



LEARNING IMPROVEMENT REPORT

Using this template and the guidance (overleaf), construct a succinct report for program assessment (of each program in your department). Submit your completed LEARNING IMPROVEMENT REPORT as part of your full program review submission by December 14, 2018 to assessment@semo.edu. Guidance on Cyclical Program Review is available at <http://www.semo.edu/provost/curriculum/program-review>.

Program: Communication Studies

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Program Learning Outcomes	Assessment (Direct and Indirect Evidence)	Conclusions Based on Evidence	Rating	Actions Taken or Planned
Create oral and/or written messages appropriate to speaker, audience purpose, and context	Assessed through speech assignments and presentations in SC155, SC200, SC215, SC301, SC355 Assessed through graded written assignments in SC155, SC215, SC301, SC330, SC355	SC155 CLO4: Fall/Spring 2018, 98.14/100% met SC200 CLO3: Spring 2018, 100% met SC215 CLO3: Fall 2018, 84.21% met SC301 CLO1: Spring 2018, 96.15% met SC330 CLO2: Fall/Spring 2018, 96.61/80% met SC355 CLO4: Fall 2018, 85.19% met	Good	Based on CLO reporting, it appears that students are developing written and oral communication skills, though those skills are not displayed with equal success across courses and cohorts. Some possible strategies for improvement include: <ol style="list-style-type: none"> 1. Soliciting university support (e.g., alternative assignments) to reopen the Speaker's Lab. 2. Continuing assigning a variety of oral and written presentation assignments in 100 and 200-level courses to ensure students encounter a variety of speaking and writing experiences. 3. Beginning a student/campus chapter of Toastmasters. 4. Provide additional speaking opportunities in our student organizations, such as presenting the welcome speech or speech of introduction for an endowed lecture, or facilitating an end-of-year ceremony. Providing feedback to their work-in-progress.
Analyze messages outside the classroom using appropriate critical methods	Assessed through intercultural experience outline and presentation in SC215; observational analysis paper, exam, and presentation in SC355; analysis papers in UI425 & UI504	SC215 CLO1: Fall 2018, 94.4% met SC355 CLO2: Fall 2018, 92.59% met UI425 CLO3: Spring 2018: 80% met; Fall 2018, 88% met; CLO4: Spring 2018: 89% met; Fall 2018, 92% met. UI504: not taught since Spring 2017	Excellent	Continue designing/delivering effective teaching plans, assignments, and assessments.
Utilize quality information to construct reasonable arguments	Assessed through research and analysis papers in SC301, SC355, UI425 &	SC355 CLO2: Fall 2018, 92.59% met	Excellent	Continue designing/delivering effective teaching plans, assignments, and assessments.

	UI504; group business proposal in SC320; and presentations in SC355 & UI345	<p>SC320 CLO3: Spring 2018, 100% met</p> <p>SC301 CLO3: Spring 2018, 96.15% met.</p> <p>UI345 CLO3: Spring 2018, 91% met; Fall 2018, 92% met.</p> <p>UI425 CLO1: Spring 2018, 91% met; Fall 2018, 93% met.</p> <p>UI425 CLO2: Spring 2018, 84% met; Fall 2018, 88% met.</p> <p>UI504: not taught since Spring 2017</p>		
Demonstrate an understanding of the roles and functions of communication in public and private spheres	Assessed through examination in SC200 & UI345; written reports and analysis papers in UI345 & UI504.	<p>SC200 CLO1: Spring 2018, 80% met</p> <p>SC200 CLO2: Spring 2018, 100% met</p> <p>UI 345 CLO 2: Spring 2018, 100% met; Fall 2018, 88% met.</p> <p>UI504: not taught since Spring 2017</p>	Good	<p>Based on limited data, it appears that students are meeting this PLO generally, but not grasping various theories with equal success. Possible strategies for improvement include:</p> <ol style="list-style-type: none"> 1. Continuing to adapt to the needs of individual class sections, spending more time on topics that are difficult for them and/or refining lesson plans. 2. Diversifying teaching and assessment strategies, i.e. supplementing exams with critical reflections or creative interpretations of theory. 3. Enlisting additional case studies to help bring theories to life to bolster understanding and enhance ability to apply.
Demonstrate an understanding of the various perspectives and theoretical orientations in the communication discipline	Assessed through exams in SC155, SC320, SC355, UI345; analysis papers in SC155, SC355, UI345, and UI425; presentations in SC355 and UI345	<p>SC155 CLO2 Fall/Spring 2018: 100/100% met</p> <p>SC320 CLO1: Spring 2018, 100% met</p> <p>SC355 CLO2: Fall 2018, 92.59% met</p> <p>UI 345 CLO 1: Spring 2018, 91% met; Fall 2018, 88% met.</p> <p>UI425 CLO2: Spring 2018, 84% met; Fall 2018, 88% met.</p>	Excellent	Continue designing/delivering effective teaching plans, assignments, and assessments.

COLUMN 1—PROGRAM LEARNING OUTCOMES

Program learning outcomes (PLOs) are statements that describe what learners will know and be able to do when they graduate from an academic program. Every program, including undergraduate, graduate, and certificate programs, must have PLOs. If your program does not have PLOs, or if you are unsure what these are, please email assessment@semo.edu for support.

In Column 1 of this report, please enter each of your program learning outcomes. There should be one PLO per box.

COLUMN 2—ASSESSMENT (DIRECT AND INDIRECT EVIDENCE)

In this column, please list all forms of assessment that help you gain insight into student learning toward each program learning outcomes. Each PLO can have one or more assessments.

This should be listed as sources of evidence, either direct or indirect. For example, class participation in a particularly relevant class or session, quiz scores in a class, or completion rates of a related course or activity may provide indirect evidence toward a program learning outcome (you may think of other types of indirect evidence). Scores on an exam or signature assignment may provide direct evidence toward a program learning outcome.

Your sources of evidence should be listed on your Curriculum Map. Every program at Southeast, including undergraduate, graduate, and certificate programs, must have a Curriculum Map. If your program does not have a Curriculum Map, or if you are unsure what this is, please email assessment@semo.edu for support.

COLUMN 3—CONCLUSIONS BASED ON EVIDENCE

In this column, please provide quantitative data (if available) and/or qualitative data for each type of assessment listed in Column 2. Each assessment can have one or more conclusions.

For example, if you listed quiz scores from a class as indirect evidence of a learning outcome, then in Column 2, you should write (for example), “92% of students in XLS201 demonstrated proficiency of PLO 1 in a series of three quizzes related to this topic”.

COLUMN 4—RATING

In this column, please provide a single word (see below) as an overall assessment of students’ achievement of the learning outcome. Use the following rating scale:

- **Excellent:** The evidence indicates that most (or all) of the students in this program have achieved this program learning outcome.
- **Good:** The evidence indicates that many students in this program have achieved this program learning outcome.
- **Fair:** The evidence indicates that some students in this program have achieved this program learning outcome.
- **Poor:** The evidence indicates that few (or no) students in this program have achieved this program learning outcome.

COLUMN 5—ACTIONS TAKEN OR PLANNED

In this column, list the actions that you will (or plan to) take to improve student learning, based on the information in Columns 3 and 4. For example, if you have given a PLO a rating of ‘Excellent’, then your action may be to continue doing what you are doing! If you have given a PLO a rating of ‘Fair’, you may want to outline ideas for improving the approach to teaching or assessment.