and CWP102 2014-15)
5. Develop AP Stylebook skills exam
(completed 2009-10; implementation pending assessment of CWP101 and CWP102 2014-15)

Competency 9: Editing

Critically evaluate their own work and that of others for accuracy and fairness, clarity, grammatical correctness, and professional style appropriate to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	308	308
Journalism	210	319, 337	319, 337
Media Production	210	304	304
Communication Studies	210	304, 308, 337	303, 304, 308, 337, 390

Assessment Measures

Direct 1. Edit skills test (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Stylebook test

Direct 3. Portfolio: "Show a piece of work appropriate to your field of study before and after you edited it, and in a cover sheet explain how you approached the editing task, what major changes you made, and the basis of standards for making those changes"

Indirect 1. Graduating Student Survey

Criteria / Rubrics for Portfolio Review

1. Language usage: spelling, syntax, punctuation, and grammatical correctness
2. Stylebook: capitalization, punctuation, etc. appropriate to the profession
3. Principles: accuracy, fairness
4. Clarity: easy of understanding, simplicity, and logical flow
5. Presentation: layout, physical appearance, and professional style appropriate to the major

Standards

Exceeds Standards: Excellent, needs little polish or correction, virtually error free

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product appropriate for submission to editor/supervisor at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision and more work before it can be presented, includes some errors affecting credibility or clarity

Fails to Meet Standards: Poor, unsatisfactory, needs significant revision, includes unacceptable level of errors

Editing ... Assessment Results

Direct Measures

Freshmen Edit Skills Testing

13% meet/exceed standard (2012)

66% meet/exceed standard (2008)

3xx Edit Skills Testing

78% meet/exceed standard (2009)

Senior Edit Skills Testing

42% meet/exceed standard (2012)

30% meet/exceed standard (2009)

Indirect Measures

Survey of Graduating Students

Ability to evaluate your own and other's work

3.2 (2013)

3.3 (2008)

3.2 (2007)

Response Goal: The department will implement a series of steps to achieve higher levels of competence, with particular focus of carrying editing skills learned in introductory and mid-level writing courses through to advanced courses.

Action Steps

1. Revise course outlines to include/enhance editing component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Develop website editing resources for multi-course use
(completed 2008-09)
4. Develop and implement edit skills test
(completed 2009-10; implementation pending assessment of CWP101 and CWP102 2014-15)
5. Develop general writing skills exam
(completed 2009-10; implementation pending assessment of CWP101 and CWP102 2014-15)
6. Develop AP Stylebook skills exam
(completed 2009-10; implementation pending assessment of CWP101 and CWP102 2014-15)

Competency 10: Statistics

Apply basic numerical and statistical concepts appropriate to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	Math, 210	210, 401	308, 401
Journalism	Math, 210	210	303, 337, 405
Media Production	Math, 210	210	304
Communication Studies	Math, 210	210, 401	303. 308. 337

Assessment Measures

Direct 1. "Statistics" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Portfolio "Include a sample of your professional work that demonstrates your competence in writing about or otherwise using statistical or financial information"

Indirect 1. Graduating Student Survey

Criteria / Rubrics for Portfolio Review

1. Accuracy: mathematical and semantic correctness in the use of statistical or financial information
2. Simplicity: representation of audits/charts/budgets/statistics with clarity and easy of understanding
3. Statistical literacy: appropriate inference and implication of statistical or financial information
4. Context: use of statistics in context showing trends and wider view
5. Ethics: accuracy, reliability, validity, and avoidance of misinformation/bias/deception

Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of analysis and application

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product reflecting professional and audience-friendly use of statistics at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, some errors affect credibility or clarity, displays low level of analysis and application

Fails to Meet Standards: Poor, unsatisfactory, needs much revision, includes unacceptable level of errors, displays no analysis & application

Statistics ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test 52%, Post-Test 65% (2013)

Pre-Test 58%, Post-Test 64% (2008)

Portfolio Review

40% meet/exceed standard (2008)

40% meet/exceed standard (2008)

Indirect Measures

Survey of Graduating Students

Ability to use statistics appropriate to communication field

2.6 (2013)

2.6 (2008)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revised course outlines to include/enhance statistics component appropriate to course
(completed 2006-07)
2. Review syllabi to ensure that revision is being implemented
(partly completed 2008-09; resume 2013-14)
3. Added section on statistics for journalists/media writers in textbook used for introductory media writing courses
(completed 2010)
4. Develop website statistics resources for multi-course use
(completed 2008-09)
5. Emphasize statistics more at lower level COM courses because 23.1% of Media Production and Journalism students failed to meet standard
(address in 3013-14)
6. Statistics assessment in COM 450 generated too few cases to make meaningful interpretation; more data will be collected
(planned for Fall 2013)

Competency 11: Technology

Apply tools and technologies appropriate to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210, 215	322	418
Journalism	210, 215	303, 337, 405	405
Media Production	210, 215	312, 328, 329	428,429,431,321,433,434
Communication Studies	210, 215	322, 329, 336	450

Assessment Measures

Direct 1. "Technology" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Portfolio: "Include a sample of your professional work that demonstrates your competence in applying tools and technologies appropriate to your major"

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

Criteria / Rubrics for Portfolio Review

1. Implicit use of tools and technology in preparing work related to major
2. Explicit use of tools and technology in preparing work related to major

Standards

Exceeds Standards: Excellent, virtually error free, displays high level of technical proficiency

Meets Standards: Good, needs minor revision, displays moderate level of technical proficiency, work product reflecting an ability to apply current technology associated with the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of technical proficiency

Fails to Meet Standards: Poor, needs much revision, displays no evident technical proficiency

Technology ... Assessment Results

Direct Measures

Knowledge Testing

Pre-Test: 88% meet/exceed standard (2013)

Post-Test: 93% meet/exceed standard (2013)

Pre-test: 67% meet/exceed standard (2009)

Indirect Measures

Survey of Graduating Students

Technological aspects of communication

3.5 (2013)

3.0 (2008)

3.3 (2007)

Survey of Internship Supervisors

Preparation in technological aspects important to your profession (meets standard)

3.6 (2013)

3.3 (2008)

Alumni Survey

84% positive contribution re: "Using computer technology" (2007)

(0% no contribution, 0 small, 31 moderate, 38 large, 15 very large)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance technology component appropriate to course (completed 2006-07)
2. Review syllabi to ensure that revision is being implemented (partly completed 2008-09; resume 2013-14)
3. Develop website technology resources for multi-course use (completed 2008-09)
4. Revise Media Production major and develop new COM 312 Basic Media Production course (requirement for Media Production majors; elective for others) to provide opportunity for all students to enhance skills in audio-video-digital technology (completed 2008-09)
5. Revise COM 322 Communication Graphics course (requirement for Public Communication majors; elective for others) and COM 336 (requirement for Communication Studies majors; elective for others) to increase student proficiency in technology (completed 2009-10)
6. Revise News Lab Course (requirement for Journalism majors) to increase student proficiency in technology (completed 2010)
7. Faculty in-service re: technology of social media and introduction or enhancement of this in required courses (planned 3013-14)

Competency 12: Public Speaking

Demonstrate competence in professional speaking and presentational skills appropriate to the major

Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	205	205, 307	450
Journalism	205	205, 302	450
Media Production	205	205	450
Communication Studies	205	205, 306, 307. 315	450

Assessment Measures

Direct 1. Performance in public speaking presentations (SPC 205 and COM 450)

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship supervisors

Indirect 3. Alumni Survey

Criteria / Rubrics for Speech Presentations

1. Content: audience-appropriate material and topic, originality, audience interest, comprehensibility, examples and evidence, AV support
2. Organization: distinct introduction/body/conclusion, clear and compelling introduction, logical order, effective transitions, summary and closure
3. Style: appropriate language for speech and audience, speaker enthusiasm, avoidance of slang and clichés, effective use of stylistic devices
4. Delivery: speaker poise and confidence, professional dress and demeanor, eye contact, posture, body language, speaking pace, appropriate use of notes, voice variation, vocal utterances and verbal crutches, appropriate length, evident preparation

Standards

Exceeds Standards: Excellent, virtually error free, displays high level of verbal proficiency

Meets Standards: Good, needs minor revision, displays some insight and moderate level of verbal proficiency, demonstration of competency in public speaking skills at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of verbal proficiency

Fails to Meet Standards: Poor, needs much revision, displays no apparent verbal proficiency

Public Speaking ... Assessment Results

Direct Measures

Performance Capstone

67% meet/exceed standard (2012)

76% meet/exceed standard (2009)

Indirect Measures

Survey of Graduating Students

Ability to evaluate your own and other's work

3.2 (2013)

3.5 (2008)

3.2 (2007)

Survey of Internship Supervisors

3.9 on 4.0 scale for current BSC intern (2008)

Alumni Survey (2007)

77% contribution via department: Speaking clearly and effectively"

(0% no contribution, 0 little, 31 moderate, 8 large, 38 very large)

Response Goal: The department will implement a series of steps to achieve higher levels of competence.

Action Steps

1. Revise course outlines to include/enhance public speaking component appropriate to course (completed 2006-07)
2. Review syllabi to ensure that revision is being implemented (partly completed 2008-09; resume 2013-14)
3. Implement department-wide rubrics for in-class critique of speeches and presentations (planned for 2013-14)

MISCELLANEOUS ASSESSMENT MEASURES

Survey of Graduating Students:

- 3.4 (2008), 3.3 (2007): Professional and career aspects of communication
- 3.5 (2008): Overall level of challenge & high standards in department
- 3.5 (2008), 3.5 (2007): Experience as a Communication student
- 2.8 (2008): Academic advisement
- 3.2 (2008): Access to faculty

Survey of Internship Supervisors

- 3.3 on 4,0 scale (2008) Basic professional skills for all interns
- 3.5 on 4.0 scale (2008) Basic professional skills for current intern
- 3.1 on 4,0 scale (2008) Management/leadership skills for all interns
- 94% would hire current intern for entry-level job

Alumni Survey

75% positive contribution re: "Acquired knowledge and skills needed for a career" (2007)
(0 %no contribution, 0 little, 0 moderate, 37 large, 42 very large)

76% positive contribution re: "Develop leadership skills" (2007)
(0 %no contribution 0 little, 15 moderate, 15 large, 46 very large)

84% positive contribution re: "Acquired knowledge and skills for further academic study" (2007)
(0% no contribution, 0 little, 38 moderate, 15 large, 31 very large)

63% Employment relates to major (within first year following graduation) (2007)
45% Directly relates
18% Somewhat relates

69% are attending or planning to attend graduate school (2007)
15% Attending
54% Planning to attend

84% "Academic advising was available to me when I needed it" (agree and strongly agree) (2007)

76% "Buffalo State helped me meet the goals I went there to achieve" (agree and strongly agree) (2007)

METHODOLOGY

Knowledge and Skills Testing

Skill-based Competencies: Research, Writing, Editing, Statistics, Technology, Public Speaking

Administered according to Assessment Plan schedule. As Pre-Test & Post-Test, administered to incoming students and near-graduation students. Assessment calculation is consistent with national professional competency exams (such as the APR program of PRSA).

Exceeds Standard	81-100%
Meets Standard	61-80%
Approaches Standard	41-60%
Fails to Meet Standard	0-40%

Senior Essay

Concept-based Competencies: Law, History, Diversity, Visual Communication, Ethics, Critical Thinking

Papers are assigned to students in the department capstone course COM 450, which is required of all seniors and taken generally in the final semester. Assessment calculation is based on averages of both faculty and alumni/media professionals serving as readers, using 4.0 rating scales. In the 2006 and 2007 pilot, assessment was done only by faculty readers. Since 2008, the department also has used outside readers (alumni and WNY media professionals) to the assessment teams.

4 Exceeds Standard	3.5 - 4
3 Meets Standard	2.5 - 3.4
2 Approaches Standard	1.5 - 2.4
1 Fails to meet Standard	0 - 1.4

Portfolio Review

Skill-based Competencies: Research, Writing, Editing, Technology

Each students develops a portfolio in the academic capstone course COM 450 and/or in the professional capstone courses (418, 405, and one of the advanced media production courses of 428-434. Each portfolio includes examples of professional writing, editing, visual communication, professionally-oriented research, and technology appropriate to their major. In 2009-10, the department moved to require a digital portfolio for new students who will graduate in Spring 2013 or later. The portfolio is assessed by teams involving both faculty and outside professionals (alumni and WNY media practitioners), using 4.0 rating scales.

4 Exceeds Standard	3.5 - 4
3 Meets Standard	2.5 - 3.4
2 Approaches Standard	1.5 - 2.4
1 Fails to meet Standard	0 - 1.4

Survey of Graduating Students: This online survey is administered by the department following each semester. Items are based on 4.0 scale of poor/fair/good/excellent.

Survey of Internship Supervisors: This survey is administered at end of each internship experience. It is based on 4.0 scale labeled poor to excellent. Current report (August 13) n=171. Supervisors report current/past association with average 2.7 BSC interns (n=161) and 3.7 interns from other institutions (n=224).

Alumni Survey: This survey is administered annually by the college with departmental breakout data. The current data from 2007 report; n=13

Assessment Protocols: Prior to the end of each academic year (no later than June 30), the Assessment Committee will identify the categories for assessment for the upcoming academic year and will indicate the number of both faculty and external reviewers needed for each of the categories for assessment. Faculty assigned to courses in which assessment artifacts are to be gathered should be notified before the beginning of each semester, so they can make arrangements to include the artifacts in the list of student assignments.