

Communication Studies BA/BS  
Assessment Plan Summary

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:

Two faculty members evaluated student papers (N = 25). The overall mean of the evaluations was 4.1.

RELATED ITEM LEVEL 3

Adopting Best Practices in Applying Theory

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 meet to discuss best practices and implement them in relevant courses across the department.

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 34 papers were evaluated by two faculty members. The combined mean of the evaluation was 4.25.

RELATED ITEM LEVEL 3

Adopting Best Practices in Enhancing Mastery in Written Composition

Action Description:

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

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.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Communication Presentations

Learning Objective Description:

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

RELATED ITEM LEVEL 2

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 = 16) were evaluated by two faculty members. The overall mean student score for the presentations were 3.7.

RELATED ITEM LEVEL 3

Adopting Best Practices in Enhancing Student Presentations and Outlines

Action Description:

While the criterion for students learning to present effective presentations and to construct effective speech outlines were met, there is always room to improve. With that in mind, faculty meet to discuss best practices and implement them in relevant performance courses across the department.

RELATED ITEM LEVEL 2

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:

Student outlines (N = 16) were evaluated by two faculty members. The overall mean student score for the presentation outlines was 3.65.

RELATED ITEM LEVEL 3

Adopting Best Practices in Enhancing Student Presentations and Outlines

Action Description:

While the criterion for students learning to present effective presentations and to construct effective speech outlines were met, there is always room to improve. With that in mind, faculty meet to discuss best practices and implement them in relevant performance courses across the department.

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.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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:

Student papers (N = 35) were evaluated by two faculty members. The overall mean score for Research and Computer Literacy was 3.45.

**Adopting Best Practices to Enhance Student Research and Computer Literacy**

**Action Description:**

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

**Update to Previous Cycle's Plan for Continuous Improvement**

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

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.

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

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.

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

**Closing Summary:**

With positive findings for each of the goals set for the B.A. and B.S. programs (Application of Theory, Communication Presentations, and Research & Computer Literacy), practices in place will be continued and refined. Regular discussions will be held to discuss concerns and best practices.