

**Academic Year 2009-2010 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 09-10, 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** evaluations utilized a new system this year that incorporated three distinct elements: portfolio review, cover letter and resume review, and mock interview (these previously were in a single evaluation instrument). Students were evaluated by outside professionals on all three elements. The tripartite system provides more contact with professionals and more detailed evaluations. 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 84 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 attached to this report).

**Critical Thinking Test Results** were derived from a random sample of tests (22 out of 84) 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: Ten students exceeded expectations (scored satisfactory on both indices); nine 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 89 portfolio evaluations from both semesters conducted by outside communication professionals (29 evaluations of portfolios, 28 evaluations of cover letters/resumes, and 32 evaluations of mock interviews). Student identity was concealed in the

coding process. The evaluation template rated several items on a scale of 1 to 5 (5=very strong; 1=very weak). The overall average for all portfolios was 3.78 (a decrease from prior years [4.12, 4.11]). The overall average for all cover letters and resumes was 4.07. The overall average for the mock interviews was 4.38. Overall portfolio scores likely were lower since the cover letter, resume and interview scores were calculated separately this year.

**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. A review of the questions on the survey should be completed. Some questions are unclear and other questions appear to collect information not directly useful to the program. 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, many students commented that they would like to have more design-based classes, including courses for the web and courses that teach communication-related software. Second, many students commented that they would like to see expanded hours and access to computer technology. The technology committee should continue to investigate potential options for students who require access after hours.

Prepared by Dr. Jeffrey Jarman, Associate Director, Elliott School of Communication  
August 30, 2010

# Fall 2009 – Spring 2010 Exit Questionnaire Results

Elliott School of Communication  
Wichita State University

## I. Demographics/Overall Satisfaction with the Elliott School of Communication

**Overview:** A total of 84 respondents took the Senior Exit Survey. A majority of the respondents reported their emphasis as Integrated Marketing Communication. Most students attend full-time and did not transfer to WSU. 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?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Broadcast	9	10.7	10.7	10.7
	Electronic media	7	8.3	8.3	19.0
	Strategic	12	14.3	14.3	33.3
	IMC	43	51.2	51.2	84.5
	Print	10	11.9	11.9	96.4
	Open	3	3.6	3.6	100.0
	Total	84	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	6	7.1	7.1	7.1
	Full-time	78	92.9	92.9	100.0
	Total	84	100.0	100.0	

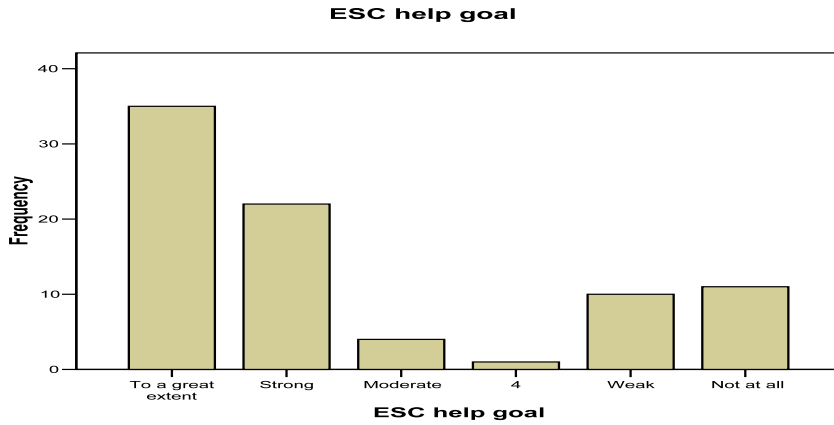
### 3. Did you pursue your degree on a two-year (or transfer) track or a four-year track?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Transfer	17	20.2	20.5	20.5
	WSU	66	78.6	79.5	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

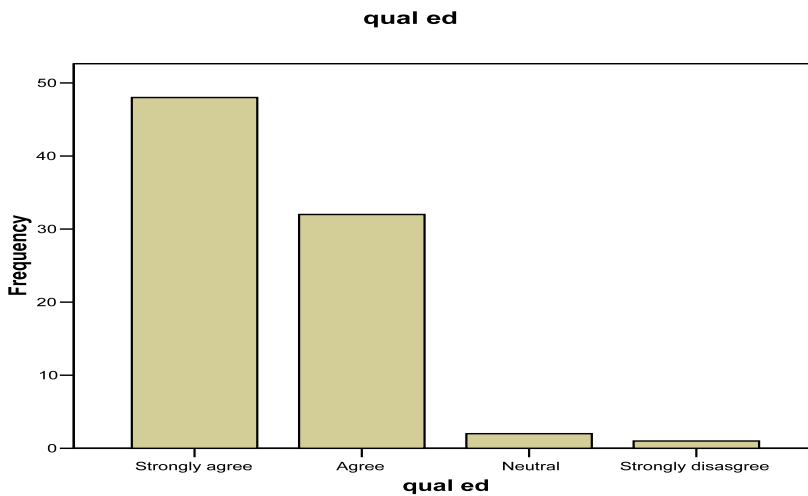
4. Which of the following best describes your goal in seeking a degree in communication?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prepare for job	60	71.4	71.4	71.4
	Gain professional skill	11	13.1	13.1	84.5
	Grad school	5	6.0	6.0	90.5
	Enrich knowledge	2	2.4	2.4	92.9
	Other	6	7.1	7.1	100.0
	Total	84	100.0	100.0	

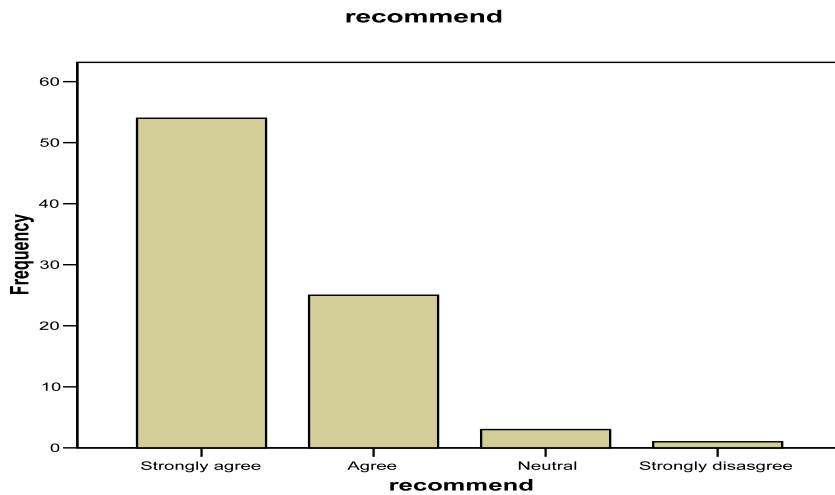
5. To what extent did the ESC help you achieve your educational goal?



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:** Two-thirds of the respondents participated in co-op or internship experiences and the majority were satisfied with the experiences. The participation rate for coop in prior years was 72.8% (2008) and 62.7% (2009). The satisfaction rate for coop in prior years was 69.9% (2008) and 62.7% (2009).

1. Did you participate in co-op education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	66.7	66.7	66.7
	No	28	33.3	33.3	100.0
	Total	84	100.0	100.0	

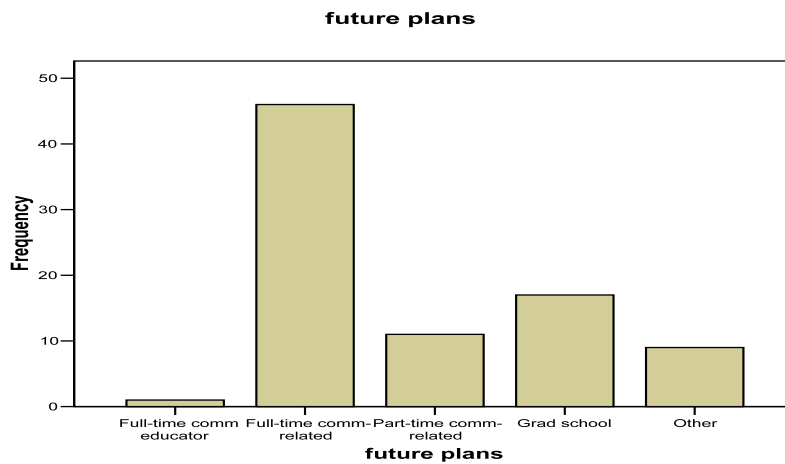
2. I am satisfied with my co-op/internship experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	38.1	57.1	57.1
	Agree	14	16.7	25.0	82.1
	Neutral	8	9.5	14.3	96.4
	Disagree	1	1.2	1.8	98.2
	Strongly disagree	1	1.2	1.8	100.0
	Total	56	66.7	100.0	
Missing	System	28	33.3		
Total		84	100.0		

## 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.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	51.2	51.2	51.2
	Agree	32	38.1	38.1	89.3
	Neutral	9	10.7	10.7	100.0
	Total	84	100.0	100.0	

\*\* Students reported they strongly agreed or agreed with the statement 85.2% (2008) and 94% (2009) in prior years.

## **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 strong support. Results from each area remained stable compared to prior years. The last two years results for each question are provided.

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

*81 out of 84 students (96.4%) either strongly agreed or agreed the ESC increased their basic overall knowledge of communication. (2008 report: 100%; 2009 report: 98.8%)*

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

*71 out of 84 students (84.5%) either strongly agreed or agreed that their classes in the ESC improved their writing skills. (2008 report: 94.9%; 2009 report: 94%)*

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

*69 out of 84 students (82.1%) indicated they felt their classes at the ESC had improved their speaking skills. Eleven students (13.1%) felt neutral on this aspect and only 4 students (4.8%) disagreed with this statement. (2008 report: 86.4%; 2009 report: 83.1%)*

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

*68 out of 84 students (81%) felt that their classes in the ESC had improved their visual skills. This is an increase over last year. Some students continue to report they completed 305 under the prior curriculum (and a desire to have completed the course under the new curriculum). (2008 report: 62.7%; 2009 report: 76%)*

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

*64 out of 84 students (76.2%) either strongly agreed or agreed their ESC classes improved their critical thinking and problem-solving skills. This is an increase over last year. Only 5 students (6%) disagreed with this statement. (2008 report: 83%; 2009 report: 73.5%)*

### **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 in the classroom. The lowest rated category concerns access to technology outside of the classroom.

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

*56 students (66.7%) indicated they felt their classes in the ESC had allowed their personal interests to become relevant in the classroom. An additional 21 students (25%) were neutral on this aspect of their education. (2008 report: 83.1%; 2009 report: 77.1%)*

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

*63 students (75%) indicated they felt they had satisfactory access to technology in the classroom. Only 7 students (8.4%) reported they disagreed or strongly disagreed with the statement. (2008 report: 89.8%; 2009 report: 77.1%)*

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

*52 students (61.9%) indicated they felt they had satisfactory access to technology outside the classroom at the ESC. 13 students (15.4%) disagreed or strongly disagreed with the statement. (2008 report: 66.1%; 2009 report: 61.4%)*

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

*74 students (88%) indicated they felt the learning atmosphere in class was supportive. Only 2 students (2.4%) were neutral regarding the statement. (2008 report: 98.4%; 2009 report: 97.6%)*

### **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.**

*77 students (92.8%) strongly agreed or agreed with the statement that ESC faculty are highly qualified. 5 students (6%) felt neutral on this statement. Only 1 student (1.2%) disagreed with the statement. (2008 report: 96.6%; 2009 report: 91.6%)*

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

*70 students (84.3%) were satisfied with the guidance they received from the office staff. An additional 10 students (12%) were neutral. Just 3 students (3.6%) either disagreed or strongly disagreed with this statement. (2008 report: 89.8%; 2009 report: 87.9%)*

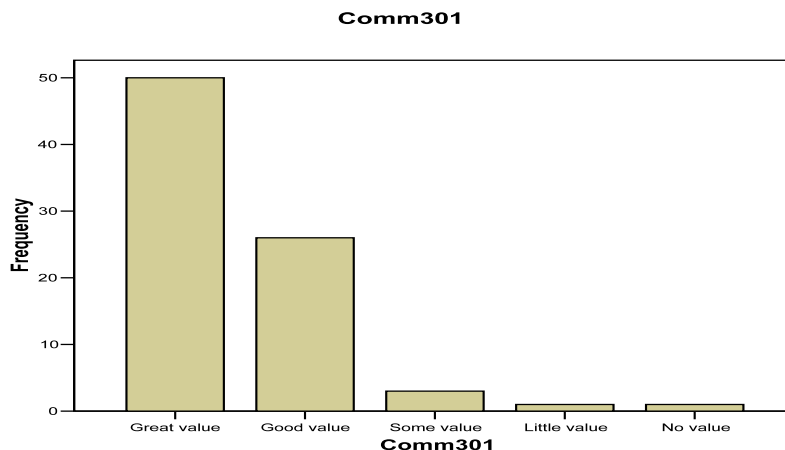
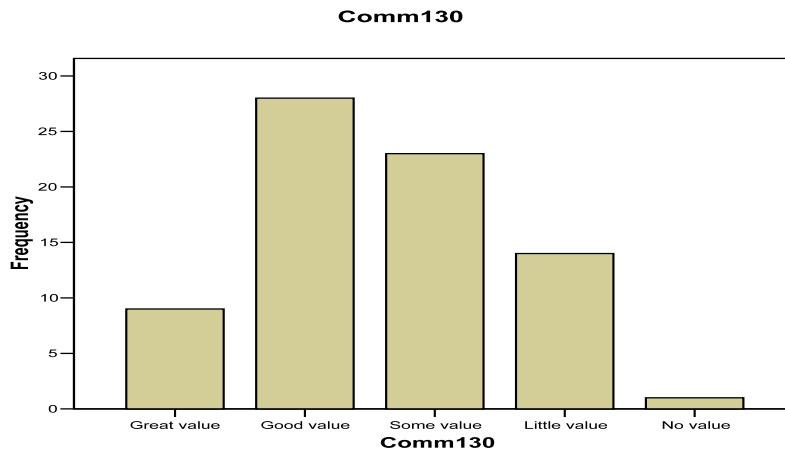


### 3. I am satisfied with the guidance I received from my Elliott School of Communication adviser.

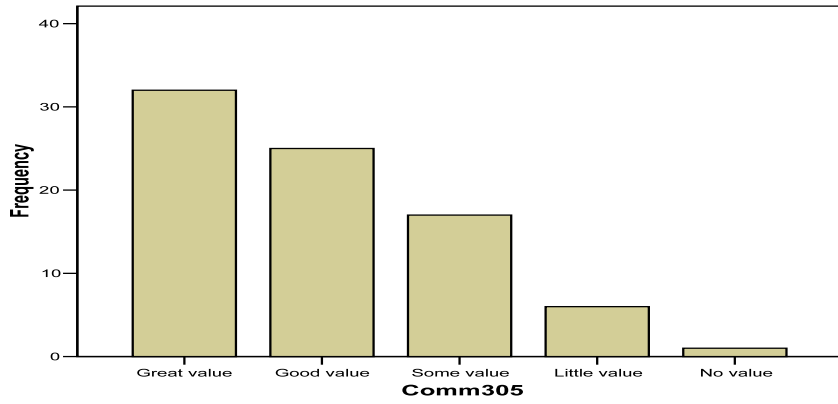
53 students (64.6%) indicated they were satisfied with the guidance they received from their ESC adviser. An additional 21 students (25%) were neutral about their advising experience. Only 8 students (9.8%) disagreed or strongly disagreed with this statement. (2008 report: 77.9%; 2009 report: 66.3%)

## V. Value of classes at the Elliott School of Communication

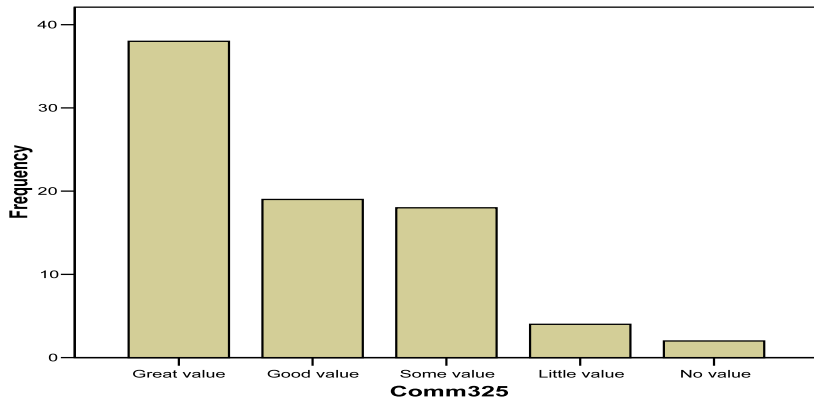
**Overview:** Core classes in the ESC generally were valued by the respondents. Most scores were similar to the score from the past two years (The parenthetic numbers represent values from 2010/2009/2008). In order of value (lower numbers represent stronger perceived value), the average scores for each class were: COMM 301 (1.48/1.59/1.66), COMM 472 (1.66/2.28/2.11), COMM 325 (1.93/1.99/2.10), COMM 305 (2.00/2.03/2.69), COMM 631 (2.37/2.53/2.56), COMM 535 (2.51/2.54/2.26), COMM 630 (2.57/2.58/2.21), COMM 130 (2.60/2.63/2.71) and COMM 430 (2.75/2.85/3.09).



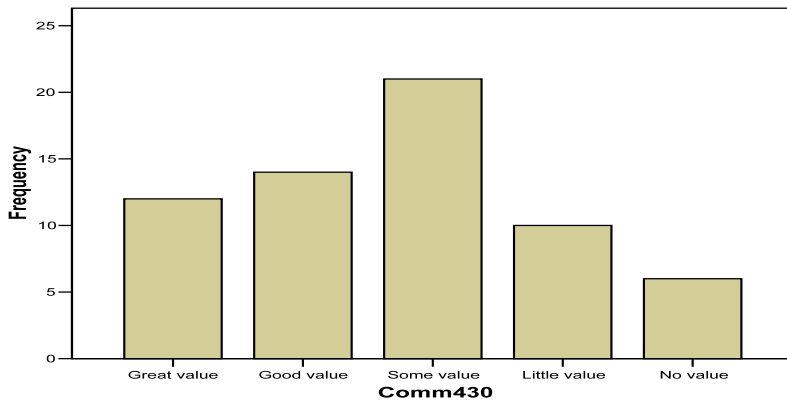
**Comm305**



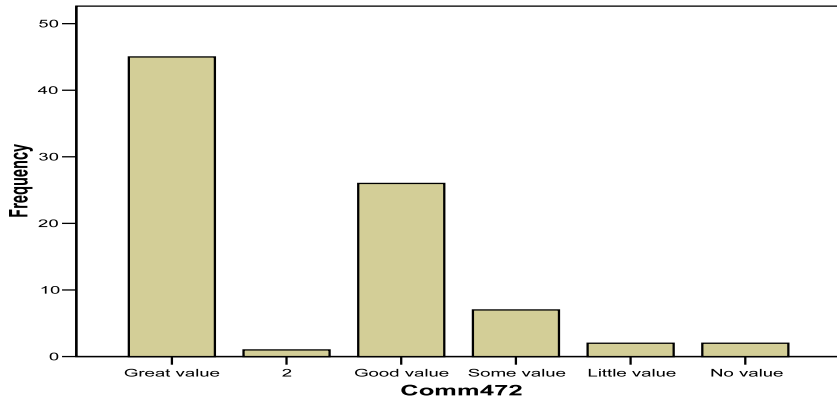
**Comm325**



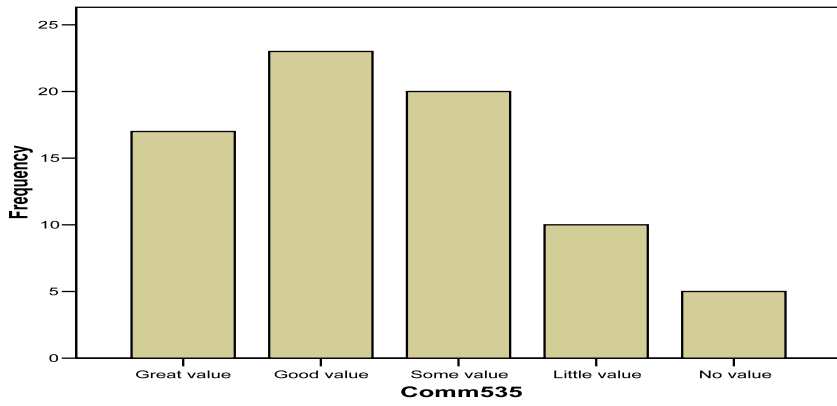
**Comm430**



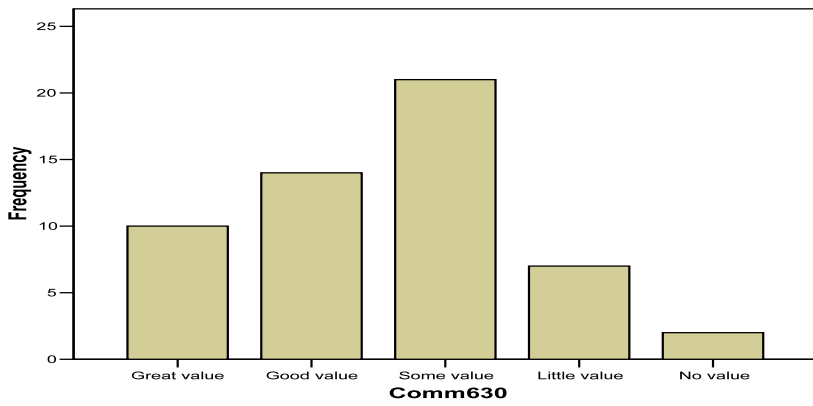
**Comm472**



**Comm535**



**Comm630**



**Comm631**

