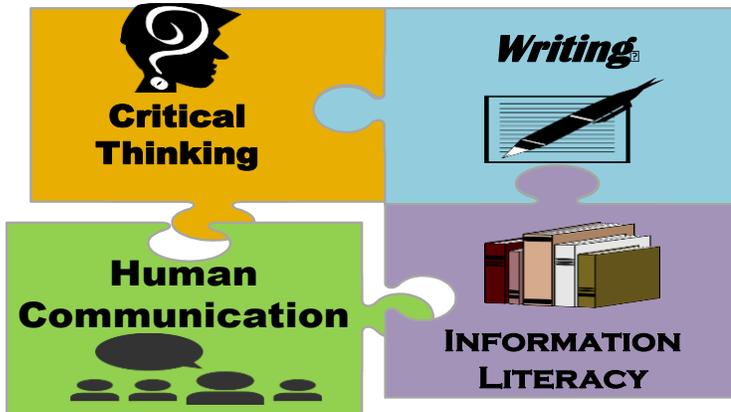


HUMAN COMMUNICATION

Creating Relevance

Using Assessment Results

MAY 2015



CLUSTER ONE: Foundations For Tomorrow

Cluster One assesses students' *Human Communication* knowledge, attitudes and behavioral skills. Knowledge and behavioral (mediated items) competencies are assessed through a 100-item course-embedded, computer-based, multiple-choice final examination. Additionally, a 40-item pre-post multiple-choice test is administered to a random sample of students during each JMU Assessment Day. The Attitudes toward Communication (ATC) is an 11-item Likert-type scale that assesses students' willingness to

and confidence in engaging in oral communications. The ATC is administered with the final examination and the pre-post assessment test.

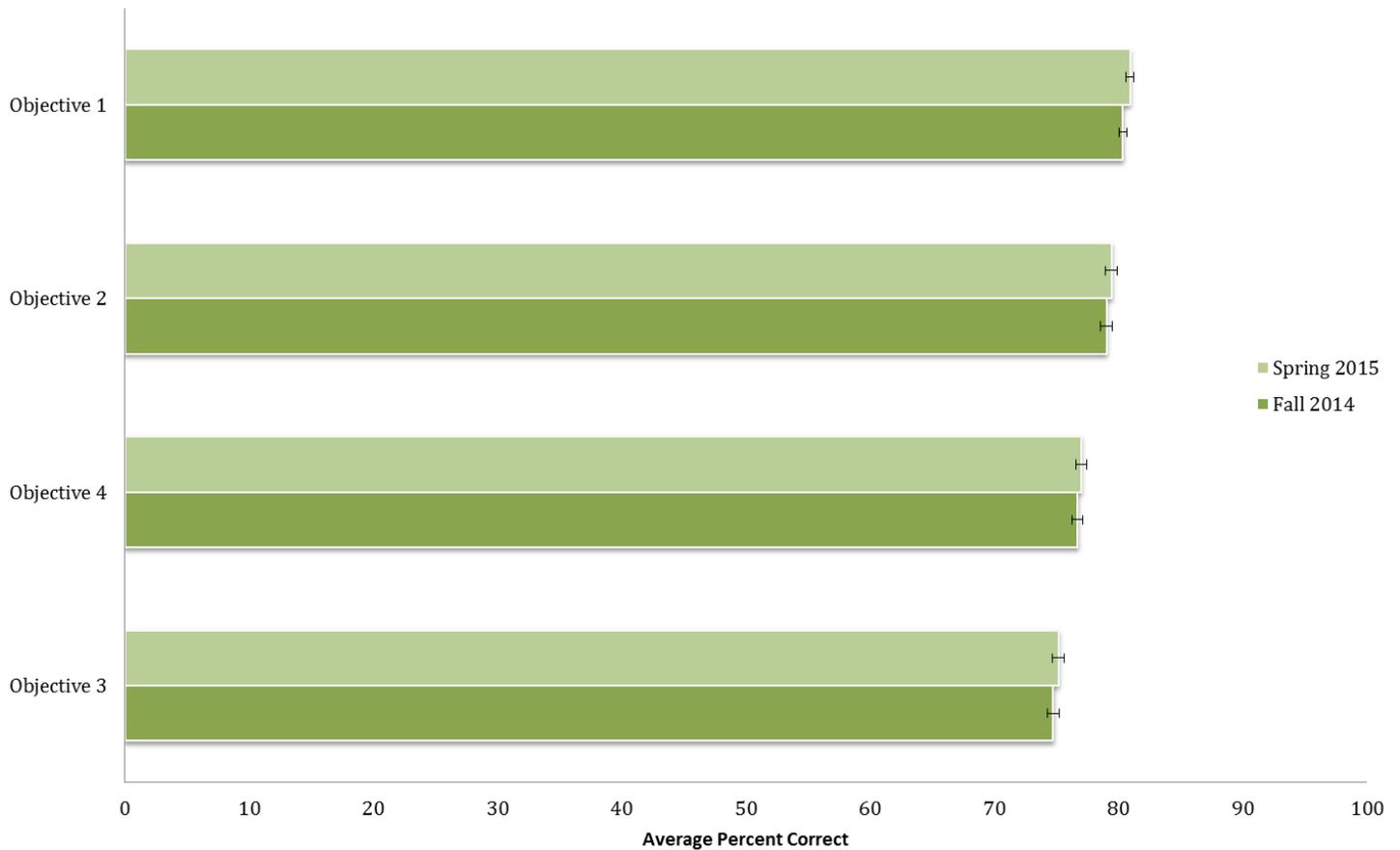
Human Communication Objectives

- 1 • Explain the fundamental processes that significantly influence communication.
- 2 • Construct messages consistent with the diversity of communication purpose, audience, context, and ethics.
- 3 • Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics.
- 4 • Utilize information literacy skills expected of ethical communicators.

How do students score on the final exam, when considered by the Cluster One Human Communication objectives?

2014-2015 Average Final Exam Score by Objective

Fall 2014 *N* = 2154 Spring 2015 *N* = 2165



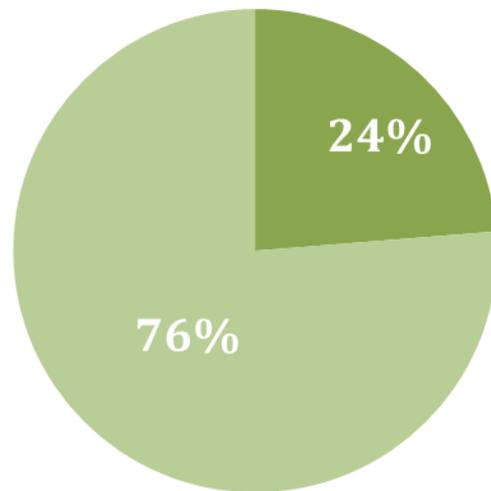
How do we target student learning associated with...

Objective 3 “Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics,” and

Objective 4 “Utilize information literacy skills expected of ethical communicators”?

How many JMU students achieved a score of *proficient* on the 2014-15 final exam?

Fall 2014 Final Exam

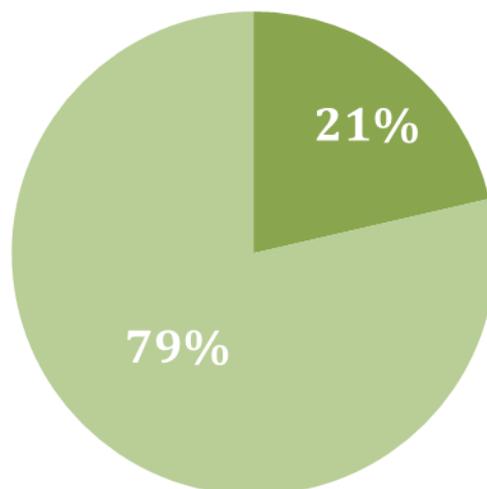


Average Score on Final Exam

Fall 2014: 79.24%
Spring 2015: 79.66%

- Developing
- Met standard

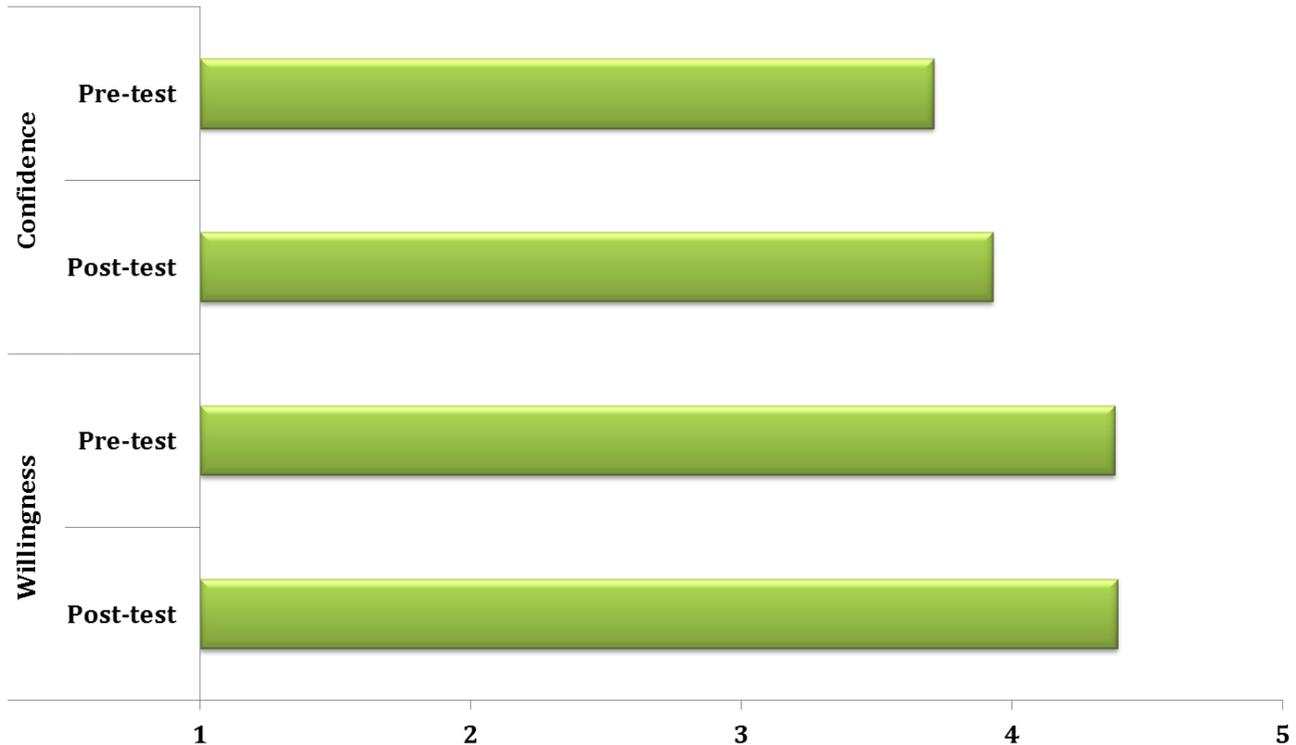
Spring 2015 Final Exam



- Developing
- Met standard

How do students attitudes toward communication change after completing their JMU Communication requirement? (i.e., Willingness and Confidence)

Attitudes Toward Communication
Fall 2013 pre-test to Spring 2015 post-test
Basic Course Completers
(n = 213)



JMU students reported higher *confidence* after completing their Communication requirement than they reported when entering JMU.

Entering students reported high *willingness* to communicate and maintained those levels after completing their JMU Communication requirement.

Does student knowledge of communication change over the course of their JMU general education experience? YES!

Oral Communications Pre-test (OCP)
Fall 2013 Pre-test to Spring 2015 Post-test
Basic Course Completers ($n = 213$)
40-item multiple choice test

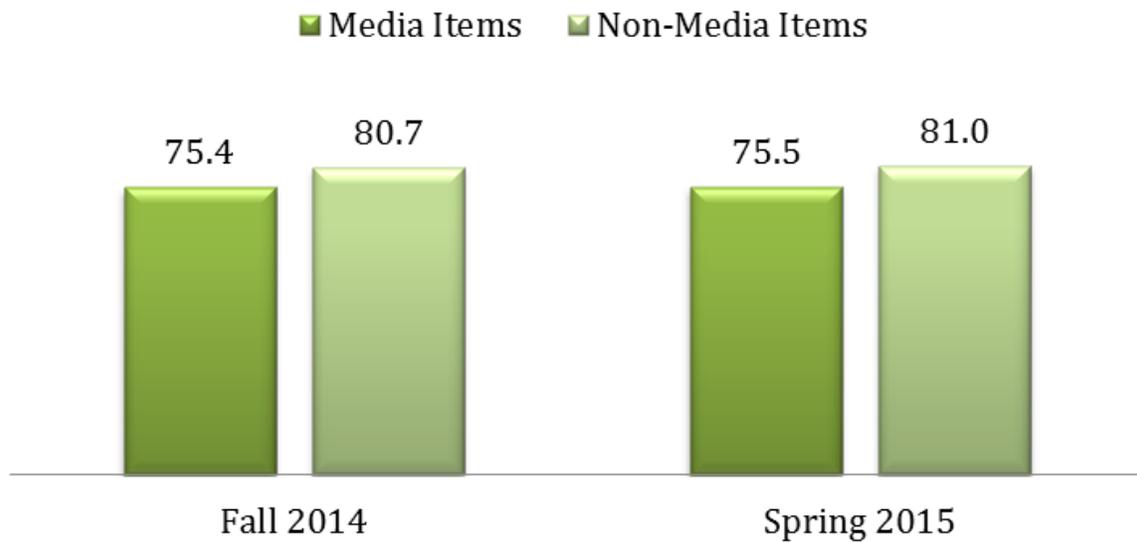


On Spring 2015 A-day, 213 randomly-selected sophomore-junior JMU students who had completed their JMU communication requirement scored an average of 10.88 percentage points higher than they had scored as entering first year students.

Students who had completed their course at JMU scored higher than students who transferred credit, were currently taking the course, or who had never taken the course.

The 100-item final exam includes 25 behavioral items, presented to students as video clips. On average, the media items were slightly more difficult than the non-media items.

**Media and Non-Media Final Exam Items
Percent Correct**



How relevant do entering first-year JMU students anticipate their Cluster One courses are for their future?

We asked 1,649 entering first year students to rate the following statements during orientation:

Expectancy

- I can do well in my Cluster One courses.

Importance

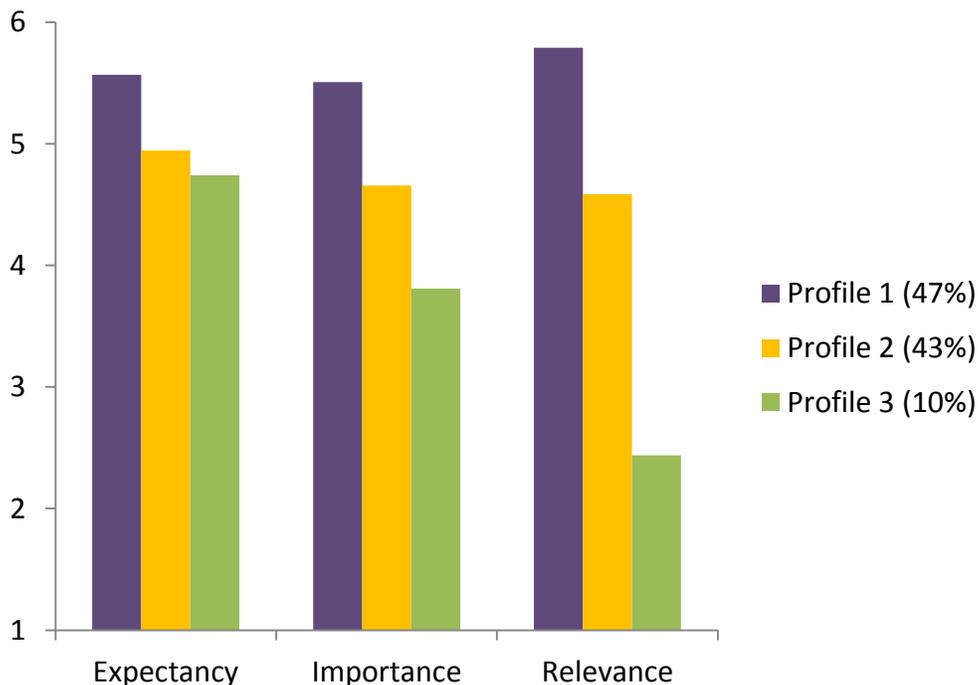
- The topics and skills taught in Cluster One courses are important to me.

Relevance

- Cluster One coursework is relevant to my future career.

Scale = 1 (Strongly Disagree) to 6 (Strongly Agree)

Almost 50% of the students expected to do well in Cluster One, found the courses important and *highly* relevant to their future career (Profile 1, below). Conversely, 10% of the students expected to do well, but did not find the courses important or relevant (Profile 3, below). Profile 3 consisted of significantly more STEM majors than Profile 1 and scored significantly higher on SAT math and lower on SAT verbal.

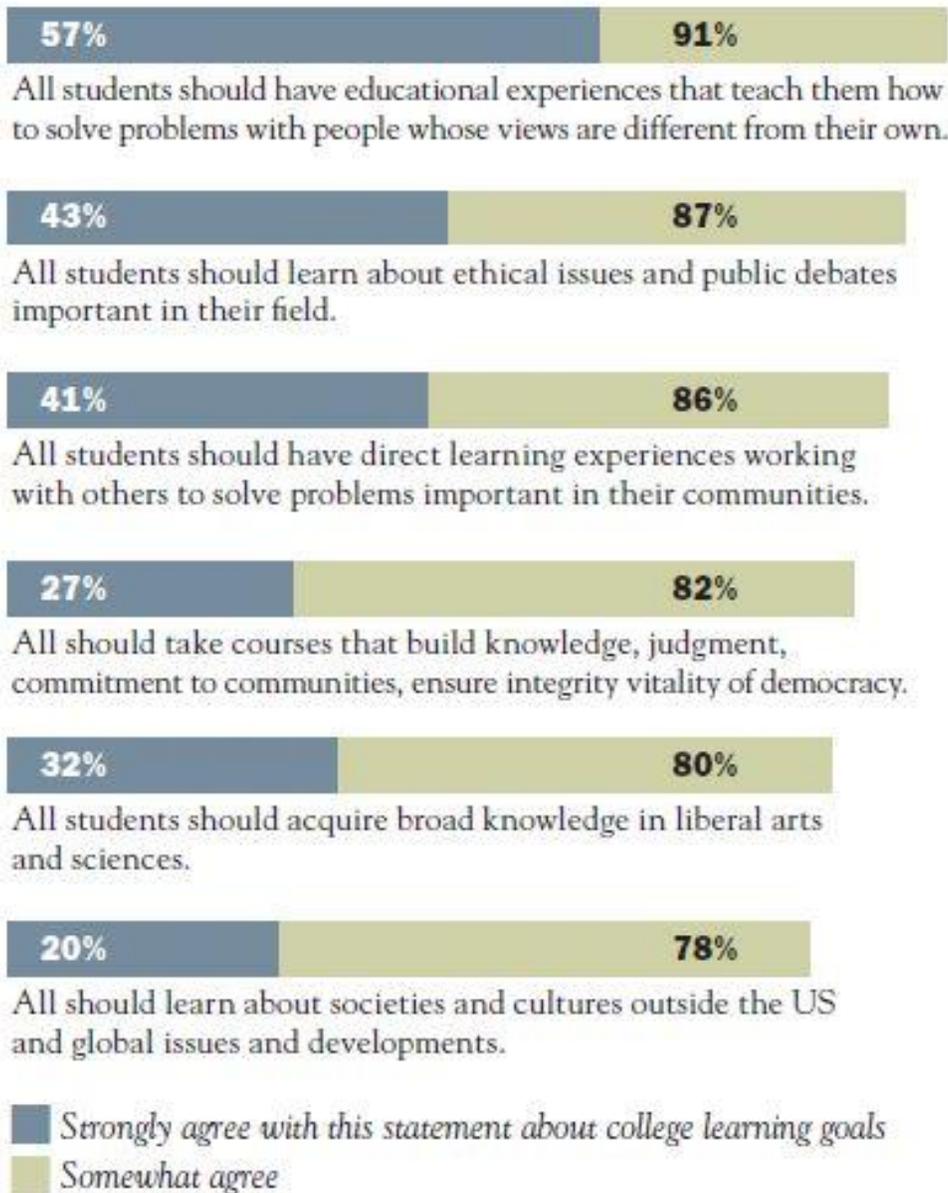


Students reporting high relevance scored significantly higher on the GCOM final exam and were more likely to achieve an advanced score on the MREST than students reporting low relevance.

What do employers say about the relevance of general education?¹

FIGURE 1.

Employers are in agreement with a broad set of college learning goals.



¹ Hart Research Associates (2013, Spring). It takes more than a major: Employer priorities for college learning. *Liberal Education*, 22- 29.