Communication Studies BA/BS

Application Of Theory

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.

RELATED ITEMS/ELEMENTS ‒

RELATED ITEM LEVEL 1

Applying Communication Theory

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Student Application Of Theory

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 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:

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

Findings Description:

Faculty member evaluated student papers (N = 13). The mean of the evaluation was 3.7.

RELATED ITEM LEVEL 3

Using Language to Demonstrate Understanding of Theory

Action Description:

Using departmentally developed standards, student papers will be judged for mastery of language and ability to effectively explain principles and theories of communication.

RELATED ITEM LEVEL 2

Student Mastery Of Written Composition

Indicator Description:

The second component of this rubric is Control of the Mechanics of Written Composition.

Criterion Description:

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

Findings Description:

A set of student 10 papers were evaluated by a faculty member. The combined mean of the evaluation was 3.9.

RELATED ITEM LEVEL 3

Improve Student Outline Writing Competence

Action Description:

Using the departmentally developed guidelines for outlines, student outlines will be judged for effectiveness in presentation classes.

RELATED ITEM LEVEL 3

Using Language to Demonstrate Understanding of Theory

Action Description:

Using departmentally developed standards, student papers will be judged for mastery of language and ability to effectively explain principles and theories of communication.

Communication Presentations

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.

Communication Presentations

Learning Objective Description:

Graduates will be able to communicate effectively in a variety of oral communication situations

Student Presentations

Indicator Description:

We will measure attainment of Goal 2 first 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:

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

Findings Description:

Student presentations (N = 12) were evaluated by faculty. The mean student score for the presentations were 3.8.

Improve Student Outline Writing Competence

Action Description:

Using the departmentally developed guidelines for outlines, student outlines will be judged for effectiveness in presentation classes.

Improving Presentational Competence

Action Description:

Student presentations will be judged for content mastery and organization, as well as fluency and efficacy of presentation.

Student Speech Outlines

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:

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

Findings Description:

The mean student score for the presentation outlines was 3.8.

Improve Student Outline Writing Competence

Action Description:

Using the departmentally developed guidelines for outlines, student outlines will be judged for effectiveness in presentation classes.

Improving Presentational Competence

Action Description:

Student presentations will be judged for content mastery and organization, as well as fluency and efficacy of presentation.

Research And Computer Literacy

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.

Research And Computer Literacy

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.

Student Research And Computer Literacy

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:

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

Findings Description:

The mean score for Research and Computer Literacy was 3.75.

RELATED ITEM LEVEL 3

Using Language to Demonstrate Understanding of Theory

Action Description:

Using departmentally developed standards, student papers will be judged for mastery of language and ability to effectively explain principles and theories of communication.

Update to Previous Cycle's Plan for Continuous Improvement

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

Plan for Continuous Improvement

1. Faculty will meet to analyze and discuss IDEA scores and ways that those assessments can inform pedagogy in the department.
2. Faculty will continue to develop more detailed rubrics for evaluating levels of achievement across all indicators.
3. Department put into place practices intended to insure more consistency in pedagogy on writing (e.g., departmental handouts distributed across all classes in the department; semesterly evaluation of student progress).
4. Faculty will develop a behavioral-based rubric for the Faculty Rating of Teaching Effectiveness portion of the IDEA assessment of Teaching Effectiveness.
5. The department chair will make classroom observations of each faculty member as part of faculty teaching assessment.

Update of Progress to the Previous Cycle's PCI:

1. Faculty members will continue to discuss ways to utilize IDEA scores and assessments to inform pedagogy in the department

2. Faculty continues development of rubrics for evaluating achievement across all indicators.

3. Faculty reviewed and emphasized to classes the standards and guidelines developed for writing.

4. Rubric for assessing teaching effectiveness is in draft form by faculty committee.

5. Classroom observations by the department chair were implemented and incorporated into the assessment process. These observations, along with the pre- and post-observation consultations, will continue to help inform the Chair's Evaluation of Teaching Effectiveness.

Each of the program goals were successfully met this cycle. In application of theory, use of research, computer literacy, outlining competence, and presentation effectively, students exceeded the standard set. Continued improvement remains the goal; discussion of best practices will continue.

B. A./B. S. Plan for Continuous Improvement

Closing Summary:

Continued sharing of best practices and periodic meetings to discuss areas of concern have resulted in progress over the past assessment period.

Plan for Continuous Improvement 2015-16

Closing Summary:

The undergraduate programs both showed strongly in all areas in the last cycle but have much room for improvement especially in helping students improve their writing. Measures in place seem to be working and will be continued, with attention to whether change or modification is needed to increase effectiveness.