

Communication BA and BS Assessment Plan 2020-2025

1. Mission statement

The mission of the Communication program is to enable students to achieve communication competencies and intellectual, emotional and aesthetic insights that enhance the production, performance, reception and analysis of messages. The faculty strive to establish students as effective and ethical practitioners of various forms of communication, while providing a solid foundation in the scholarly content, history and methods of communication. We believe that students learn by doing and provide opportunities for students to enhance their personal and professional growth through concentrations in either public relations/corporate communication, journalism or public communication. The degree includes an experiential component so that students may acquire practical field experience in several areas including interviewing, research methods or presentation skills. Further, the faculty seek to model and promote scholarly and creative activity as they enhance the communication competency of the community through general education classes.

2. Student learning outcomes

The degree goals and outcomes are outlined in the chart presented on the next pages. The primary degree goals are for students to be able to:

1. Effectively employ strategic communication in varied channels and contexts of contemporary human communication.
2. Analyze communication messages critically.
3. Communicate ethically.
4. Effectively employ the theory of the field and appreciate the history and content of the communication discipline.
5. Effectively employ the methods of the field.

Goal #1	Outcome	Components	Performance Criteria
Effectively employ strategic communication in varied channels and contexts of contemporary human communication	1A. Students will demonstrate effective presentational skills	Chooses and narrows a topic appropriately for the audience and occasion	* Narrows topic appropriately * Does not narrow topic appropriately
		Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion	*Vague & incomplete *Clear but incomplete *Clear and complete
		Provides supporting material appropriate for the audience and occasion	*Incredible and incomplete *Somewhat credible and partially complete *Credible and complete

		Organization-structural clarity	*Inappropriate or poorly developed structure *Underdeveloped structure *Appropriate and well developed structure
		Uses appropriate language	*Distracts from content *Does not distract from content or enhance content *Enhances content
		Uses appropriate vocal variety	*Distracts from content *Does not distract from content or enhance content *Enhances content
		Uses appropriate pronunciation, grammar, and articulation	*Distracts from content *Does not distract from content or enhance content *Enhances content
		Uses physical behaviors that support the verbal message	*Distracts from content *Does not distract from content or enhance content *Enhances content
	1B. Students will demonstrate effective writing skills	Awareness of audience	*Lacks strategies or chooses inappropriate strategies to adapt to audience *Inconsistent or insufficient strategies employed; *Appropriate and sufficient audience strategies employed
		Thesis or proposition	*Vague & incomplete *Clear but incomplete *Clear and complete
		Organization-structural clarity	*Inappropriate or poorly developed structure *Underdeveloped structure *Appropriate and well developed structure
		Support for position	*Incredible and incomplete *Somewhat credible and partially complete *Credible and complete
		Applies format appropriate to context	*Does not meet principles required in context *Meets some principles required in context *Meets all principles required in context

		Writing mechanics	<ul style="list-style-type: none"> *Poorly proofread with substantial errors *Some errors *Few noticeable errors
	1C. Students will demonstrate effective interpersonal skills	Verbal skills	<ul style="list-style-type: none"> *Distracts from content *Does not distract from content or enhance content *Enhances content
		Nonverbal skills	<ul style="list-style-type: none"> *Distracts from content *Does not distract from content or enhance content *Enhances content
		Applies messages appropriate to context	<ul style="list-style-type: none"> *Does not meet principles required in context *Meets some principles required in context *Meets all principles required in context

Goal #2	Outcome:	Components:	Performance Criteria
Analyze communication messages critically	2. Students will critically analyze messages	Identify criteria for judgment	<ul style="list-style-type: none"> *Unstated and unclear *Stated but unclear *Stated and clear
		Provide support for judgment	<ul style="list-style-type: none"> *Vague and incredible *Insufficient and/or moderately credible *Clear, sufficient and credible
		Effectively organize argument	<ul style="list-style-type: none"> *Problems with structure, development and transitions *Some problems with structure, development or transitions *Structure, development and transitions effective
		Create new understanding through message analysis	<ul style="list-style-type: none"> *Vague or cursory insights *Some insights but general or under-developed *Detailed and clearly developed insights

Goal #3	Outcome:	Components:	Performance Criteria
Communicate ethically	3. Students will assess ethical problems and identify their own ethical responsibilities	Ethical principles	*Unable to describe ethical principles *Description of principles vague or incomplete *Ethical principles are clearly described and complete
		Identification of conflicting ethical viewpoints	*Vague or cursory insights *Some insights as to viewpoints, but general or under-developed *Detailed and clearly developed insights
		Ethical Responsibilities	*Unable to describe, or absent *Inconsistent, insufficient or not acted on *Appropriate, detailed and applied

Goal #4	Outcome:	Components	Performance Criteria
Effectively employ the theory of the field and appreciate the history and content of the communication discipline	4A. Students will demonstrate understanding of the theories of the field (Ex.: ELM, CMM, Agenda-setting, etc.)	Theory knowledge	*Unable to describe or incomplete *Complete and clearly described
		Theory comparison	*Incomplete and inappropriate *Complete and appropriate
		Theory application	*Inappropriate and poorly documented *Appropriate but poorly documented *Appropriate and well documented
	4B. Students will draw on theoretical knowledge to solve or diagnose communication problems	Problem identification	*Incomplete and inappropriate *Complete and appropriate
		Presentation of reasoning	*Lacks detail and organization *Some detail and/or organization *Provides detail and is clearly organized
		Appropriateness of application	*Inappropriate *Appropriate *Very Appropriate
	4C. Students will demonstrate an understanding of the history of the field and its	Knowledge of history	*Unable to describe or incomplete *Insufficient and moderately clear *Sufficient and detailed

	connection to other fields and disciplines	Links between communication & other disciplines	*Unclear, vague, inappropriate or unsupported *Some detail or support but inconsistently appropriate *Detailed, supported and appropriate
		Appreciate field's contribution to scholarship	*Not indicated *Indicated

Goal #5	Outcome:	Components	Performance Criteria
Effectively employ the methods of the field	5A. Students will demonstrate knowledge of and effectively apply the methods of the field (Ex.: interviewing, etc.)	Method knowledge	*Unable to describe or incomplete *Complete and clearly described
		Comparison of methods	*Incomplete or inappropriate *Complete and appropriate
		Appropriateness of application	*Inappropriate and poorly documented *Appropriate but poorly documented *Appropriate and well documented.
	5B. Students will draw on knowledge of methods to diagnose or analyze communication problems	Problem identification	*Incomplete and inappropriate *Complete and appropriate
		Presentation of reasoning	*Lacks detail and organization *Some detail and/or organization *Provides detail and is clearly organized
		Appropriateness of application	*Inappropriate *Appropriate *Very Appropriate