Department of Communication Studies

Communication Studies BA

To measure the program objectives, in lower-division classes, faculty use a pre- and post-test method. Results from the twenty-five item test indicated that students made satisfactory progress in the program. For upper-division classes, the department used an exit survey. Results from the survey indicated that students were satisfied with the program.

Communication Studies MA

For the graduate program, faculty use completion rates, scholarly publications, and admission to Ph.D. or other programs.

Results indicate that six students successfully completed their theses, professional papers, or comprehensive exams. Five students’ papers were published in regional or national journals. Two students were accepted into Ph.D. programs.

Since students met or exceeded department expectations, the faculty felt no program changes were needed at this time.

School of Environmental and Public Affairs

Executive MS in Crisis and Emergency Management

The program objectives clearly articulate what students will learn in the program, and what they will be able to do with what they have learned. To measure student learning, the department uses class papers, case studies, comprehensive exams, and oral presentations. Results indicate that students met department expectations.

To improve the quality of how the department assesses student learning, faculty reviewed all students’ performances. Faculty revised 50% of course syllabi to more effectively address student learning objectives. They also placed greater emphasis on the importance of improved knowledge of the community of practice and its completion in their scoring method.

Public Affairs Ph.D.
The program objectives are clear, concise, and measurable. To measure them, faculty used course grades, comprehensive exams, scholarly products, dissertation prospecti, and dissertation defenses.

Results from the student learning outcomes indicate that the majority of students scored at or above department expectations in their coursework. Four students passed their comprehensive exams, and two successfully defended their dissertation prospecti.

Faculty are implementing new initiatives to improve the program’s quality, among which includes an exit survey to get students’ feedback and suggestions.

**Hank Greenspun School of Journalism Studies**

**Journalism BA**

Faculty in the Journalism and Media Studies department have worked hard to improve their program objectives, and how they assess student learning. The program learning objectives are articulate, and well-developed.

To measure the program objectives, faculty use entrance and exit surveys, evaluations of interns, alumni survey, focus groups, and graduate and retention rates among other instruments to assess student learning.

Results indicate that internship evaluations are overwhelmingly positive. Exit survey and alumni survey data indicate that virtually all students felt the program was of fair to excellent quality (with the vast majority of good to excellent). The numbers of pre-majors and majors remains robust. To help students, the department is offering more courses so students do not have to wait to take the courses they need, and plans to implement other initiatives to help the program maintain its high quality.

**Department of Criminal Justice**

**Criminal Justice BA**

The program objectives are articulate and measurable. The department used a 50 question test covering six knowledge areas to determine how well students understood the material in those areas. Results indicated that students met or exceeded expectations.

Faculty are revising the course syllabi so they better align with the University’s Undergraduate Learning Outcomes (UULOs). Additionally, faculty are reviewing the exam’s questions to see if they need improving.
Traditional Master’s in Criminal Justice

The program objectives are concisely written, and clearly explain how students will benefit from the program.

To measure student learning, the department uses research papers, theses, and exit surveys. For the Professional program, the department includes comprehensive exams.

For coursework, students met or exceeded expectations. Five students made satisfactory progress in their program, and two students successfully defended their theses. In the Professional program, eleven students successfully passed their comprehensive exams.

School of Social Work

Bachelor’s in Social Work (BSW)

Faculty in the Bachelor’s in Social Work program have excellent program objectives that reflect best practices. They are clear, concise, and articulately explain how students will benefit from the program.

To assess the student learning objectives, the department uses a variety of instruments, which include licensure exam pass rates, human diversity surveys, exit surveys, alumni surveys, and employer surveys.

Results from the licensure exam indicate that students are performing above the national average. Students met expectations on the human diversity survey, and exit survey data indicate that students were very pleased with the program’s quality. Faculty are looking at the metrics they use to assess student learning.

Master’s in Social Work (MSW)

Similar to the undergraduate program objectives, the graduate program objectives reflect best practices. To measure them, the department uses the license exam, foundation survey, exit survey, alumni survey, and employer survey.

Results from the national licensure exam indicate that students are performing well above the national average. Foundational survey results indicate that all benchmarks were met. Students also met all benchmarks for the exit survey. Faculty are considering adding student focus groups to the methods they use to assess student learning.