

# Youngstown State University

## Annual Report on the General Education Assessment of Student Learning due

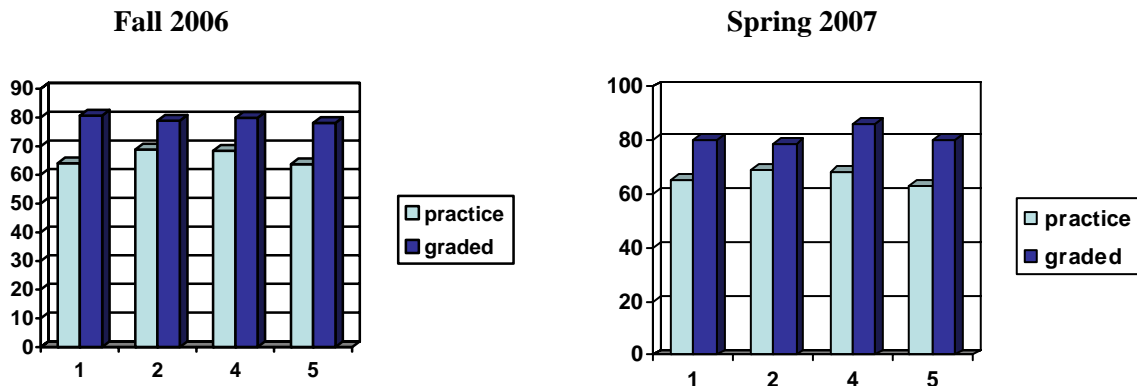
September 30, 2007

Department/Program: Communication/Gen Ed  
GenEd Course Covered By This Report: **Comst 1545: Communication  
Foundations**

**Cognitive Measurement: Pre- and Post-Test data by Associated Text Units**  
**Data represent ALL students taking tests, and indicate % score.**

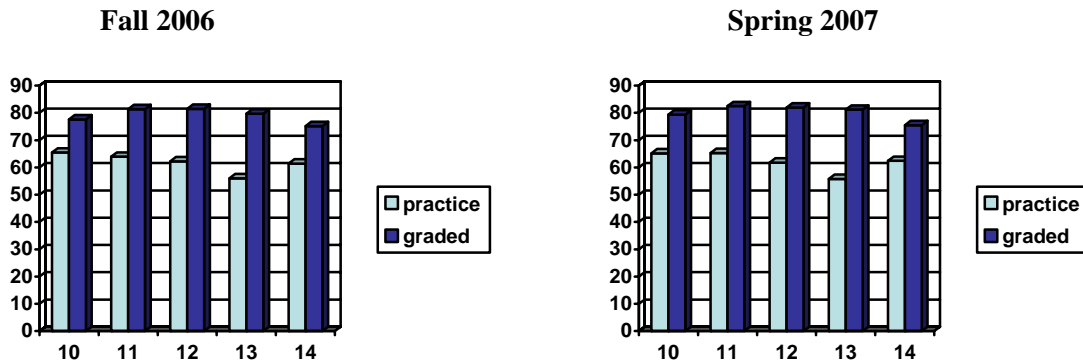
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**LO1: Students will demonstrate understanding of competent interpersonal communication.**



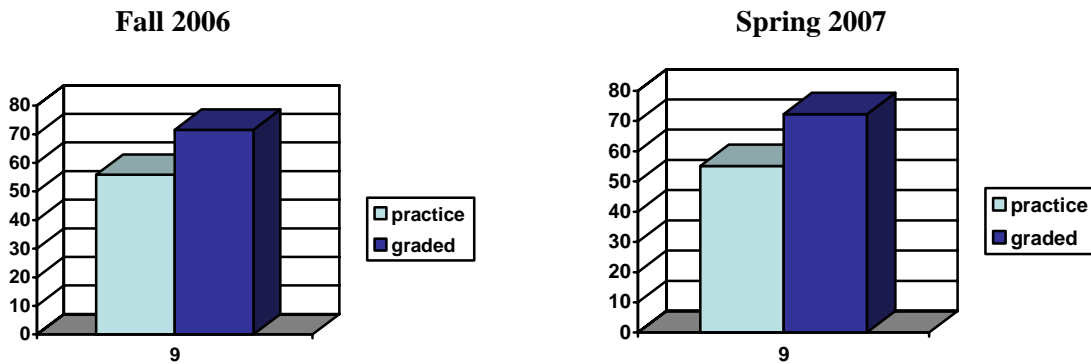
These data show that students consistently improved from pre- to post-tests, and scored around 80% (B) on the units: Introduction, Competent Communication, Listening, and Verbal/Nonverbal Communication. We are satisfied with these cognitive outcomes.

**LO2: Students will demonstrate understanding and use of competent public speaking.**



These data show that students consistently improved from pre- to post-tests, and scored around 80% (B) on the units: Preparing, Organizing, Delivering, Informing, and Persuading. We are satisfied with these cognitive outcomes, although an opportunity for improvement rests with lower scores in Unit 14 (persuasion).

**LO3. Students will demonstrate understanding of competent small group communication.**



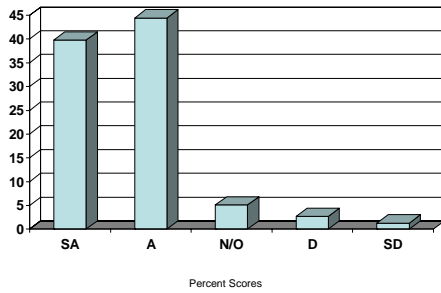
These data show that students consistently improved from pre- to post-tests, but scores of 70% (C) on this unit (Group Communication) present an opportunity for improvement.

**Affective Measurement:**  
**Data indicate % response on survey (administered at semester end)**

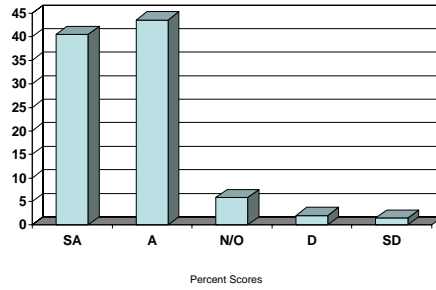
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**Spring 2006 (N=563)**

This course helped me better understand interpersonal communication

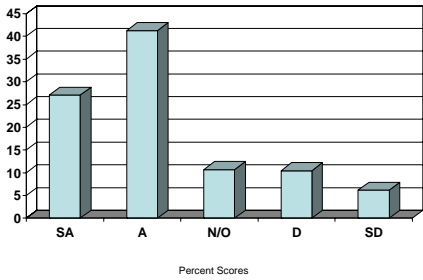


This course helped me better understand group communication

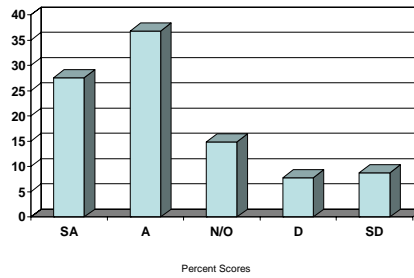


**Fall 2006 (N=617)**

The group project helped me relate communication content to the real world

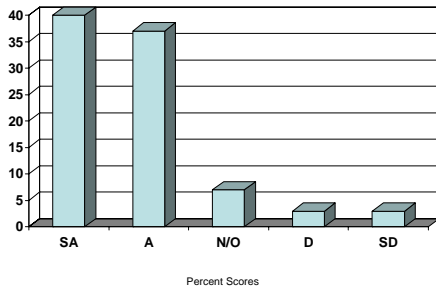


The Service Learning Project was a worthwhile experience

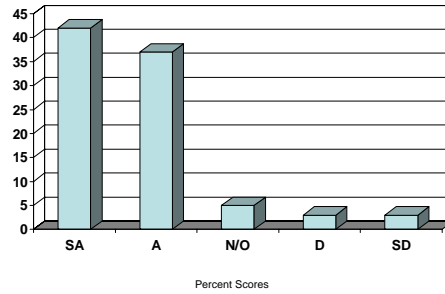


**Spring 2007 (N=448)**

I feel that I have improved my communication because of this course.

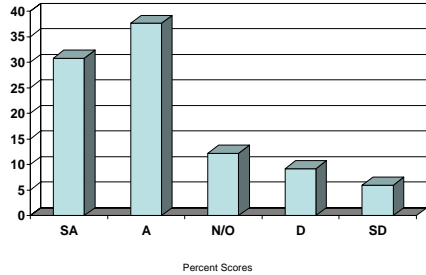


This course will help me be a better communicator in the future.



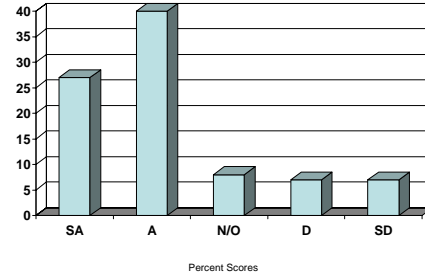
**Fall 2006 (N=617)**

The short chapter quizzes helped me learn better than a traditional midterm and final.



**Spring 2007 (N=448)**

The short chapter quizzes helped me learn better than a traditional midterm and final.



These data show that students prefer shorter unit quizzes to the traditional midterm and final. Also, the vast majority of Comst 1545 students believe a direct outcome of the course is improved understanding and skill, now and in the future. Although the majority of students enjoyed the group service project and felt it was worthwhile, a meaningful portion did not.

**Changes in curriculum, instruction, or use of resources that will occur to correct perceived weaknesses.**

Cognitive measurement: we took steps to redesign the two chapters where opportunity for improvement existed. Specifically, the group communication and persuasion chapters were deemed to be too long; both were broken up into multiple units so that students may better digest and remember material.

Affective Measurement: The 2006-2007 year was the first year Comst 1545 instituted the group service learning project. The year was a learning experience for everyone involved: faculty, students, and the Volunteer Services Agency (our partner). About 2/3 of the groups opted for service learning connected with a nonprofit organization while the rest opted for a research project; we suspect that those proportions might correlate with students' evaluation of the project. Nonetheless, we will keep the project intact for its second year before making any drastic changes to the assignment.

Documents on file:  
electronic versions of the assessment plan/revised plan, data, and reports.