

## Program Assessment Plan Template

Program Name: Communication

Department: Communication & Media

Assessment Year: 2003-2004

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### **Step One :Who are you and how do you do what you do?**

#### *I. A. Mission Statement: (Who are you and what do you do?)*

The communication area offers a comprehensive undergraduate program designed to teach students to be insightful critics of persuasive, organizational, interpersonal, and intercultural messages, as well as effective creators and presenters of such messages. Students learn a variety of methods of analysis as our courses encourage them to synthesize theory and practice. We draw upon the strengths of a liberal arts education to prepare students to think analytically about signs and symbols, to speak clearly and convincingly about issues that matter, and to write effectively. We teach and research how meaning is created in a variety of communication contexts.

#### *I.B. Scope of your program: (What are the boundaries of your program?)*

We focus on the antecedents, processes, and effects of human communication in interpersonal, intercultural, organizational, and public communication contexts. Communication as a discipline extends beyond mere training in speech skills and language arts. We have an undergraduate curriculum that addresses humanistic and social-scientific approaches to the study of communication. As such we do not deliver a pre-professional program; however, we provide significant support to pre-professional programs in other areas of the department (journalism, media, public relations) and other majors (business). Finally, we contribute to the general education competencies in systematic inquiry and effective expression.

I. C. *What activities/processes contribute to the program? (How you do what you do?)*

We have a common core curriculum in human communication studies. We develop innovative and interactive teaching methods and learning activities. We develop research programs to inform our teaching and ground our curricular development. Faculty engage in active programs of research, publishing in scholarly outlets, and presenting conference papers in regional, national, and international venues. Faculty serve the college, the communication discipline, and the public in a multiplicity of ways. We hire part-time faculty to enrich our course offerings. We provide opportunities for internships, other forms of experiential learning, and the practical application of communication theories. Faculty members advise and mentor an average of 25-30 students per semester.

## Step Two: Where are you heading and what performances show your progress?

### II. A. *What are your priority goals for the next three years (5-8 total)?*

#### 1. *What do you want graduates to know? Be able to do? To believe?*

Students should demonstrate strong oral, written, and analytic skills.

Students should be able to understand and apply communication theories to generate informed insights into communication processes and practices.

Students should be able to synthesize theories across areas of organizational, public, interpersonal, and intercultural communication.

Students should be able to locate, read and understand scholarly literature in the discipline.

Students should demonstrate a mastery of the research process from research question to completed project.

Students should be able to identify and practice ethical communication.

Students should possess the skills to participate in civic discourse.

Students should have an understanding of the complexities of communication across boundaries, whether local or global.

Students should be able to apply a variety of conflict management principles and techniques.

Students should develop techniques for effective listening.

Students should be prepared for professional careers or graduate work.

Students should develop high standards of academic integrity, understanding what constitutes plagiarism, copyright violations and cheating on tests and examinations.

#### 2. *What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)*

To have a curriculum that addresses humanistic and social-scientific approaches to the study of communication.

To have a faculty that is current with developments in the discipline of communication.

To have a faculty that integrates teaching and research.

To have a curriculum that prepares students for graduate and professional work.

To have informed advising for students as they develop major plans.

To have a role in defining and teaching oral expression for the general education program on campus.

To have appropriate internship opportunities for students in the different areas of communication.

To have public showcases for student work.

To have strong connections with alumni for networking and feedback.

II. B. *What performances will you use to gauge your progress toward your goals?*

1. Student learning outcomes

Basic Communication Competencies

- A. Prepare and deliver an effective oral presentation
- B. Prepare an effective written presentation
- C. Adapt to different audiences and channels
- D. Organize basic speech content
- E. Develop effective listening skills
- F. Employ new technologies to solve communication problems

Advanced Communication Competencies

- A. Recognize the basics of message analysis via theorists such as Aristotle, Burke, etc.
- B. Explain how meaning is created through interaction between speakers, symbols, settings, and receivers
- C. Recognize their own cultural assumptions shape their communication
- D. Explain how cultural assumptions shape the communication of others
- E. Recognize types of feedback required in different communication situations
- F. Evaluate evidence
- G. Organize arguments
- H. Explain fallacies in reasoning
- I. Apply the techniques of persuasion including two sided, inductive and deductive arguments
- J. Analyze and critique the arguments of others

Research skills

- A. Formulate good research questions
- B. Develop appropriate research methodologies
- C. Locate, access, and evaluate traditional and electronic information sources appropriate for the communication discipline and cognate disciplines

- D. Apply research skills to a variety of communication contexts
- E. Summarize, synthesize and evaluate scholarly literature in the discipline of Communication
- F. Summarize and interpret data and report these patterns in clear prose and effective graphic forms
- G. Prepare a quantitative and/or qualitative research proposal
- H. Apply ethical means of handling human research subjects consistent with Institutional Research Board guidelines

#### Interpersonal, Organizational and Intercultural Interaction Skills

- A. Develop conflict management and resolution skills
- B. Apply theory to analyze interpersonal, organizational and intercultural communication processes
- C. Draw upon communication theory to generate insights and solutions to common interpersonal, organizational and intercultural problems

## 2. *Program Performances*

Courses will address student performances and in a sequence that builds from low-order to high-order skills.

Internship opportunities will prepare students for professional and graduate work.

Faculty will participate in informal and formal development opportunities.

The communication area will take a leadership role in helping faculty across disciplines develop oral communication assignments.

Faculty will facilitate alumni connections with students through formal and informal networks.

Faculty will identify a network of professionals to advise the communication area.

### Step Three: Describe your methodology

<b>II. B. 1 and 2</b> <i>Desired Performance (from previous step)</i>	<b>III. A.</b> <i>What aspects of the performance are critical to measure?</i>	<b>III. B.</b> <i>How (by what means) will you gather the data?</i>	<b>III. C.</b> <i>When will Assessment Begin?</i>	<b>III. C.</b> <i>Who is Responsible for What?</i>
1. Coordinated curriculum	a. specific activities in each course	Syllabus inventory (rubric)  Development of a direct assessment tool such as portfolios (focus on capstone seminar courses)	Spring 2004 pilot syllabus inventory Fall 2004 create rubric Spring 2005 do syllabus analysis  Fall 2005 identify assessment tool and create plan Spring 2006 begin assessment using a tool for direct assessment	Communication faculty will create rubric and coordinator will implement  Communication faculty will select the assessment tool and coordinator will implement

<p>2. Advanced Communication Competencies</p>	<p>a. recognize basics of message analysis via theorists such as Aristotle, Burke, etc.</p> <p>b. understand how meaning is created through interaction between speakers, symbols, settings, and receivers</p> <p>c. recognize their own cultural assumptions shape their communication</p> <p>d. understand how cultural assumptions shape the communication of others</p> <p>e. evaluate evidence</p> <p>f. organize arguments</p> <p>g. recognize fallacies in reasoning</p> <p>h. apply the techniques of persuasion including two sided, inductive and deductive arguments</p> <p>i. analyze and critique the arguments of others</p>	<p>Syllabus Inventory (rubric)</p>	<p>Fall 2004 rubric</p> <p>Spring 2005 do syllabus analysis</p> <p>Fall 2005 identify assessment tool and create a plan</p> <p>Spring 2006 begin assessment using a tool for direct assessment</p>	<p>Communication faculty will create rubric and coordinator will implement</p> <p>Communication faculty will select the assessment tool and coordinator will implement</p>

<p>3. Research Skills</p>	<p>a. formulate good research questions</p> <p>b. develop appropriate research methodologies</p> <p>c. locate, access, and evaluate traditional and electronic information sources</p> <p>d. apply research skills to a variety of communication contexts</p> <p>e. summarize, synthesize and evaluate scholarly literature</p> <p>f. summarize and interpret data and report these patterns in clear prose and effective graphic forms</p> <p>g. prepare a quantitative and/or qualitative research proposal</p> <p>h. apply ethical means of handling human research subject consistent with IRB guidelines</p>	<p>Syllabus inventory (rubric)</p> <p>Development of a direct assessment tool such as portfolios (focus on capstone seminar courses)</p>	<p>Fall 2004 rubric</p> <p>Spring 2005 do syllabus analysis</p> <p>Fall 2005 identify assessment tool and create a plan</p> <p>Spring 2006 begin assessment using a tool for direct assessment</p>	<p>Communication faculty will create rubric and coordinator will implement</p> <p>Communication faculty will select the assessment tool and coordinator will implement</p>


*A. What additional resources will you need to complete your plan?*

**No additional resources are required to conduct the syllabus inventory in the first phase of assessment for 2004-2005. If the communication faculty selects a labor-intensive tool for direct assessment in the second phase for 2005-2006, additional resources may be required. The evaluation of resources for the second phase will occur after the assessment tool is selected.**