

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

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.

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

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

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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



