

STUDENT LEARNING ASSESSMENT REPORT, 2017-2019

PROGRAM: Communication (B.A.) – 2-year reporting cycle
SUBMITTED BY: Kimberly Meltzer
DATE: 9/30/2019

Executive Summary: Description of Assessment Process

List *all* of the program’s learning outcomes, as of the assessment year’s catalog: (regardless of whether or not they are being assessed this year)

| Learning Outcome | Year of Last Assessment | Assessed This Year (Y=Yes) | Year of Next Planned Assessment |
|---|-------------------------|----------------------------|---------------------------------|
| Demonstrate the effective use of research skills in the communication discipline and the ability to gather data from diverse sources such as scholarly, trade, and popular publications and databases | 15-16 | N | 20-21 PR |
| Apply communication concepts and theories in the use and presentation of images and information | 15-16 | N | 20-21 PR |
| Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve | 15-16 | Y | 20-21 PR |
| Demonstrate oral communication skills and an ability to articulate ideas, feelings and attitudes to a target audience* | 16-17 | Y | 20-21 PR |
| Apply tools and technologies appropriate for the communications professions in which they work | 16-17 | Y | 20-21 PR |

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The preparer of the assessment report, the Dept. Chair, collects student course data from individual faculty, and the internship supervisor evaluations from Career Services, and stores data on a password protected computer. Upper level course assignments are used to assess at the mastery level, as recommended by the Assessment Workshop attended by the preparer/chair at the start of the Fall 2019 semester. In future assessments, we can also include introductory level courses to assess change over time in the program, as also suggested at the Fall '19 Assessment Workshop. Assessment reports and results of the GSS and Alumni Surveys are shared by the Chair with faculty. Then, at monthly department meetings and continuously throughout the year, the COMM faculty discuss strengths, challenges and planned improvements. These discussions have led to the re-separation of Communication as an independent academic department from Graphic and Media Design effective Fall 2019, and new nomenclature for course codes (all Communication courses now carry the COMM prefix – previously CMD). We have also continued to tweak the Communication curriculum to be in line with peer and aspirant programs, best practices from our professional associations, and to meet the needs of our students. An example of this is the addition of a communication research methods course (COMM 201) to our curriculum so that students learn about research methods earlier on in the major which helps them when they take more advanced courses, and in the research projects they undertake for Senior Seminar. We have also added courses in Media Criticism and Special Topics to our curriculum, which enables us to be more nimble, and obtained GP status for Intercultural Communication. This report includes data and measures from the new Media Criticism course, which is a Writing Intensive course, for LO3.

Another example of using assessment data that results in a planned improvement came from the Spring 2019 Graduating Student Survey. Two areas where students would like to have more support are future careers and finding jobs. Faculty advisors talk about these topics with advisees and in classes already, and now that faculty won't be advising students about registration going forward, there will be more time for actual mentoring of these activities. We will start these conversations earlier in the year, and the new Handshake system will also better facilitate job searches with a feature that emails/displays relevant positions.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

| Outcome | Planned Improvement | Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i> |
|---|---|--|
| Demonstrate oral communication skills and an ability to articulate ideas, feelings and attitudes to a target audience. | The CMD faculty will advise students when possible to take CMD 310 after having taken CMD 101 Public Speaking, but this is not meant to restrict non-majors and students within the department from taking CMD 310 out of sequence when needed or desired. | All students are advised to take COMM 310 after taking COMM 101 Public Speaking when possible. All new majors are advised to take COMM 100 and 101 in their first two semesters at MU as these are the introductory gateway courses in the major. |
| Apply tools and technologies appropriate for the communications professions in which they work. | As communication technology continues to improve and change, as does its application in the workplace, the CMD faculty, and Communication faculty in particular, will continue to evaluate and discuss the skills students should be developing and mastering in their courses in order to apply the appropriate tools and technologies in their current and future work. | In the 19-20 academic year, students will have access to and make use of an upgraded broadcast studio in the basement of the Reinsch Building. A new teleprompter, news set, and additional cameras and microphones will provide students with better opportunities for practice using these communication technologies, particularly in the COMM 307 Broadcast Writing & Delivery and COMM 204 Video Production courses. Please also see the response below to the UAC's comment on the last review regarding measuring this outcome. |

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Comment:

***Outcome 4: Can this be re-worded to be more concise? How will "feelings" and "attitudes" be measured? Is this the ability to persuade?**

Response: We have reviewed the National Communication Association (NCA) suggested Learning Outcomes on which our program outcomes are based (along with the Association for Education in Journalism and Mass Communication – AEJMC—outcomes) and have taken the UAC's suggestion to make outcome #4 more concise. We have rewritten it to also reflect NCA's outcome language. We did not include a reference to the ability to persuade as this is sometimes, but not always, the goal of oral communication (other purposes can include informing, etc.). The revised outcome is:

"Demonstrate oral communication skills and an ability to accomplish communicative goals with a target audience."

The revised outcome will be used going forward, including in the next catalog year.

Comment:

Areas of strength and improvement were discussed. Outcome 5 was met at the 100% level. Where will department go from there? This most likely results not from students performed perfectly but from an outcome that's not worded specifically enough to really measure student achievement or from measures that don't provide enough granularity of data to guide faculty to what is working well and what needs improvement.

Response:

We are reassessing this outcome (#5 about using technology) in this current report and have used different measures for student achievement. In the last report (16-17), a small sample of only 7 student evaluations were analyzed for two of the three measures of this outcome. We do believe that teaching students to use technologies for the communication professions in which they will work is a strength of our program. However we will continue to consider how we measure this outcome.

Comment:

Are you including non-majors in your analysis? You should look at majors only rather than all students.

Response: In this report, we have only included data and analysis of Communication majors.

Outcomes Assessment 2018-2019

Learning Outcome 3: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

| <p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p> | <p>Performance Standard <i>Define the acceptable level of student performance.</i></p> | <p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p> | <p>Result <i>Did you meet your target? What was the result?</i></p> |
|--|---|--|---|
| <p>CMD 304 Media Criticism: final paper assignment (direct)</p> | <p>75% of students should be rated 'Average' or above on assignment criteria; 1. Justification (Justify choice of artifact and its importance, why the study matters, etc.) 2. Reasonable Inference/Inferential Leap (makes an argument that isn't obvious; displays high levels of critical thinking) 3. Coherence (interesting introduction, clear thesis, organization of essay, transitions, flow, headings) 4. APA Formatting (in-text citations and references) 5. Used 10 academic sources</p> | <p>The faculty evaluations of the 13 student majors (out of 15 total) who took the course in Spring 2019, and 11 majors (out of 15 students) who took the course in Spring 2018, were analyzed. Five criteria were used in assessing student performance on this LO.</p> | <p>Please see detailed breakdown below. For Spring 2019: 8/13 students (61.5%) were rated 'Average' or above on APA Formatting. On all other criteria, at least 11/13 students (84.6%) were rated 'Average' or above. For Spring 2018: At least 9/11 students (82%) were rated 'Average' or above on all five criteria.</p> |
| <p>CMD 400 Internship: Performance evaluation by site supervisor; (indirect);</p> | <p>75% of students should be rated 'Average' or above on the COMM Internship Evaluation Sheet for Written Communication</p> | <p>The performance evaluations by the internship site supervisors for the 12 students who completed internships between Spring 2018 and Spring 2019 were analyzed.</p> | <p>9/12 students (75%) who took the internship course were evaluated as Excellent or Good (7 excellent, 2 good, 3 neutral) on the performance standard "Written Communication."</p> |
| <p>Graduating Communication Student Survey (indirect)</p> | <p>A response rate of 75% good or excellent on evaluation of preparation for: Develop a coherent written argument</p> | <p>21 responses to this item across the 2018 and 2019 Graduating Student Survey Results for Communication majors were analyzed.</p> | <p>On the 2018 Survey, 7/7 students (100%) responded good or excellent. On the 2018 Survey, 12/14 (85.7%) responded good or excellent.</p> |

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Spring 2019 CMD 304 Media Criticism – Final Paper Assignment evaluated by faculty (direct)

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| Justification (Justify choice of artifact and its importance, why the study matters, etc.) | <u>10</u> | <u>2</u> | <u>1</u> |
| Reasonable Inference/Inferential Leap (makes an argument that isn't obvious; displays high levels of critical thinking) | <u>9</u> | <u>4</u> | <u>0</u> |
| Coherence (interesting introduction, clear thesis, organization of essay, transitions, flow, headings) | <u>8</u> | <u>4</u> | <u>1</u> |
| APA Formatting (in-text citations and references) | <u>5</u> | <u>3</u> | <u>5</u> |
| Used 10 academic sources | <u>10</u> | <u>1</u> | <u>2</u> |

According to the instructor: **Areas of strength:** Topic selection, justifying the importance of their research and the reason their artifact matters, use of academic journals and research, arguments/analysis.

Area(s) of improvement: APA formatting, coherence

Additional Comments: Overall, I was very impressed with the students' projects. Moving forward, I plan to integrate APA formatting more regularly, so that students are more comfortable with it and use it better in the final project (I do have quizzes and a lecture on it, but it didn't seem to be enough).

Spring2018 CMD 304 Media Criticism – Final Paper Assignment evaluated by faculty (direct)

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| Justification (Justify choice of artifact and its importance, why the study matters, etc.) | <u>10</u> | <u>1</u> | <u>0</u> |
| Reasonable Inference/Inferential Leap (makes an argument that isn't obvious; displays high levels of critical thinking) | <u>7</u> | <u>3</u> | <u>1</u> |
| Coherence (interesting introduction, clear thesis, organization of essay, transitions, flow, headings) | <u>5</u> | <u>4</u> | <u>2</u> |
| APA Formatting (in-text citations and references) | <u>6</u> | <u>4</u> | <u>1</u> |
| Used 10 academic sources | <u>11</u> | <u>0</u> | <u>0</u> |

According to the instructor: **Area(s) of strength:** Use of academic sources to support argument and analysis, Justifying the importance of the research, making unique arguments.

Area(s) of improvement: APA formatting and coherence/organization of the essays

Additional Comments: I was overall impressed with the students' ability to find good research/sources to support their arguments, and upon which to build their own arguments. At times, the organization was still difficult to follow, and the APA formatting was weaker than preferred, but overall good products.

Spring 2018 through Spring 2019 CMD 400 Internship: Performance evaluation by site supervisor; (indirect)

The performance standard (75% rated average or above) for the internship was met with 9/12 students (75%) who took the internship course evaluated as Excellent or Good (7 excellent, 2 good, 3 neutral) for "Written Communication." There is room for improvement for this outcome measure.

Graduating Student Surveys 2018 and 2019

The performance standard (75% responded good or excellent) on evaluation of preparation for: "Develop a coherent written argument" was exceeded (19 good or excellent out of 21 = 90.5%) across the two years of the survey.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Having two years of data for all of these measures for this outcome enables us to assess this outcome with more confidence. While students are meeting or exceeding the performance standard for almost all criteria across measures, there is room for improvement, particularly in using APA formatting in written work. While students are supposed to have learned APA format in their LAC courses and prior to taking this advanced course, it is evident that more practice using citation formats earlier on would be useful. This criterion is also emphasized in other lower level Communication courses, but efforts will be made by program faculty to have more focus on this going forward and faculty will discuss opportunities for doing so.

Learning Outcome 4: Demonstrate oral communication skills and an ability to accomplish communicative goals with a target audience.

| <p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p> | <p>Performance Standard <i>Define the acceptable level of student performance.</i></p> | <p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p> | <p>Result <i>Did you meet your target? What was the result?</i></p> |
|--|---|---|---|
| <p>CMD 310 Career and Professional Communication: Persuasive presentation evaluated by faculty (direct);</p> | <p>75% of students should be rated 'Average' or above on the criteria;</p> <ol style="list-style-type: none"> 1. Implemented Monroe's Motivated Sequence 2. PowerPoint slides followed guidelines for effective visual aids given in class 3. Delivery: effective gestures, movement, pitch, volume, etc. 4. Research: Use of stats, facts, and citation of sources to support presentation | <p>The faculty evaluations of the 10 student majors (12 students total – 2 non-majors) who took the course in Spring 2018 were analyzed. Four criteria were used in assessing student performance on this LO.</p> | <p>Please see detailed breakdown below. 10/10 students (100%) were rated 'Average' or above on the criteria.</p> |
| <p>CMD 403 Principles of Communication Law: legal brief presentation evaluated by faculty (direct);</p> | <p>75% of students should score above a 'C' or (Average) on the legal brief presentation (see assignment description attached) using the following criteria</p> <ul style="list-style-type: none"> • Content • Logic • Research and citations • Demonstrated presentation skills | <p>The legal brief presentation grades of the 16 COMM student majors and minor who took the course in Fall 2018 were analyzed.</p> | <p>Four criteria were used in assessing student performance on this LO.</p> <p>16/16 (100%) students scored above a 'C' on the legal brief presentation.</p> |
| <p>CMD 400 Internship: Performance evaluation by site supervisor; (indirect)</p> | <p>75% of students should be rated 'Average' or above on the COMM Internship Evaluation Sheet for Oral Communication</p> | <p>The performance evaluations by the internship site supervisors for the 12 students who completed internships between Spring 2018 and Spring 2019 were analyzed.</p> | <p>11/12 students (92%) who took the internship course were evaluated as Excellent or Good (7 excellent, 4 good, 1 neutral) on the performance standard "Oral Communication."</p> |

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Spring 2018 CMD 310 Career and Professional Communication Persuasive Presentations evaluated by faculty (direct)

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|--|---------------|----------|---------------|
| Implemented Monroe’s Motivated Sequence | <u>7</u> | <u>3</u> | |
| PowerPoint slides followed guidelines for effective visual aids given in class | <u>8</u> | <u>2</u> | |
| Delivery: effective gestures, movement, pitch, volume, etc. | <u>7</u> | <u>3</u> | |
| Research: Use of stats, facts, and citation of sources to support presentation | <u>9</u> | <u>1</u> | |

According to the instructor:

Area(s) of strength: Research to support arguments, Delivery skills, Slide show/PowerPoint presentations followed guidelines for effective communication

Area(s) of improvement: Clearly following Monroe’s Motivated Sequence. Some students skipped steps, or combined them.

Additional Comments: Students did a very good job picking creative and important topics and drawing from their skillset as Communication majors and minors. I was impressed with their professional delivery and organization.

Fall 2018 CMD 403 Principles of Communication Law: Legal brief presentation evaluated by faculty (direct);

16/16 (100%) students scored above a ‘C’ on the legal brief presentation. 5 students scored ‘A-,’ 11 scored ‘A’.

The performance standard was that 75% of students should score above a ‘C’ or (Average) on the legal brief presentation. The performance standard for the legal brief presentation for LO4 was met and exceeded at 100%. Students who take CMD 403 are mostly seniors, with some juniors. Consistent with the performance on this measure noted in the last assessment report (AY16-17), the performance on the briefs presentation assignment in this class demonstrates mastery.

Spring 2018 through Spring 2019 CMD 400 Internship: Performance evaluation by site supervisor; (indirect)

The performance standard (75% rated average or above) for the internship was exceeded with 11/12 students (92%) who took the internship course evaluated as Excellent or Good (7 excellent, 4 good, 1 neutral) on the performance standard “Oral Communication.” We agree that students are getting very good preparation in oral communication in introductory (such as Public Speaking) through advanced level courses in Communication.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

All measures for LO4 far exceeded the performance standard. The Communication Program will continue with the effective course assignments and activities that appear to yield successful outcomes for oral communication among our students. In addition, the program’s adjunct public speaking instructor in Fall 2019 has started a Public Speaking Group for students across campus that will supplement and complement oral communication instruction and activities in formal courses. In future assessments, we could consider analyzing the performance of students in the COMM 403 Legal Debates in class which provide additional evidence of students’ oral presentation skills.

Learning Outcome 5: Apply tools and technologies appropriate for the communications professions in which they work.

| Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | Performance Standard <i>Define the acceptable level of student performance.</i> | Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i> | Result <i>Did you meet your target? What was the result?</i> |
|--|--|--|--|
| CMD 307 Broadcast Writing and Delivery: Voiceover evaluated by faculty; (direct); | 75% of students should be rated 'Average' or above on the criteria; 1. LEAD: sets the Main Character, Scene, and Mood; contains attention-getter/hook; STRONG ESTABLISHING SHOT 2. Storytelling: FOCUSED and has a clear PURPOSE // has a CENTRAL COMPELLING CHARACTER// contains Action/conflict/surprise; Logic AND Emotion // Word Choice 3. PICTURES: appropriate amount of pictures, complemented script, good timing; good QUALITY 4. QUALITY of Audio and coordination of audio and video | The faculty evaluations of the 9 student majors (out of 16 students total) who took the course in Fall 2017, and 12 majors (out of 20 students total) who took the course in Fall 2018, were analyzed. Four criteria were used in assessing student performance on this LO | Please see detailed breakdown below. For Fall 2017: at least 7/9 students (77.8%) were rated 'Average' or above for all criteria; For Fall 2018: 7/12 students (58%) were rated 'Average' or above for PICTURES. On all other criteria, at least 75% of students (9/12) were rated 'Average' or above. |
| 2018 Alumni Survey (indirect) | A response rate of 75% good or excellent on evaluation of preparation to: Use technology effectively in a workplace environment | 6 responses to this item on the 2018 Alumni Survey Results for Communication majors were analyzed. | 4/6 Students (66.7 %) responded good or excellent. |
| 2018 and 2019 Graduating Student Surveys (indirect) | A response rate of 75% good or excellent on evaluation of preparation for: Use technology effectively in a workplace environment | 21 responses to this item across the 2018 and 2019 Graduating Student Survey Results for Communication majors were analyzed. | On the 2018 Survey, 6/7 students (85.7%) responded good or excellent. On the 2019 Survey, 11/14 (78.6%) responded good or excellent. |

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Fall 2017 CMD 307 Broadcast Writing and Delivery Voiceover Assignment Evaluated by Faculty (direct)

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| LEAD: sets the Main Character, Scene, and Mood; contains attention-getter/hook; STRONG ESTABLISHING SHOT | <u>7</u> | <u>1</u> | <u>1</u> |
| Storytelling: FOCUSED and has a clear PURPOSE // has a CENTRAL COMPELLING CHARACTER// contains Action/conflict/surprise; Logic AND Emotion // Word Choice (no redundancy/rambling, short words/sentences, 3 points or less, etc.) | <u>6</u> | <u>3</u> | |

| | | | |
|---|----------|----------|----------|
| PICTURES: appropriate amount of pictures, complemented script, good timing (not too rushed or too slow); good QUALITY | <u>2</u> | <u>5</u> | <u>2</u> |
| QUALITY of Audio and coordination of audio and video | <u>4</u> | <u>4</u> | <u>1</u> |

According to the instructor: **Area(s) of strength:** Students picked interesting topics, and did a great job setting the tone with attention-grabbing leads. They also did a good job telling stories using a central compelling character (CCC)

Area(s) of improvement: Use of images/pictures—many students didn’t choose high quality pictures and/or enough pictures to keep it visually interesting; Audio—students did not take advantage of sound booth for quality audio

Additional Comments: I’m encouraged by the ability of students to tell good stories, but slightly discouraged by their struggles to translate good storytelling into an A/V format that includes pictures/images to aid in the storytelling.

Fall 2018 CMD 307 Broadcast Writing and Delivery Voiceover Assignment Evaluated by Faculty (direct)

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| LEAD: sets the Main Character, Scene, and Mood; contains attention-getter/hook; STRONG ESTABLISHING SHOT | <u>7</u> | <u>2</u> | <u>3</u> |
| Storytelling: FOCUSED and has a clear PURPOSE // has a CENTRAL COMPELLING CHARACTER// contains Action/conflict/surprise; Logic AND Emotion // Word Choice (no redundancy/rambling, short words/sentences, 3 points or less, etc.) | <u>3</u> | <u>6</u> | <u>3</u> |
| PICTURES: appropriate amount of pictures, complemented script, good timing (not too rushed or too slow); good QUALITY | <u>5</u> | <u>2</u> | <u>5</u> |
| QUALITY of Audio and coordination of audio and video | <u>5</u> | <u>5</u> | <u>2</u> |

According to the instructor: **Area(s) of strength:** Overall fairly good use of images, good stories to be told, and strong attention-getting opener

Area(s) of improvement: Quality of audio (some was hard to hear, not recorded in studio), as well as coordination of audio with videos (images on the screen too long, not relevant to the audio); also, variety and quality of images

Additional Comments: Students did a good job finding interesting topics, and I was overall impressed with the quality of voiceovers they produced. It would be nice if more students would use the sound booth to record audio, but I’m wondering if access is part of the issue, especially with our large commuter population.

Alumni Survey 2018

The performance standard (75% responded good or excellent) on evaluation of preparation to “Use technology effectively in a workplace environment” was not met (4/6 students = 66.7%). The sample was very small, and 3 of the respondents were from 12-13 and 3 were from 16-17 so this result should not be given much weight on its own. It is considered alongside the results from other measures for this outcome.

Graduating Student Surveys 2018 and 2019

The performance standard (75% responded good or excellent) on evaluation of preparation for: “Use technology effectively in a workplace environment” was exceeded (17 good or excellent out of 21 = 81%) across the two years of the survey. However, there is room for improvement.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Compared to the previous assessment period (AY16-17) where only 7 students were included in the sample and the standard was met at 100% on two of three measures, this assessment period which covers two years (17-19) shows exceeding the standard but at a lower level. The measures used varied between assessment periods, and that could partially account for the difference. In the last assessment period, two out of three measures were direct by faculty. In this assessment report, only one measure is direct and two are indirect from students. That shows that students are not evaluating their own technology preparedness as high as faculty are evaluating them. The indirect measures over the two assessment periods are more consistent. However, as we discussed on p.2 of this report under Progress on Planned Improvements from Prior Year, we are upgrading our technology facilities and offer many

opportunities through courses for students to build and hone their professional technology skills. The CMD 307 instructor noted that student access to the sound booth on campus could be an obstacle to students producing higher quality audio recording for their class assignments. We will discuss ways we can improve access – perhaps in conjunction with the upgrades to the broadcast studio on campus. In future assessments we can also consider using different direct measures such as faculty evaluations of student assignments from COMM 315 Writing for Digital Media.

Appendices (Attached as separate electronic files)

CMD 304 Media Criticism Evaluation Spring 2018

CMD 304 Media Criticism Evaluation Spring 2019

CMD 310 Persuasive Presentations Evaluation

CMD 403 Legal Brief Assignment Description

CMD 400 Internship Site Supervisor Evaluation Spreadsheets (SP '18, SU '18-SP '19)

CMD 307 Voiceover Evaluation Fall 2017

CMD 307 Voiceover Evaluation Fall 2018

2018 Communication Alumni Survey

2017 Communication Graduating Student Survey

2018 Communication Graduating Student Survey

Communication Major Assessment

Criteria for evaluation of Learning Outcome 3: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Above average: having met and exceeded the minimum standards

Average: achieved satisfactory work; having met the minimum standards

Below Average: did not achieve satisfactory work; falling below the minimum standards

Check one:

CMD 304 Media Criticism – final paper assignment (direct)

Semester(s) Spring 2018 total students 11 Comm majors/15 students

Faculty: List the total number of students in each area for the current academic year.

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| Justification (Justify choice of artifact and its importance, why the study matters, etc.) | <u>10</u> | <u>1</u> | <u>0</u> |
| Reasonable Inference/Inferential Leap (makes an argument that isn't obvious; displays high levels of critical thinking) | <u>7</u> | <u>3</u> | <u>1</u> |
| Coherence (interesting introduction, clear thesis, organization of essay, transitions, flow, headings) | <u>5</u> | <u>4</u> | <u>2</u> |
| APA Formatting (in-text citations and references) | <u>6</u> | <u>4</u> | <u>1</u> |
| Used 10 academic sources | <u>11</u> | <u>0</u> | <u>0</u> |

Briefly describe project(s) being evaluated:

A 3,200–3,700 word essay (of which approximately 1,000 will be revised from previous assignments and *at least 2,250 words will be new additions*) in which students demonstrate an advanced understanding of their media criticism/rhetorical research method by analyzing a media artifact (e.g., film, television series, advertisement, song, music video). Students must use APA formatting and cite at least 10 academic sources. These papers are expected to be high quality papers that could be presented at a conference.

Area(s) of strength:

- Use of academic sources to support argument and analysis
- Justifying the importance of the research
- Making unique arguments

Area(s) of improvement:

- APA formatting and coherence/organization of the essays

Additional Comments:

I was overall impressed with the students' ability to find good research/sources to support their arguments, and upon which to build their own arguments. At times, the organization was still difficult to follow, and the APA formatting was weaker than preferred, but overall good products.

Communication Major Assessment

Criteria for evaluation of Learning Outcome 3: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Above average: having met and exceeded the minimum standards

Average: achieved satisfactory work; having met the minimum standards

Below Average: did not achieve satisfactory work; falling below the minimum standards

Check one:

CMD 304 Media Criticism – final paper assignment (direct)

Semester(s) Spring 2019 total students 13 Comm majors/15 students

Faculty: List the total number of students in each area for the current academic year.

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| Justification (Justify choice of artifact and its importance, why the study matters, etc.) | <u>10</u> | <u>2</u> | <u>1</u> |
| Reasonable Inference/Inferential Leap (makes an argument that isn't obvious; displays high levels of critical thinking) | <u>9</u> | <u>4</u> | <u>0</u> |
| Coherence (interesting introduction, clear thesis, organization of essay, transitions, flow, headings) | <u>8</u> | <u>4</u> | <u>1</u> |
| APA Formatting (in-text citations and references) | <u>5</u> | <u>3</u> | <u>5</u> |
| Used 10 academic sources | <u>10</u> | <u>1</u> | <u>2</u> |

Briefly describe project(s) being evaluated:

A 3,200–3,700 word essay (of which approximately 1,000 will be revised from previous assignments and *at least 2,250 words will be new additions*) in which students demonstrate an advanced understanding of their media criticism/rhetorical research method by analyzing a media artifact (e.g., film, television series, advertisement, song, music video). Students must use APA formatting and cite at least 10 academic sources. These papers are expected to be high quality papers that could be presented at a conference.

Area(s) of strength:

- Topic selection
- Justifying the importance of their research and the reason their artifact matters
- Use of academic journals and research
- Arguments/analysis

Area(s) of improvement:

- APA formatting, coherence

Additional Comments: Overall, I was very impressed with the students' projects. Moving forward, I plan to integrate APA formatting more regularly, so that students are more comfortable with it and use it better in the final project (I do have quizzes and a lecture on it, but it didn't seem to be enough).

Communication Major Assessment 2017–2018

Criteria for evaluation of Learning Outcome 5: Apply tools and technologies appropriate for the communications professions in which they work

Above average: having met and exceeded the minimum standards

Average: achieved satisfactory work; having met the minimum standards

Below Average: did not achieve satisfactory work; falling below the minimum standards

Check one:

CMD 307 Broadcast Writing and Delivery- Podcast (or other assignment – specify) evaluated by faculty (direct)

Semester(s) Fall 2017 total students 9 Comm/16 total

Faculty: List the total number of students in each area for the current academic year.

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| LEAD: sets the Main Character, Scene, and Mood; contains attention-getter/hook; STRONG ESTABLISHING SHOT | <u>7</u> | <u>1</u> | <u>1</u> |
| Storytelling: FOCUSED and has a clear PURPOSE // has a CENTRAL COMPELLING CHARACTER // contains Action/conflict/surprise; Logic AND Emotion // Word Choice (no redundancy/rambling, short words/sentences, 3 points or less, etc.) | <u>6</u> | <u>3</u> | |
| PICTURES: appropriate amount of pictures, complemented script, good timing (not too rushed or too slow); good QUALITY | <u>2</u> | <u>5</u> | <u>2</u> |
| QUALITY of Audio and coordination of audio and video | <u>4</u> | <u>4</u> | <u>1</u> |

Briefly describe project(s) being evaluated:

Students will create and voiceover 1.5-minute still picture videos. Students must **interview a Marymount University student and create a human interest piece**. The video should use images and voiceover to present someone’s achievements or how someone has overcome a major obstacle. The goal of human interest pieces is to present the story in a way that motivates the audience and/or invites them to become interested in the story. Examples could include interviewing an athlete who won a major championship or came back after an injury, a student who won an award for service or academic work, or a student who went to great lengths to go to college. Students must come up with an interesting and compelling story about their interviewee.

Area(s) of strength:

Students picked interesting topics, and did a great job setting the tone with attention-grabbing leads. They also did a good job telling stories using a central compelling character (CCC)

Area(s) of improvement:

Use of images/pictures—many students didn’t choose high quality pictures and/or enough pictures to keep it visually interesting; Audio—students did not take advantage of sound booth for quality audio

Additional Comments:

I’m encouraged by the ability of students to tell good stories, but slightly discouraged by their struggles to translate good storytelling into an A/V format that includes pictures/images to aid in the storytelling.

Communication Major Assessment 2018–2019

Criteria for evaluation of Learning Outcome 5: Apply tools and technologies appropriate for the communications professions in which they work

Above average: having met and exceeded the minimum standards

Average: achieved satisfactory work; having met the minimum standards

Below Average: did not achieve satisfactory work; falling below the minimum standards

Check one:

CMD 307 Broadcast Writing and Delivery- Podcast (or other assignment – specify) evaluated by faculty (direct)

Semester(s) Fall 2018 total students 12Comm/20 total

Faculty: List the total number of students in each area for the current academic year.

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|---|---------------|----------|---------------|
| LEAD: sets the Main Character, Scene, and Mood; contains attention-getter/hook; STRONG ESTABLISHING SHOT | <u>7</u> | <u>2</u> | <u>3</u> |
| Storytelling: FOCUSED and has a clear PURPOSE // has a CENTRAL COMPELLING CHARACTER // contains Action/conflict/surprise; Logic AND Emotion // Word Choice (no redundancy/rambling, short words/sentences, 3 points or less, etc.) | <u>3</u> | <u>6</u> | <u>3</u> |
| PICTURES: appropriate amount of pictures, complemented script, good timing (not too rushed or too slow); good QUALITY | <u>5</u> | <u>2</u> | <u>5</u> |
| QUALITY of Audio and coordination of audio and video | <u>5</u> | <u>5</u> | <u>2</u> |

Briefly describe project(s) being evaluated:

Students will create and voiceover 1.5-minute still picture videos. Students must **interview a Marymount University student and create a human interest piece**. The video should use images and voiceover to present someone’s achievements or how someone has overcome a major obstacle. The goal of human interest pieces is to present the story in a way that motivates the audience and/or invites them to become interested in the story. Examples could include interviewing an athlete who won a major championship or came back after an injury, a student who won an award for service or academic work, or a student who went to great lengths to go to college. Students must come up with an interesting and compelling story about their interviewee.

Area(s) of strength:

Overall fairly good use of images, good stories to be told, and strong attention-getting opener

Area(s) of improvement:

Quality of audio (some was hard to hear, not recorded in studio), as well as coordination of audio with videos (images on the screen too long, not relevant to the audio); also, variety and quality of images

Additional Comments:

Students did a good job finding interesting topics, and I was overall impressed with the quality of voiceovers they produced. It would be nice if more students would use the sound booth to record audio, but I’m wondering if access is part of the issue, especially with our large commuter population.

Communication Major Assessment

Criteria for evaluation of Learning Outcome 4: Demonstrate oral communication skills and an ability to articulate ideas, feelings and attitudes to a target audience

Above average: having met and exceeded the minimum standards

Average: achieved satisfactory work; having met the minimum standards

Below Average: did not achieve satisfactory work; falling below the minimum standards

Check one:

CMD 310 Professional and Career Communication - persuasive presentations evaluated by faculty (direct)

Semester(s) Spring 2018 total students 10 Comm/12 Total

Faculty: List the total number of students in each area for the current academic year.

| Please provide your assessment rubric here: | Above Average | Average | Below Average |
|--|---------------|----------|---------------|
| Implemented Monroe's Motivated Sequence | <u>7</u> | <u>3</u> | |
| PowerPoint slides followed guidelines for effective visual aids given in class | <u>8</u> | <u>2</u> | |
| Delivery: effective gestures, movement, pitch, volume, etc. | <u>7</u> | <u>3</u> | |
| Research: Use of stats, facts, and citation of sources to support presentation | <u>9</u> | <u>1</u> | |

Briefly describe project(s) being evaluated:

Students pretend to have already graduated from MU and have a job in their preferred field. They create a PowerPoint presentation to try to persuade the board/bosses of their new company to implement a new program, initiative or another idea they think would be helpful to the office/company (e.g., internships, recycling program, energy-saving program, new location, etc.).

They use Monroe's Motivated Sequence (see Chapter 13: Attention, Need, Satisfaction, Visualization, Action) to communicate the persuasive message.

- Presentations should be 5–7 minutes.
- Students should cite 3–5 sources
- Turn in copies of 5 PowerPoint slides on Canvas (one for each part of Monroe's Motivated Sequence)
- Turn in outline for presentation (outline should include references used in presentation)
- **Dress for success**

Area(s) of strength:

- Research to support arguments
- Delivery skills
- Slide show/PowerPoint presentations followed guidelines for effective communication

Area(s) of improvement:

Clearly following Monroe's Motivated Sequence. Some students skipped steps, or combined them.

Additional Comments: Students did a very good job picking creative and important topics and drawing from their skillset as Communication majors and minors. I was impressed with their professional delivery and organization.

Case Briefs Assignment

Proposals due by class time on Thursday, November 1st. Proposals include:

- General area of communications law.
- Specific issue within that area of law.
- Case or cases of focus.
 - Brief summary (5 sentences or less) of case(s).

Come to class on Thursday, November 1st prepared to discuss your project in 5 minutes.

Final Briefs due by class time on Monday, November 26th. See guides on writing case briefs on our class Canvas site.

Case Briefs: A Model of Case Law Analysis

A case brief should contain the following information, in respective order:

- The facts: Generally outlined at the very beginning of the case, the facts set the stage for the overall issue of the case.
- The issue: The issue is the question that the Supreme Court is answering. It should be in question-form on your brief.
- The rule: The rule is what ultimately comes out of the case. The rule is very important.
- The holding: The holding is generally a one-sentence statement that answers the question asked by the issue of the case.
- The rationale: The rationale is the Court's reason for making their decision. It is sometimes difficult to ascertain exactly why the Court came to their conclusion; sometimes their rationale is one sentence and other times it is one paragraph. Do the best you can.
- The disposition: Did the Court affirm the lower court's judgment? Reverse? Reverse and remand?

****The final piece that you are to add to your case brief assignment is a section on your own personal thoughts about the case(s) and its implications.**

Beginning Monday, November 26 through Monday, December 3, students will formally present their case briefs to the class. We will go in alphabetical order with 5 presentations each class session on November 26, November 29, and 6 presentations on December 3. Presentations will be 10 minutes each, with time for discussion and questions after each presentation.

2017-18 Graduating Student Survey - Evaluation of Preparation

AS : UG : Communication

| | Responses | % Good or Excellent | Mean | Std Dev |
|--|-----------|---------------------|------|---------|
| Find a job in your field. | 7 | 71.4 | 4.00 | 1.15 |
| Succeed in a job in your field. | 7 | 71.4 | 4.00 | 1.15 |
| Attain a promotion within your existing employment situation. | 7 | 85.7 | 4.14 | 1.07 |
| Pursue more education in your field. | 7 | 85.7 | 4.29 | 0.76 |
| Conduct research to support a position. | 7 | 85.7 | 4.29 | 0.76 |
| Develop a coherent written argument. | 7 | 100.0 | 4.43 | 0.53 |
| Deliver a coherent oral presentation. | 7 | 100.0 | 4.71 | 0.49 |
| Use quantitative/qualitative techniques within your professional field. | 7 | 85.7 | 4.29 | 0.76 |
| Determine the most ethically appropriate response to a situation. | 7 | 100.0 | 4.43 | 0.53 |
| Understand the major ethical dilemmas in your field. | 7 | 100.0 | 4.43 | 0.53 |
| Work as part of an effective team. | 7 | 100.0 | 4.57 | 0.53 |
| Lead a team. | 7 | 85.7 | 4.29 | 0.76 |
| Manage time effectively. | 7 | 100.0 | 4.43 | 0.53 |
| Use technology effectively in a workplace environment. | 7 | 85.7 | 4.14 | 1.07 |
| Apply knowledge and skills to new situations. | 7 | 100.0 | 4.57 | 0.53 |
| Solve problems in your field using your knowledge and skills. | 7 | 100.0 | 4.43 | 0.53 |
| Find appropriate sources of information. | 7 | 85.7 | 4.14 | 1.07 |
| Evaluate the quality of information (e.g. scholarly articles, newspapers). | 7 | 100.0 | 4.43 | 0.53 |

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

2017-18 Graduating Student Survey - Faculty, Advisors, and Courses

AS : UG : Communication

| | Responses | Percent Agree or Strongly Agree | Mean | Std Dev |
|--|-----------|---------------------------------|------|---------|
| Faculty members have a high level of expertise in their fields. | 7 | 100.0 | 4.57 | 0.53 |
| Faculty members are approachable. | 7 | 100.0 | 4.43 | 0.53 |
| Faculty members are available to address my needs outside of class | 7 | 100.0 | 4.43 | 0.53 |
| Advisers are available at convenient times. | 7 | 85.7 | 4.29 | 0.76 |
| Advisers are helpful with selecting courses. | 7 | 85.7 | 4.29 | 0.76 |
| Advisers are knowledgeable about my degree requirements. | 7 | 85.7 | 4.43 | 0.79 |
| Advisers explored my career options with me. | 7 | 85.7 | 4.00 | 1.00 |

Graduating Student Survey, Spring 2018

| | | | | |
|--|---|-------|------|------|
| Advisers discussed my future education options. | 7 | 85.7 | 4.14 | 1.07 |
| Classes in my major were generally available during semesters I need | 7 | 71.4 | 3.57 | 1.13 |
| Classes in my major were offered at convenient times. | 7 | 57.1 | 3.29 | 1.25 |
| Classes in my major challenged me to apply my knowledge in new | 7 | 100.0 | 4.43 | 0.53 |
| Classes in my major were academically challenging. | 7 | 85.7 | 4.29 | 0.76 |
| Elective courses were generally available during semesters I need t | 7 | 71.4 | 3.86 | 1.07 |
| Elective courses were offered at convenient times. | 7 | 57.1 | 3.29 | 1.38 |
| Sufficient electives were offered to meet my needs. | 7 | 57.1 | 3.29 | 1.38 |
| Elective classes were academically challenging. | 7 | 100.0 | 4.29 | 0.49 |
| Classes in the liberal arts core were academically challenging. | 7 | 100.0 | 4.43 | 0.53 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

2017-18 Graduating Student Survey - Evaluation of Development

AS : UG : Communication

| | Responses | % Agree or Strongly Agree | Mean | Std Dev |
|---|-----------|---------------------------|------|---------|
| I believe I have the knowledge and skills necessary to be effective at making positive changes in my community. | 7 | 100.0 | 4.43 | 0.53 |
| I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences. | 7 | 100.0 | 4.57 | 0.53 |
| I feel a sense of commitment to serve others throughout my lifetime. | 7 | 100.0 | 4.43 | 0.53 |
| I'm aware of how I might apply what I've learned at Marymount to serve my community. | 7 | 100.0 | 4.29 | 0.49 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

| | Responses | % Somewhat or To a Great Extent | Mean | Std Dev |
|---|-----------|---------------------------------|------|---------|
| Interest in lifelong learning | 7 | 100.0 | 4.00 | 0.00 |
| Awareness of global issues | 7 | 85.7 | 3.57 | 0.79 |
| Self-confidence | 6 | 100.0 | 4.00 | 0.00 |
| Openness to new experiences | 7 | 100.0 | 4.00 | 0.00 |
| Interest in cultures different from your own | 7 | 85.7 | 3.57 | 0.79 |
| Leadership skills | 6 | 100.0 | 3.83 | 0.41 |
| Commitment to service | 7 | 85.7 | 3.43 | 0.79 |
| The ability to collaborate with others from different backgrounds and experiences | 7 | 100.0 | 3.86 | 0.38 |

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

2017-18 Graduating Student Survey - Internship

AS : UG : Communication

| | Responses | Percent Yes |
|--|-----------|-------------|
| Did your education at MU include an internship, clinical, or student teaching experience(s)? | 7 | 85.7 |
| <i>The internship, clinical, or student teaching experience(s) allowed you to:</i> | | |
| Explore career interests | 5 | 71.4 |
| Apply critical thinking skills | 4 | 57.1 |
| Improve oral and written communication | 5 | 71.4 |
| Improve understanding of responsibilities required in the profession | 6 | 85.7 |
| Network with professionals | 4 | 57.1 |
| Obtain employment at your internship site | 3 | 42.9 |
| Work with a team in an organizational setting | 4 | 57.1 |
| Get professional feedback on career skills and options | 5 | 71.4 |
| Develop a portfolio of work samples | 3 | 42.9 |
| Improve your competitiveness in the job market | 3 | 42.9 |

2017-18 Graduating Student Survey - Further Education

AS : UG : Communication

| | Responses | Percent Yes or Maybe |
|---|-----------|----------------------|
| Do you plan to continue your education formally after graduation? | 7 | 100.0 |
| <i>If you are planning to return to school, when do you plan to return?</i> | | |
| Within the next year | 2 | 33.3 |
| Within two to three years | 2 | 33.3 |
| More than three years from now | 0 | -- |
| Unsure about when | 2 | 33.3 |
| <i>What degree do you plan to pursue?</i> | | |
| Masters | 7 | 100.0 |
| Doctorate | 0 | -- |
| MD | 0 | -- |
| JD | 0 | -- |
| Other | 0 | -- |

2017-18 Graduating Student Survey - Employment

AS : UG : Communication

| | Responses | Percent |
|---|-----------|---------|
| <i>What is your current employment status?</i> | | |
| Employed full-time | 3 | 42.9 |
| Employed part-time | 2 | 28.6 |
| Not employed, but looking | 2 | 28.6 |
| Not employed, not looking | 0 | -- |
| <i>Is your current position related to your field of study at MU?</i> | | |
| Directly related | 1 | 25.0 |
| Somehow related | 2 | 50.0 |
| Not at all related | 1 | 25.0 |
| <i>If employed full-time, which sector best describes your job?</i> | | |
| Commercial or for-profit | 3 | 75.0 |
| Not-for-profit | 1 | 25.0 |
| Government | 0 | -- |
| <i>If employed full-time, what is your salary?</i> | | |
| Under \$10,000 | 2 | 50.0 |
| \$10,000 to \$19,999 | 0 | -- |
| \$20,000-\$29,999 | 1 | 25.0 |
| \$30,000-\$39,999 | 0 | -- |
| \$40,000-\$49,999 | 1 | 25.0 |
| \$50,000-\$59,999 | 0 | -- |
| \$60,000-\$69,999 | 0 | -- |
| \$70,000-\$79,999 | 0 | -- |
| \$80,000-\$89,999 | 0 | -- |
| \$90,000-\$99,999 | 0 | -- |
| \$100,000 and above | 0 | -- |
| <i>What are your employment plans after graduation?</i> | | |
| Obtain a full-time position | 6 | 85.7 |
| Obtain a part-time position | 0 | -- |
| Continue in the same position | 1 | 14.3 |
| None | 0 | -- |
| Other | 0 | -- |

2017-18 Graduating Student Survey - Employment

| Job Title: | Employer: | Location: |
|--------------------------------|-------------------------|----------------------|
| Digital Content Coordinator | Federal Bar Association | Arlington, VA |
| Campus Planning and Management | Open Malani | Marymount University |
| Server | Crafthouse | Ballston |

2017-18 Graduating Student Survey - Comments (Redacted)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|--|---|--|
| New experiences | Nothing | |
| Being a small school allows for more one on one between students and faculty | Counseling, helping students build that career path. Take classes that will lead them to the career they want and not just take classes because they need credits. Making classes more available. | |
| Writing and research. | Public Speaking | |

Graduating Student Survey, Spring 2018

Being able to start the Marymount University Ice Hockey Club on my own. I transferred from a University and was brand new. I thought it would be a great opportunity to start a hockey club here at Marymount University. It gave me the opportunity to reach out to students of all background. Starting the club saved my college experience and my life. I learned how to set up events, market, and recruit students to play the game they love. I also learned how to be a leader and communicate effectively. Before my mother passed away, I promised her to start the hockey club here at Marymount University. I was motivated to start the club. Northern Virginia Ice Hockey is rapidly growing because of the Alex Ovechkin Era. Kids all around the DC area are inspired to play like their favorite players on the Washington Capitals. I feel like this is a great opportunity for Marymount University to improve the school spirit. Over the past two seasons, we had an average of 50-100 attendance towards our game. I remembered our one game at Kettler this year, we won 13-7 against a big school called ODU. Yes, a small private school can beat a big Division 1 state school. It was a strong moment and great learning experience. MU is a really cool school. I loved it and had a good time. I hope to move on and become a head coach next year.

I'm kind of sick of the social science and philosophy classes. It's kind of useless at this moment of education. MU should be one of the first schools to kind of ease down with these social sciences. It's cool to have a few electives. I just didn't liked the required social sciences. Some classes on teaching you how to think or experience life is not my type of thing. But no kid really engages in the readings nor the social sciences. But, I do believe that kids will be more involved if structure is changed in class rooms. Bring up some challenges. Challenge each student with something involving.

As president of the hockey club I didn't like working with the athletic department. A lot of people and club members are upset with them. There's a lot of conflict of interest. That's all I have to say.

Small classes allowed for greater attention from professors who were very knowledgeable

Emphasis on interning early on an help placing students

School events are generally disorganized, and shuttles and campus security need to have communication

2018 Marymount Alumni Data -- By Program

| | | |
|---------------------------|----------|------------------------------|
| 2012-13 Respondents: | 3 | Undergraduate |
| 2016-17 Respondents: | 3 | Design, Arts, and Humanities |
| Total Respondents: | 6 | Communication (B.A.) |

| <i>From your experience at MU, how would you rate each of following?</i> | <u>Percent Good or Excellent*</u> | <u>Valid N</u> |
|--|-----------------------------------|----------------|
| Overall experience | 66.7% | 6 |
| Academic quality | 83.3% | 6 |
| Major department or academic program | 50.0% | 6 |
| Library and Learning services | 33.3% | 6 |
| Academic advising | 50.0% | 6 |
| Marymount's academic reputation | 33.3% | 6 |

For each of the following skills, please indicate how well you believe your education prepared you to:

| | | |
|--|--------|---|
| Find a job in your field | 50.0% | 6 |
| Pursue more education in your field | 50.0% | 6 |
| Find appropriate sources of information | 83.3% | 6 |
| Evaluate the quality of information | 50.0% | 6 |
| Conduct research to support a position | 50.0% | 6 |
| Develop a coherent written argument | 66.7% | 6 |
| Deliver a coherent oral presentation | 100.0% | 6 |
| Use quantitative/qualitative techniques within your professional field | 50.0% | 6 |
| Determine the most ethically appropriate response to a situation | 83.3% | 6 |
| Understand the major ethical dilemmas in your field | 83.3% | 6 |
| Use technology effectively in a workplace environment | 66.7% | 6 |
| Apply knowledge and skills to new situations | 83.3% | 6 |
| Solve problems in your field using your knowledge and skills | 83.3% | 6 |
| Work collaboratively with people from diverse backgrounds | 83.3% | 6 |
| Apply education to serve others in your community | 66.7% | 6 |

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

| <i>Which of the following statements describes your start at MU?</i> | <u>Percent</u> |
|---|----------------|
| MU was the first college or university I attended | 83.3% |
| I transferred into MU from a community college or four-year college or university | 16.7% |
| I earned a degree from another college or university prior to enrolling at MU | 0.0% |

| <i>Relative to completing your degree, when did you find your first professional position? N = 6</i> | <u>Percent</u> |
|--|----------------|
| Continued a position held while attending school | 16.7% |
| Found a new position prior to graduation | 16.7% |
| 0-3 months | 33.3% |
| 4-6 months | 0.0% |
| 7-12 months | 0.0% |
| More than 12 months | 16.7% |
| Have not yet entered professional position since graduation | 16.7% |

| <i>How closely related was your college/specialization to this position? N = 5</i> | |
|--|-------|
| Directly related | 40.0% |
| Somewhat related | 40.0% |
| Not related | 20.0% |

| <i>Which of the following best describes your current employment status? N = 6</i> | |
|--|-------|
| Employed full-time | 83.3% |
| Employed part-time | 16.7% |
| Not employed, but seeking employment | 0.0% |
| Not employed, and not looking | 0.0% |

| <i>What is your current salary range? N = 6</i> | | | |
|---|-------|----------------------|-------------|
| \$10,000 and under | 16.7% | \$60,000 to \$69,999 | 0.0% |
| \$10,000 to \$19,999 | 0.0% | \$70,000 to \$79,999 | 0.0% |
| \$20,000 to \$29,999 | 0.0% | \$80,000 to \$89,999 | 0.0% |
| \$30,000 to \$39,999 | 33.3% | \$90,000 to \$99,999 | 0.0% |
| \$40,000 to \$49,999 | 16.7% | \$100,000 and above | 0.0% |
| \$50,000 to \$59,999 | 33.3% | Mean Salary** | \$38,333.33 |

****Mean salary based on midpoint of range indicated.**

| <i>Have you pursued further education since completing your degree? N = 6</i> | |
|---|-------|
| No | 83.3% |
| Yes | 16.7% |

Number pursuing further degrees: N= 1

| | | |
|-----------|--------|----------|
| Bachelors | | Doctoral |
| Masters | 100.0% | Other |

2018 Alumni Survey -- Employment

Design, Arts, and Humanities

Undergraduate

Communication (B.A.)

| Job Title | Employer | Location |
|---------------------------------|----------------------------|---------------------|
| Administrative Assistant | Clarendon Animal Care | Arlington, Virginia |
| Manager, Walk MS | National MS Society | Philadelphia, PA |
| Coordinator, Premium Seat Sales | Live Nation Entertainment | Washington, DC |
| marketing and events manager | Reading International Inc. | Fairfax, Va |

2018 Alumni Survey -- Comments (Redacted)

Design, Arts, and Humanities

Undergraduate

Communication (B.A.)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|---|--|---|
| Spiritual development through Campus Ministry, research and academic curiosity through the Honors Program, and learning about other cultures and appreciating diversity | Communications major during my time ended up being less useful in the field than I had expected; there was little focus on the web development, marketing, and other technical aspects to the field and too much focus on theoretical concepts | |
| the diverse classes and the specialty upper level classes that really tapped into unique curriculums | getting more professors for all majors because learning from different professors every year is beneficial. Some professors teach too many courses in one individual's major leaving no room for learning from different perspectives. | i think my education at marymount lives up to any level of education anyone might learn at another larger school; i am proud to say i graduated from Marymount. Professors really care about you there and it's always evident. |
| (----) Comm department director and my student advisor during my time at MU was the most helpful and beneficial staff member at this school. | everything | Do not contact me. |
| I enjoyed the honors program curriculum and professors the most during my time at MU. I felt they challenged me and made me better in many areas. I felt they were interested in seeing me succeed and most were willing to work with me personally to reach my | | |