

## Plan for Assessment: Communication PhD Degree

### A. College, Department and Date:

College: Arts and Science  
Department: Communication & Journalism  
Date: October 10, 2015

### B. Academic Program of Study: PhD in Communication

### C. Contact Person(s) for the Assessment Plan:

Patricia Covarrubias, PhD Director  
Janet Shiver, Interim Chair

### D. Broad Program Goals and Measureable Learning Outcomes

#### 1. Broad Program Goals:

A. The mission of the graduate program is to promote the study of communication, culture, and change. The department actively promotes new knowledge creation through research and creative activities and aspires to serve the broader academic and professional community by preparing students to become excellent researchers, teachers, and leaders.

#### 2. Student Learning Outcomes (SLOs) for this Degree Program:

A.1. SLO 1: *Students should be able to write in a clear, coherent manner appropriate to PhD level writing.* (writing)

UNM Goals:  Knowledge  Skills  Responsibility

A.2. SLO 2: *Students will demonstrate an ability to make an oral presentation that represents the level of professional and academic expertise appropriate to PhD Students.* (oral presentation)

UNM Goals:  Knowledge  Skills  Responsibility

A.3 SLO 3: *Students will demonstrate the ability to conduct research using library and online data bases.* (research and data bases).

UNM Goals:  Knowledge  Skills  Responsibility

A.4. SLO 4: *Students will demonstrate an understanding of research method and design in original research.* (method and design)

UNM Goals:  Knowledge  Skills  Responsibility

A.5 SLO 5: *Students will demonstrate the ability to analyze and report data in an original research design.* (analyze and report data).

UNM Goals:  Knowledge  Skills  Responsibility

A.6 SLO 6: *Each student who is a teaching assistant will demonstrate the ability to design and teach course content and manage classroom interaction.* (teach)

UNM Goals:   X   Knowledge      X   Skills      X   Responsibility

**E. Assessment of Student Learning Three-Year Plan**

**1. Timeline for Assessment (Note: Data gathering will be on-going every semester)**

Year/Semester	Assessment Activities
1 <sup>st</sup> Spring	Data for SLOs 1 and 2 will be analyzed and report drafted
1 <sup>st</sup> Fall	Results will be reported to program faculty and meeting called to discuss how to improve student learning.
2 <sup>nd</sup> Spring	Data for SLOs 3 and 4 will be analyzed and report drafted
2 <sup>nd</sup> Fall	Results will be reported to program faculty and meeting called to discuss how to improve student learning.
3 <sup>rd</sup> Spring	Data for SLOs 5 and 6 will be analyzed and report drafted
3 <sup>rd</sup> Fall	Results will be reported to program faculty and meeting called to discuss how to improve student learning.

**2. How will learning outcomes be assessed?**

**A. What:**

SLO 1: *Students should be able to write in a clear, coherent manner appropriate to MA or PhD level writing.*

Direct Measures

- i. To assess this we will use each dissertation defense as the assessment forum. Each of the student’s four committee members will fill out a rubric (attached) measuring this SLO.
- ii. This is a direct measure.
- iii. Criteria for success—see attached rubric

Indirect Measure

In addition to the direct measures discussed above, SLO 1 will be measured indirectly with a survey that each graduating PhD student will fill out at the time of the dissertation defense. This survey will measure the student’s perception of how well their program of study prepared them to be able to do each of these SLOs. Open ended questions will also ask what the student feels are the strengths and the weakness of the program. (See attached survey.)

SLO 2: *Students will demonstrate an ability to make an oral presentation that represents the level of professional and academic expertise appropriate to MA/PhD Students.*

Direct Measures

- i. To assess this we will use each student’s dissertation defense as the assessment forum. Each of the student’s four committee members will fill out a rubric (attached) measuring this SLO.
- ii. This is a direct measure.
- iii. Criteria for success—see attached rubric

Indirect Measures

In addition to the direct measures discussed above, SLO 2 will be measured indirectly with a survey that each graduating PhD student will fill out at the time

of the dissertation defense. This survey will measure the student's perception of how well their program of study prepared them to be able to do each of these SLOs. Open ended questions will also ask what the student feels are the strengths and the weakness of the program. (See attached survey.)

SLO 3: *Students will demonstrate the ability to conduct research using library and online data bases.*

Direct Measures

i. To assess this we will use each student's dissertation defense as the assessment forum. Each of the student's four committee members will fill out a rubric (attached) measuring this SLO.

ii. This is a direct measure.

iii. Criteria for success—see attached rubric

Indirect Measure

In addition to the direct measures discussed above, SLO 3 will be measured indirectly with a survey that each graduating PhD student will fill out at the time of the dissertation defense. This survey will measure the student's perception of how well their program of study prepared them to be able to do each of these SLOs. Open ended questions will also ask what the student feels are the strengths and the weakness of the program. (See attached survey.)

SLO 4: *Students will demonstrate an understanding of research method and design in original research.*

Direct Measures

i. To assess this we will use each student's dissertation defense as the assessment forum. Each of the student's four committee members will fill out a rubric (attached) measuring this SLO.

ii. This is a direct measure.

iii. Criteria for success—see attached rubric

Indirect Measure

In addition to the direct measures discussed above, SLO 4 will be measured indirectly with a survey that each graduating PhD student will fill out at the time of the dissertation defense. This survey will measure the student's perception of how well their program of study prepared them to be able to do each of these SLOs. Open ended questions will also ask what the student feels are the strengths and the weakness of the program. (See attached survey.)

SLO 5: *Students will demonstrate the ability to analyze and report data in an original research design*

Direct Measures

i. To assess this we will use each student's dissertation defense as the assessment forum. Each of the student's four committee members will fill out a rubric (attached) measuring this SLO.

ii. This is a direct measure.

iii. Criteria for success—see attached rubric

Indirect Measure

In addition to the direct measures discussed above, SLO 5 will be measured indirectly with a survey that each graduating PhD student will fill out at the time of the dissertation defense. This survey will measure the student's perception of how well their program of study prepared them to be able to do each of these SLOs. Open ended questions will also ask what the student feels are the strengths and the weakness of the program. (See attached survey.)

SLO 6: *Each student who is a teaching assistant will demonstrate the ability to design and teach course content and manage classroom interaction.*

Direct Measures

- i. Each student is observed in the classroom each semester by the TAs course supervisor or another faculty member using a standardized evaluation form.
- ii. This is a direct measure.
- iii. Criteria for success—see attached rubric

Indirect Measure

The indirect measure for SLO 6 (teaching) will be the TA's scores from their students' evaluations (Evaluation KIT).

B. Who: Data collection will be on-going and all graduating students will be assessed in the course of their dissertation defense. We average approximately 8 defenses in a school year which over the 3-year reporting cycle will mean that we will have a total of about 24 students assessed per report.

**3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

a. Who will participate in the assessment process?

The data for SLOs 1-5 will be gathered in the course of the dissertation defense by the student's four committee members. At this time, the student will also be asked to fill out the graduating PhD survey as an indirect measure of SLOs 1-5. Our Program Advisement Coordinator will make sure that at the time of the defense, the committee has four copies (one for each committee member) of the five rubrics and one copy of the survey to give to the student.

Assessment of SLO 6 (teaching) will be done each semester with all of our TAs through a classroom observation by the student's course supervisor or by another volunteer faculty observer using the attached rubric. These will be collected by the PhD director each semester from the students' course supervisor. Likewise, the students' teaching evaluation scores (Evaluation KIT) will be collected each semester by the PhD director.

Each spring semester, the data for the two SLOs that are to be reported (in a 3-year cycle with 2 reported each year) will be analyzed by the PhD committee who will all share in the data analysis, the writing of the report, and making the recommendations to the entire faculty. At this time, the PhD Committee will evaluate the assessment mechanisms as well as the results of the assessment and make recommendations to the entire faculty for changes in the assessment plan, the curriculum, or the pedagogy that might be called for by the results of the assessment.

b. Briefly describe the process for consideration of the implications of the assessment for change.

After the PhD committee finishes the analysis and interpretation of the assessment report and comes up with recommendations for improving student learning, we will meet as an entire faculty to discuss these recommendations and vote on the changes called for.

c. How, when, and to whom will recommendations be communicated? The results and recommendations of the PhD committee will be communicated and discussed at the fall faculty retreat which happens each year the week before school starts. Or we may call a special meeting of the faculty early in the fall semester to discuss this.

## Evaluators' Rubric

**SLO #1: Students should be able to write in a clear, coherent manner appropriate to MA or PhD level writing.**

1. Student presents well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

2. Student articulates clear understanding and knowledge of the subject matter.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

3. Student demonstrates good command of advanced-level vocabulary.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

4. Student demonstrates careful attention to the crafting of the paper (typos, spelling, format, and so forth)

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

5. Student demonstrates ability to organize information in a logical sequence the reader can follow.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

6. Student demonstrates the ability to appropriately identify and cite sources.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

## Evaluators' Rubric

**SLO #2: Students should be able to demonstrate an ability to make an oral presentation that represents the level of professional and academic expertise appropriate to MA/PhD students.**

1. Student is able to express complex information with clarity.

Information is presented with excellent grammar and syntax using good word choices, clear explanations and good use of connotative language.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

3. Student is able to synthesize information in a logical and organized structure.

Main ideas are structured using an appropriate organizational pattern that is easy for the audience to follow.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

4. Student is able to utilize ample support for his or her arguments.

Ideas are supported by appropriate, credible, effective forms of elaboration and sources are cited orally.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

5. Student is able to present using vocal quality.

The rate, volume, pitch, inflection, pronunciation and articulation are appropriate.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

6. Student is able to demonstrate physical behaviors that support the verbal message.

The speaker's posture, gestures, eye contact, facial expressions and movement are effective.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

## Evaluators' Rubric

**SLO #3: Students will be able to demonstrate an ability to conduct research using library and online data bases.**

1. Student shows ability to find research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

2. Student shows ability to summarize research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

3. Student shows ability to evaluate research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

4. Student shows ability to use/incorporate research to develop analysis.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

5. Student shows ability to use citation conventions (e.g. APA, MLA, etc.)

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

## Evaluators' Rubric

**SLO #4: Students will demonstrate an understanding of research method and design in original research.**

1. Student is able to clearly state a research question(s).

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

2. Student is able to clearly and accurately explain the method used to conduct research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

3. Student is able to justify the method as appropriate for research question(s).

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

4. Student utilized effective data collection procedures (whether it be qualitative, quantitative, or mixed methods).

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

## Evaluators' Rubric

**SLO #5: Students will demonstrate the ability to analyze and report data in an original research design.**

1. Student is able to draw conclusions that fall logically from data.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

2. Student is able to recognize and report limitation of research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

3. Student is able to summarize and report the findings of research.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

4. Student is able to make significant contribution to the field.

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

5. Student is able to articulate broader implications of research (the "so what" factor)

<b>Needs work</b>		<b>Competent</b>		<b>Excellent</b>	<b>(does not apply or no way to tell)</b>
1	2	3	4	5	NA

## Evaluators' Rubric

**SLO #4 (note: this is #6 for PhD): Each student who is a teaching assistant will demonstrate the ability to design and teach course content and manage classroom interaction.**

Instructor Name: \_\_\_\_\_ *MA or PhD* \_\_\_\_\_  
Course: \_\_\_\_\_ Date: \_\_\_\_\_

1—Strongly Disagree, 2—Disagree, 3—Neutral, 4—Agree, 5—Strongly Agree

### COURSE CONTENT

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. The syllabus identified clear objectives                                   | 1 | 2 | 3 | 4 | 5 | NA |
| 2. The syllabus included assignments and due dates                            | 1 | 2 | 3 | 4 | 5 | NA |
| 3. The course topics covered were appropriate                                 | 1 | 2 | 3 | 4 | 5 | NA |
| 4. The learning activities were effective for reinforcing the subject matter. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. The lecture/discussion topics were appropriate to the course               | 1 | 2 | 3 | 4 | 5 | NA |

### EFFECTIVE INSTRUCTION

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 6. Content presented was coherent and clearly organized              | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Instructor encouraged students to make comments and ask questions | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Instructor asked thought provoking questions                      | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Instructor provided prompt and constructive feedback              | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Instructor used appropriate vocabulary and grammar               | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Students seemed responsive                                       | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Students seemed to understand material                           | 1 | 2 | 3 | 4 | 5 | NA |



What, in your opinion, are the weaknesses of the Communication PhD Program?

In general, how do you feel about the quality of the Communication PhD program.

Demographics:

Ethnic Identity: \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_

Age: Under 25 \_\_\_\_\_ 25-45 \_\_\_\_\_ 46+ \_\_\_\_\_