

# 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:

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 3.90.

The overall results indicate students met the goal of being able to explain, write about, and apply communication theories across a variety of formats (literature reviews, projects, discussion boards, etc.). These results indicate that students possess a strong understanding of communication theories. This criterion 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. Faculty will be encouraged to develop assignments that stress the importance of understanding and applying theory in their personal and professional experiences.

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:**

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 4.0

The overall results indicate students met the goal of being able to write in ways that are clear and effective across a variety of formats (literature reviews, projects, discussion boards, etc.) and courses. This criterion 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 that faculty incorporate outlining are teaching and using the departmentally-developed outline format across all classes, where appropriate. 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. The department chair will also encourage all faculty who have not taken the Writing In the Disciplines workshop to do so.

**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 the outline/writing skills goal 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:**

The Departmental SACS Review Committee conducted pre and post test to evaluate student knowledge over the course of the semester.

The pre/post-test are as follow:

Public Speaking Outlines/Writing Assignments (288 Students): 4.52

Business and Professional Outlines/Writing Assignments (151 Students): 4.62

The overall results indicate students met the goal of using standard outline format and proper citation in drafting speaking outlines. These results indicate that on the whole students can write properly formatted outlines. This criterion was met.

#### 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:**

The Departmental SACS Review Committee conducted pre and post test to evaluate student knowledge over the course of the semester.

The pre/post-test are as follow:

Public Speaking Outlines/Writing Assignments (288 Students): 4.45

Business and Professional Outlines/Writing Assignments (151 Students): 4.62

The overall results indicate students met the goal of being able to give an oral presentation using standard techniques and format. These results indicate that on the whole students can create and properly deliver an oral presentation. This criterion was met.

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 research literacy goal with an annual evaluation of a sample of student papers involving reviews of literature reviews 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. Included in this rubric is an assessment of each student's mastery of digital searches, the evaluation of sources, etc. from databases such as Communication Abstracts, Mass Media Complete, PsychInfo, 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:**

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 3.91.

The overall results indicate students met the goal of being able to find, evaluate, critique, and report on scholarly research across a variety of formats (literature reviews, projects, discussion boards, etc.). These results indicate that students possess research literacy skills across communication courses. This criterion was met.

**RELATED ITEM LEVEL 3****Research Literacy (Action)****Action Description:**

The criterion for students' research literacy was met, but faculty will be encouraged to help our students continue 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 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 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.

## **Update of Progress to the Previous Cycle's PCI:**

### **New Faculty Integration**

The department added one new instructor in this cycle. The Department worked to integrate the new instructor into the department culture, academic goals, etc. She was assigned a mentor and encouraged to serve on Department committees to build interpersonal relationships and shared teaching materials. The goal was to ensure consistency of instruction for all of our students. Additionally, she was asked to share suggestions to improve curriculum and instruction. The intent is to ensure that everyone's talents are being used to provide the very best instruction for our students.

### **Program Growth**

The department 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.

This is the data provided from MarComm on our advertising campaign.

BA: 33 applications, 20 accepted, 8 enrolled

BS: 23 applications, 15 accepted, 5 enrolled

During the past year we have looked for opportunities to collaborate with other departments through our undergraduate certificates and promoting specific content areas that would appeal to various majors. We will continue to pursue those possibilities.

### **Proposal of Certificates**

In conjunction with the Office of Planning and assessment we discovered potentially important areas where our courses and program can meet student needs. Thus, we moved forward and developed and proposed 3 undergraduate certificates. Currently, they are at various points in the approval process.

Communication Studies for Criminal Justice and Legal Studies (approved)

Communication Studies for Sports Professionals (at UCC)

Communication Studies for Health and Social Care Professionals (at UCC)

### **Linked-In Learning**

In this cycle all faculty were encouraged to include at least 1 LinkedIn Learning badge assignment in their courses. This resulted in 46 distinct LinkedIn Learning assignments across our undergraduate classes. The badges should help students build a bridge from course content to workplace skills. Students' LinkedIn profiles will demonstrate valuable skill sets so employers will find them more attractive job candidates when reviewing applicants for positions.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

#### **New Faculty**

The department unexpectedly lost two tenure/tenure track faculty members at the end of this academic year. We were able to hire two new faculty to maintain the number of full time tenure track faculty. Unfortunately, the intent with the spring job posting was to increase the number of FTEs. The next step will be to meet with the CHSS Dean and develop a plan to move forward with our efforts to increase the number of full time faculty positions.

### **Program Growth**

The goal is to continue trying to grow undergraduate enrollment. The department will again partner with Enrollment Marketing and SHSU to raise awareness of our programs, 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. In the upcoming cycle we will try to reach out to other colleges and departments.

### **Proposal of Certificates**

In the upcoming cycle we will begin offering our approved certificate (Communication for Criminal Justice and Legal Studies). We will be waiting final approval for our the other two certificates we have proposed. We will also work with the appropriate disciplines and Enrollment Marketing to promote these new free standing certificates as they become available.

### **Linked-In Learning**

In the coming year the department will continue to encourage undergraduate faculty 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.