

Components of a Program-Level Student Learning Assessment Plan*

1. **Mission Statement.** This section includes a brief description of the program's mission and focus and of how program learning goals relate in general to the missions of the program and of the college.

The communication program faculty seeks to educate students in communication and media theory and practice, preparing them to live and work in a global digital society. We do this through creative engagement, critical thinking, and intellectual challenge in and outside of the classroom, equipping students to be effective and ethical communicators: thinkers, writers, speakers, listeners, and life-long learners who make meaningful contributions to their communities.

2. **Student Learning Outcomes.** Student Learning Outcomes are statements of what you intend students “to know, do, and care about” after successfully completing your program. Think in terms of knowledge, skills, attitudes, abilities, etc. What kinds of discipline-based knowledge should students develop in the program? What are the skills (lab, communication, technical, computer, etc.) that the graduates should have acquired? What kinds of attributes should the students develop (appreciation for diversity, understanding learning styles, etc.) during the program of study? Briefly describe the process for developing student learning goals and how they relate to institutional goals.

KNOWLEDGE Goal 1: Critically assess messages from various modes of communication (media, face-to-face, public, etc.) Critical Thinking, Analysis of communication phenomena, Goal 2: Understand and use communication theory and research; understand communication and rhetorical theory, understanding research articles from the field, information literacy (library),

SKILLS Goal 1: Deliver effective presentations and speeches; audience analysis, persuade others, write and deliver speeches, deliver presentations, convey information effectively, Goal 2: Negotiate conflict; manage conflict, Goal 3: Make effective group decisions; work in groups or teams, communicate professionally Goal 4: Use digital media to formulate messages; Use video editing programs Goal 5: Write clear arguments; argumentative writing, convey information effectively

VALUES Goal 1: Value diversity; possess cultural sensitivity, engage in civic society, serve the community, work toward race, class, and gender equity, tolerate ambiguity in messages and human behavior, relate well to others, Goal 2: Engage reflexively; make good decisions in intellectual and work contexts, clear speaking in every day interaction, effective listening, critical self-reflection, ethical communication, use of office software, creativity, life-long learning, intellectual curiosity, and intellectual rigor

3. **Assessment Tools and Methods.** Next, each program will identify or create appropriate assessment tools and methods for gathering evidence regarding student learning.

Effective assessment programs entail a combination of direct and indirect measures and may include both quantitative and qualitative information. Assessment tools include tests, portfolios, course-embedded measures, capstone evaluations, and others. In addition, this section should describe why particular measures were chosen, and how, when, and by whom they will be administered.

Portfolios, bibliographies, rubrics, class and audience evaluations, debates, reflective writings, video projects, alumni feedback, tracking grad outcomes

4. **Time line for Implementation.** Each program will identify a realistic timeframe for implementation of the assessment plan. Will a pilot of tools and methods be conducted, if so when? When will data be collected and the results analyzed?

Ongoing

5. **Analysis of Results.** Following the collection of data, the program will need to carefully analyze the results. Who will conduct the analysis? How will the results be shared with the faculty? What types of thresholds and comparisons will be used?
6. **Program for Improvement.** The goal of assessment is to improve student learning, and thus, the critical step in improving student learning is to use the results of assessment to make changes to the curriculum, course exercises, and activities. Identify the strategies that the program will use to link the analysis of results to program improvements.