Learning Outcomes Assessment Communication– Aggregate Results

Assessment Type: GLO
Year/Term: 2016-2017

Level: COM 125

Learning Outcome: Communication

Assessment Method/Tool: Common Rubric-EPCC

Measurement Scale: 3-1

Sample Size: 5

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
Clearly focuses and logically organizes communication	3	60%	2	40%	0	0%
Edits carefully and accurately	2	40%	2	40%	1	20%
Presents convincing evidence	2	40%	2	40%	1	20%
Employs graphics, media, and source materials appropriately and ethically	2	40%	3	60%	0	0%
Averages (based on 15 student sample size)	**45%**		**45%**		**10%**	

Benchmark:	**85%**	Institutional benchmark goal for percent of students to meet "Proficient" or "Adequate" levels

Number Achieving Benchmark: **4**   **of how many participants?**   **5**

Percent Achieving Benchmark: **90%**   Actual percentage of students meeting "Adequate" or "Proficient" levels

Data Analysis: What do these results mean?

Closing the Loop:

Over the term students made significant progress in their understanding and application of basic new media technologies, namely HTML, CSS and graphics application software, as well as the use of those technologies as a platform for communication. In so doing, they adequately learned the process of design and development of a basic website that ultimately served as a platform to convey their chosen topics.

Students generally were able to absorb the basic patterns and workflows of the web development process, but at times, early in the course, were inconsistent in their application of presented material, as evidenced by challenges which emerged early in the creative process. The inability of students to carry out basic computer tasks such as software download and installation, or problem solve basic computer errors, caused many students (some of whom are Communication Studies majors) to find other courses to fulfill their requirements. One program faculty reiterated these students' concerns with regard to the use of technology in the course and suggested that the course should be an upper division course. This however would contradict general academic consensus, particularly in the field of media and communications, that beginning new media design be taught at the lower division.

As the course progressed the challenges were fairly common. Some students omitted certain details of the development process such as uploading their work to the server for review. However, over the course of the term, students were challenged to repeat the process and thus were able to learn the technical workflow patterns to the point of demonstrating basic mastery of the medium. Thus, the outcomes are generally positive, as demonstrated by the course artifacts, in particular the final website project. Students were able to ultimately build the platform on which they could create and distribute their content.

The final projects, illustrate the culmination of methodical organization of their content through research, conception of the topic, designing an information hierarchy, and then several iterations of their final design. Conceptual and practical knowledge was applied in the use of color as a communication method and basic page layout principles presented in the course. While some found HTML difficult others struggled more with the use of the graphics software.

The extent to which students absorbed the multiple technical and creative aspects is evidenced in the work and their interactions in the course. EOU would benefit from increasing the emphasis on promoting the importance of basic digital literacies and technologies, especially in the use of new media technology given the extent to which the university relies on innovating and delivering learning content to students.