

**Academic Year 2008-2009 Assessment Report  
Elliott School of Communication  
Fairmount College of Liberal Arts and Sciences  
Wichita State University**

**Narrative Explanation**

**Background:** Consistent with the ESC Assessment Plan updated and approved by the ESC faculty in Oct. 2004, we administered three of our four assessment tools in AY 08-09, including: the senior satisfaction survey, senior portfolio evaluation, and senior exit exam (critical thinking/analytical writing exercise). The fourth assessment tool, the alumni survey, was not administered. As our Plan stipulates, the alumni survey is only administered periodically. Plans are underway to examine converting the alumni survey from mail/telephone instruments to a web-survey. All four of these assessment tools align with program goals and objectives and expected learner outcomes identified in the assessment plan.

**Summary Results:** All assessment tools were administered to students enrolled in COMM 472 (Senior Portfolio), a required one-credit course for ESC graduating seniors. **The senior satisfaction survey** data measures satisfaction levels along fourteen items with respect to various features of our degree program, courses, faculty & staff, facilities, etc., (results on file in ESC). Results (fall & spring) met or exceeded our expectations. The **senior portfolio** evaluation forms (a collection of a student's best work evaluated by an outside professional) were taken as a whole from both semesters and tabulated along seven indices. Results met or exceeded expectations. Finally, the **senior exit exam** (a critical thinking and analytical writing exercise) was randomly sampled from both semesters for grading purposes along two indices. Results met or exceeded expectations.

**Break-out Results:** The **Satisfaction Survey results** were derived from 83 anonymous respondents who took the survey in fall and spring. Key summary findings included: an overwhelming majority of students believe (1) the ESC increased their basic overall knowledge of communication, (2) the degree they obtained will help them find a job in the communication industry, (3) ESC classes increased their writing, speaking and visual skills, (4) ESC faculty are highly qualified, and (5) they would recommend the ESC to others interested in the field. (Full results available from the ESC).

**Critical Thinking Test Results** were derived from a random sample of tests (21 out of 83) taken anonymously in both semesters of COMM 472, Senior Portfolio. A brief writing assignment that prompts critical reflection on rhetorical elements of a famous American public address is evaluated for critical thinking (accuracy of observation/interpretation skills) and analytical writing (a writing model that utilizes claim, proof, and analysis). Tests were graded by a faculty member who teaches COMM 535, the required analysis course for all communication students. Key summary findings included: Seven students exceeded expectations (scored satisfactory on both indices); eleven students met expectations (scored satisfactory on one index; less than satisfactory on the other). Three

students scored unsatisfactory along both lines. These results are consistent with prior results. (Full results available from the ESC)

**The Portfolio Evaluation Results** were derived from 101 portfolio evaluations from both semesters conducted by outside communication professionals. Student identity was concealed in the coding process. The evaluation template rated seven items on a scale of 1 to 5 (5=very strong; 1=very weak). The overall average for all portfolios was 4.12, a slight increase from last year (4.11). The highest average scores for all portfolios were on the quality of the portfolio (4.15) and the oral presentation of the portfolio (4.29).

**Recommendations for Assessment Collection:** In our 2004/2005 assessment report, the ESC faculty made recommendations for change in how we collect assessment data. These were implemented in this report and include: portfolio evaluations forms are now standardized across emphasis areas; portfolio evaluation forms now protect anonymity in the data collection process; portfolio evaluations are now tabulated and sampled in some way like the critical thinking exercise for timely results; portfolio forms now account for progress in basic communication skills. ESC Faculty should review the critical thinking assessment tool. The tool tests specific knowledge from one class (COMM 535), but students may not have taken the class or may have taken it several semesters earlier. While only three students did not meet expectations, we should continue to monitor whether the instrument accurately and reasonably assesses student knowledge.

**Recommendations for Program Changes:** Two important issues were raised in the open-ended questions at the end of the survey. First, the reaction to the first online course offered by the ESC was mixed. ESC faculty should continue to discuss the role of online courses to determine which courses, if any, should be offered online. Second, many students commented that they would like to have more design-based classes, including courses for the web and courses outside of graphic design. While it is difficult to create new elective courses at this time, the faculty should consider ways to include additional information on design into appropriate classes that already are offered.

Prepared by Dr. Jeffrey Jarman, Associate Director, Elliott School of Communication  
September 2, 2009

# Fall 2008 – Spring 2009 Exit Questionnaire Results

Elliott School of Communication  
Wichita State University

<b>I. Demographics/Overall Satisfaction with the Elliott School of Communication</b>
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**Overview:** A total of 83 respondents took the Senior Exit Survey. A majority of the respondents reported their emphasis to be in Integrated Marketing Communication. The emphasis areas with the fewest students were broadcast and electronic media. Additionally, a high percentage of respondents felt they received a quality education from the Elliott School of Communication and would recommend the ESC to any person interested in the field of communication.

**1. What is your area of emphasis in communication?**

**What is your area of emphasis**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Broadcast	5	6.0	6.0	6.0
	Electronic Media	6	7.2	7.2	13.3
	Strategic	13	15.7	15.7	28.9
	IMC	47	56.6	56.6	85.5
	Print	11	13.3	13.3	98.8
	Open	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

**2. Did you pursue your degree on a part-time or full-time basis?**

**Pursue degree on what basis**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	5	6.0	6.0	6.0
	Full-time	78	94.0	94.0	100.0
	Total	83	100.0	100.0	

3. Did you pursue your degree on a two-year (or transfer) track or a four-year track?

Pursue degree on which track

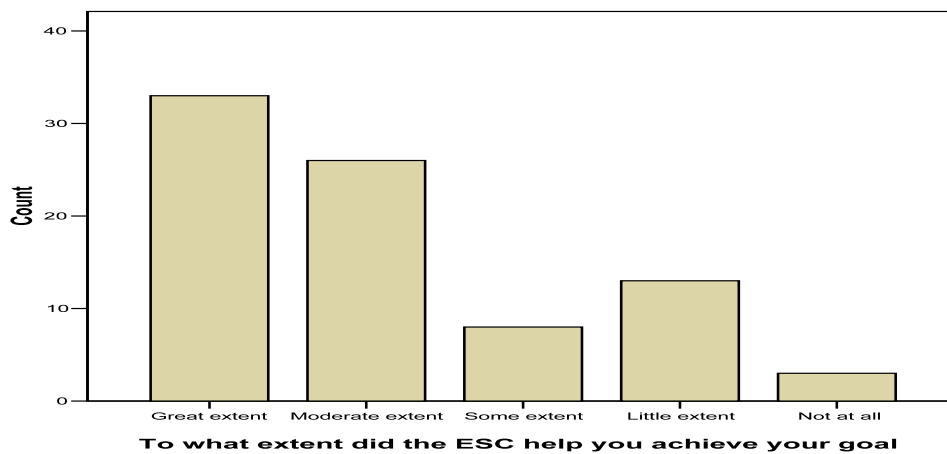
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Two-year / transfer	31	37.3	37.3	37.3
Four-year (or more)	51	61.4	61.4	98.8
4.00	1	1.2	1.2	100.0
Total	83	100.0	100.0	

4. Which of the following best describes your goal in seeking a degree in communication?

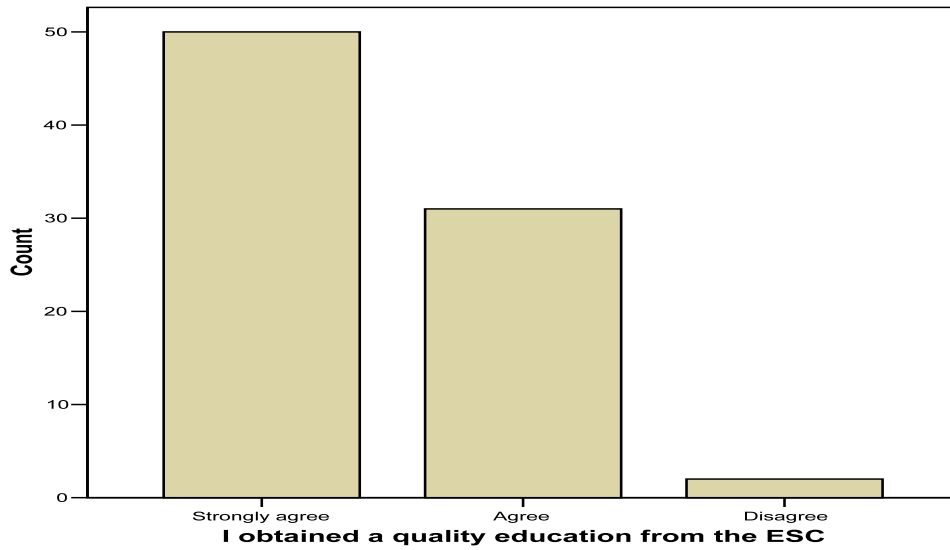
Which of the following best describes your goal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To prepare for a job in communication field	66	79.5	79.5	79.5
To gain professional skills	10	12.0	12.0	91.6
To go on for graduate work	2	2.4	2.4	94.0
To enrich my general education	1	1.2	1.2	95.2
Other	4	4.8	4.8	100.0
Total	83	100.0	100.0	

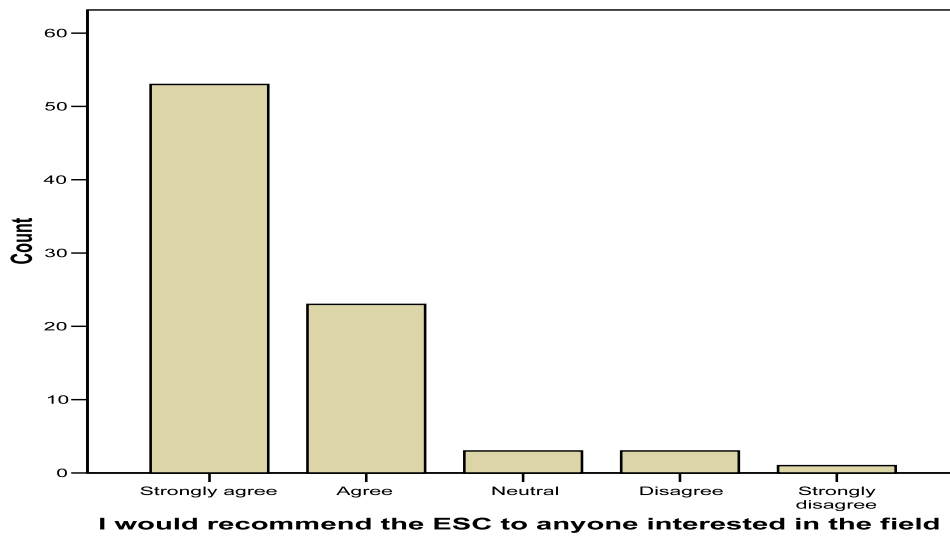
5. To what extent did the ESC help you achieve your educational goal?



6. I obtained a quality education from the Elliott School of Communication.



7. I would recommend the Elliott School of Communication to anyone interested in the field.



## Co-op Internship Experiences

**Overview:** Nearly two-thirds of the respondents participated in co-op or internship experiences and the majority of respondents were satisfied with these experiences.

### 1. Did you participate in co-op education?

#### Did you participate in coop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	62.7	62.7	62.7
	No	31	37.3	37.3	100.0
	Total	83	100.0	100.0	

### 2. I am satisfied with my co-op/internship experience.

#### I am satisfied with my coop/internship experience

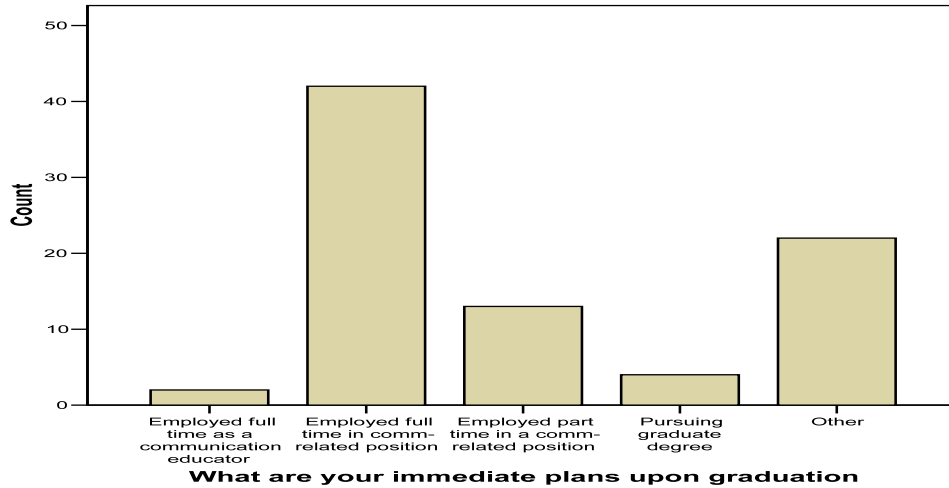
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	44.6	71.2	71.2
	Agree	9	10.8	17.3	88.5
	Neutral	3	3.6	5.8	94.2
	Disagree	3	3.6	5.8	100.0
	Total	52	62.7	100.0	
Missing	System	31	37.3		
Total		83	100.0		

Note: Fewer students enrolled in coop this last year (52 versus 59), but they reported more satisfaction (88.5% were satisfied versus 78% last year)

## Meeting Students' Educational Goals/Post-graduation plans

**Overview:** A majority of the respondents indicated their goal in seeking a degree was to pursue a career in the communication industry, however, some respondents did indicate they would either pursue further education or be working as an educator.

### 1. What are your immediate plans upon graduation?



### 2. The degree I earned will help me find a job in the communication industry.

**The degree I earned will help me find a job in the communication industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	52	62.7	62.7	62.7
	Agree	26	31.3	31.3	94.0
	Neutral	5	6.0	6.0	100.0
Total		83	100.0	100.0	

Note: 94% support is an improvement from last year (85.2%).

## **II. Skill Improvement/Knowledge Gained**

**Overview:** The respondents indicated a strong perception that courses in the ESC improved their skills and knowledge of communication. All five areas showed improvement over results from last year.

### **1. The program increased my basic overall knowledge of communication.**

*82 out of 83 students (98.8%) either strongly agreed or agreed the ESC increased their basic overall knowledge of communication.*

### **2. The program improved my writing skills.**

*78 out of 83 students (94%) either strongly agreed or agreed that their classes in the ESC improved their writing skills.*

### **3. The program improved my speaking skills.**

*69 out of 83 students (83.1%) indicated they felt their classes at the ESC had improved their speaking skills. Only 2 students (2.4%) disagreed with this statement.*

### **4. The program improved my visual skills**

*63 out of 83 students (75.9%) felt that their classes in the ESC had improved their visual skills. Only 3 students (3.6%) indicated they disagreed or strongly disagreed with this statement.*

### **5. The program improved my critical thinking and problem-solving skills.**

*61 out of 83 students (73.5%) either strongly agreed or agreed their ESC classes improved their critical thinking and problem-solving skills. Only one student disagreed with the statement.*



### **III. Learning Environment/Access to Technology**

**Overview:** A majority of the students indicated their classes at the Elliott School of Communication allowed for their personal interests to become relevant in the classroom environment and that the learning atmosphere was supportive. Most of the students felt they had adequate access to technology both in and outside the classroom, however, there was indication for concern about the lack of technology outside the classroom.

**1. The program allowed my personal interests to become relevant in the classroom setting.**

*61 students (77.1%) indicated they felt their classes in the ESC had allowed their personal interests to become relevant in the classroom. Only two students (2.4%) either disagreed or strongly disagreed with the statement.*

**2. I had satisfactory access to technology IN the classroom.**

*70 students (77.1%) indicated they felt they had satisfactory access to technology in the classroom. Only four students (4.8%) reported they disagreed or strongly disagreed with the statement.*

**3. I had satisfactory access to technology OUTSIDE the classroom.**

*51 students (61.4%) indicated they felt they had satisfactory access to technology outside the classroom at the ESC. 13 students (15.6%) disagreed or strongly disagreed with the statement.*

**4. The learning atmosphere in class was supportive.**

*81 students (97.6%) indicated they felt the learning atmosphere in class was supportive. Only 2 students (2.4%) were neutral regarding the statement.*

## **IV. Impression of the Faculty and Staff**

**Overview:** The respondents indicated a high level of confidence in the faculty's qualifications as well as a high level of satisfaction with regards to guidance they received from the office staff and their ESC advisers.

### **1. The Elliott School of Communication faculty are highly qualified.**

*76 students (91.6%) strongly agreed or agreed with the statement that ESC faculty are highly qualified. The other 7 students (8.4%) felt neutral on this statement.*

### **2. I am satisfied with the guidance I received from the office staff.**

*73 students (87.9%) were satisfied with the guidance they received from the office staff. An additional 7 students (8.4%) were neutral. Just 3 students (3.6%) either disagreed or strongly disagreed with this statement.*

### **3. I am satisfied with the guidance I received from my Elliott School of Communication adviser.**

*55 students (66.3%) indicated they were satisfied with the guidance they received from their ESC adviser. Only 9 students (10.8%) disagreed or strongly disagreed with this statement. Note: this number is down from last year, when 77.9% reported satisfaction with the guidance from their adviser.*

## Value of classes at the Elliott School of Communication

**Overview:** Core classes in the ESC generally were valued by the respondents. Most scores were similar to the score from last year (the second number in the parentheses). In order of value, the average scores for each class were: COMM 301 (1.59/1.66), COMM 325 (1.99/2.10), COMM 305 (2.03/2.69), COMM 472 (2.28/2.11), COMM 631 (2.53/2.56), COMM 535 (2.54/2.26), COMM 630 (2.58), COMM 130 (2.63/2.71) and COMM 430 (2.85/3.09).

