

Communication Studies BA/BS

Application Of Theory (Goal)

Goal Description:

To develop student understanding and utilization of communication theory in all major communication contexts, including the development of critical thinking skills. These contexts include interpersonal and family relationships, small group professional and business situations, and public/media messages.

Examples of communication theories include, but are not limited to, expectancy violations theory, social penetration theory, relational dialectics theory, social judgment theory, cognitive dissonance theory, cultivation theory, agenda-setting theory, face-negotiation theory, and standpoint theory.

Providing Department: Communication Studies BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Applying Communication Theory (Learning Objective)

Learning Objective Description:

Graduates will be able to apply communication theory to specific communication contexts.

RELATED ITEM LEVEL 2

Student Application Of Theory (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of Goal 1 through an annual evaluation of a sample of final student term papers in 3300 and 4300 level courses, such as Intercultural Communication, Small Group Communication, Nonverbal Communication, Communication Theory, and Family Communication. The first component of this rubric is Evidence of Understanding of the Applicable Theory or Theories including the Effective Connection of the Theory or Theories to Communication Behavior. The scale for measuring this degree objective will be the same throughout the department's set of objectives for BA/BS students.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal. An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.46 on the low end to 4.7 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate that students understand Communication Theories and can apply them to communication behaviors in real world contexts. The targeted goal was met.

RELATED ITEM LEVEL 3

Student Application Of Theory (Action)

Action Description:

While the criterion for students learning to apply communication theory was met, there is always room to improve. With that in mind, faculty will meet to discuss best practices and implement them in relevant courses across the department.

RELATED ITEM LEVEL 2

Student Mastery Of Written Composition (Indicator, Criterion, Findings)

Indicator Description:

The second component of this rubric is Control of the Mechanics of Written Composition. Student papers were submitted to faculty reviewers who assigned scores based on: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal

Criterion Description:

An average grade of 3 is the criterion for satisfying the target outcome that the students are capable of applying their knowledge of communication theory and their skill in critical thinking in written communication.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.37 on the low end to 4.14 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate show satisfactory competence in written communication. The targeted goal was met.

RELATED ITEM LEVEL 3

Student Mastery Of Written Composition (Action)

Action Description:

The criterion for students to master written composition was met. With that in mind, faculty will meet to discuss best practices and to implement them in relevant courses across the department.

The department chair will ensure at the beginning of each semester that all classes that incorporate outlining are teaching and using the departmentally-developed outline format. In courses that have a writing component, the department chair will ensure faculty are incorporating the departmentally developed writing guidelines are incorporated into course instruction.

Communication Presentations (Goal)

Goal Description:

To train students (majors and nonmajors alike) to make a variety of effective communication presentations in different professional, educational, and social contexts. These presentations include informative and persuasive speeches, group decision making discussions, and interviews.

Providing Department: Communication Studies BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Communication Presentations (Learning Objective)

Learning Objective Description:

Graduates will be able to communicate effectively in a variety of oral communication situations. A part of a good oral presentation includes an outline that helps to organize and structure oral presentations.

RELATED ITEM LEVEL 2

Communication Presentations: Speech Outlines (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of Goal 2 secondly through an evaluation of the student speech outlines accompanying the recorded final student presentations. The components of this rubric are adherence to standard outline form and proper reference citation form.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Nine faculty members evaluated student papers from performance classes (N = 350). The means for the courses evaluated ranged from 2.95 on the low end to 4.88 on the high end. Of the 14 classes evaluated, only two scored below 3.0. Therefore, the overall results indicate students met the goal of using standard outline format and proper citation in drafting speaking outlines. The lowest mean score was very close to meeting the criterion set for this Objective. These results indicate that on the whole students can write properly formatted outlines, but there is room for improvement.

RELATED ITEM LEVEL 3

Communication Presentations: Speech Outlines (Action)

Action Description:

Scores indicated that on the whole students demonstrate outline competency, but the faculty should continue to work to improve the outline score for all students in the coming academic year. Faculty will be reminded about the Department Outline Instruction Document. They will be encouraged to share the document with students.

RELATED ITEM LEVEL 2

Communication Presentations: Student Speeches (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of the goal through an annual evaluation of a sample of recorded final student presentations given in such courses as Public Speaking and Speech for Business and the Professions. The *components of this rubric* include the following: Evidence of Content Mastery and Evidence of Mastery of Delivery including Visual Aids.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Nine faculty members evaluated student papers from performance classes (N = 350). The means for the courses evaluated ranged from 2.95 on the low end to 4.88 on the high end. Of the 14 classes evaluated, only two scored below 3.0. Therefore, the overall results indicate students met the goal of using standard presentations structure and source citation in speeches. The lowest mean score was very close to meeting the criterion set for this Objective. These results indicate that on the whole students follow the proper tenets of public speaking, but there is room for improvement.

RELATED ITEM LEVEL 3

Communication Presentations: Student Speeches (Action)

Action Description:

Scores indicated that on the whole students demonstrate public speaking competency, but the faculty should continue to work to improve the speaking score for all students in the coming academic year. Faculty will be reminded about the Department Outline Instruction Document because strong outlines produce strong speeches. They will be encouraged to share the document with students and to help students exhibit good public speaking practices.

Research Literacy (Goal)

Goal Description:

To develop student competencies in locating, understanding, assessing, and reporting communication research findings. This includes training in the use of print and electronic database sources and focuses attention on published scholarly research. It also includes training in the use of computer software appropriate for the word processing of reports and the use of online research sources.

Providing Department: Communication Studies BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Research Literacy (Learning Objective)

Learning Objective Description:

Graduates will be able to assess and report the results of communication research found in refereed scholarly journals as well as in electronic and online databases.

RELATED ITEM LEVEL 2

Research Literacy (Indicator, Criterion, Findings)

Indicator Description:

We will measure Goal 3 with an annual evaluation of a sample of student papers involving reviews of research literature assigned in such courses as Introduction to Communication Theory and Communication Theory. The *first component of this rubric* is Evidence of a Comprehensive Knowledge of a Confined Research Area and is the same as for Goal 1 Indicator 1. Included in this rubric is an assessment of each student's mastery of Microsoft Word and the use of Communication Abstracts and similar online databases.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.27 on the low end to 4.48 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate that students exhibit research literacy. The targeted goal was met.

RELATED ITEM LEVEL 3

Research Literacy (Action)

Action Description:

While the criterion for students' research literacy was met, there is always room to improve. With that in mind, faculty will meet to discuss best practices and implement them in relevant courses across the department.

Ways to enhance and encourage undergraduate research will be discussed and implemented.

Faculty will be encouraged to get students to submit papers to *The Measure* and to other academic outlets/conventions.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

New Faculty Integration

The department has experienced a lot of change during the most recent academic year. The addition of 2 new tenure track positions and 2 new lecturer positions has resulted in a high degree of change. A focus of the upcoming year will be help the new faculty learn the department culture, academic goals, etc. This will ensure consistency of instruction for all of our students.

Program Growth

The department is has seen an increase in undergraduate minors. In order to capitalize on this growth, the department will implement a marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

Strategic Planning

The addition of new faculty provides an opportunity to assess faculty research/teaching talents and see if we can develop new courses that can would be helpful to our students. The department will convene a strategic planning committee to review course offerings in the upcoming year.

Open Communication

The pandemic has proven it possible to communicate effectively in new and more efficient ways. Zoom made it possible to quickly schedule meetings to address important issues. As we move to a more face to face approach in upcoming year, the department will balance the use zoom and in person meetings as a way of conducting business because it will enable us to solve problems quickly, convene ad hoc small group faculty meetings should enhance research, instruction, schedule planning, and other departmental areas as time goes on.

Update of Progress to the Previous Cycle's PCI:

New Faculty Integration

The faculty worked hard to include and integrate the 2 new tenure track positions and 2 new lecturer faculty. They were assigned faculty mentors, included in faculty meetings, assigned to Departmental committees, encouraged to propose new courses, participate in creating materials for the department, etc. They have become important members of the Department and they are actively maintaining a consistency of instruction for all of our students.

Program Growth

The department explored ways to increase our undergraduate minors. The Curriculum committee worked to update our undergraduate offerings and to develop undergraduate certificates in high demand areas identified by The Office of Planning and Assessment. We have created social media materials and other materials to be used in a marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

Strategic Planning

According to the identified path forward, we have updated course offerings. The faculty is actively working on research programs and seeking grant opportunities that would be beneficial to students.

Open Communication

The Department has maintained open communications via email, zoom, and in person interactions. This has made it possible to respond to problems quickly and to work effectively on committee work that benefits the Department and our students. The Department has been very successful in tackling the challenges we faced in this academic year.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

New Faculty Integration

The department has experienced a lot of growth and change with the addition of 4 new faculty during the most recent academic year. This spring we added an additional lecturer. A focus of the upcoming year will be help the new faculty member learn the department culture, academic goals, etc. This will ensure consistency of instruction for all of our students. Additionally, this faculty member will be encouraged to make suggestions to improve curriculum and instruction. The goal is to ensure that everyone's talents are being used to provide the very best instruction for our students.

Program Growth

The department is has seen an increase in undergraduate minors. In order to capitalize on this growth, the department will continue our marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

During the past year we have looked for opportunities to collaborate with other departments. We will continue to pursue those possibilities.

Proposal of Certificates

In conjunction with the Office of Planning and assessment we have discovered potentially important areas where our courses and program can meet student needs. Thus, we will be moving forward to propose undergraduate certificates.

Linked-In Learning

In the coming year undergraduate faculty will be strongly encouraged to incorporate Linked-In Learning badges in their courses. This will help students show employers the variety of skills they have learned in our program before they even get an interview.