

**Communication Arts Assessment Plan**  
*For Academic Years 2015-2016 through 2019-2020*

**I Program Mission:**

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 hands-on practice in service learning assignments and internships, and 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.

**II. Program Goals and Student learning outcomes:** The degree goals and outcomes are outlined in the chart presented on the next pages. The primary degree goals are:

- #1. To employ strategic communication in varied channels and contexts of contemporary human communication.
- #2. To analyze communication messages, whether films, speeches, public relations campaigns, organizational documents or others
- #3. To communicate ethically
- #4. To employ the theory of the field and appreciate the history and content of communication arts.
- #5. To employ the methods of the field.

<b>Goal #1</b>	<b>Outcome</b>	<b>Components</b>	<b>Performance Criteria</b>
To employ strategic communication in varied channels and contexts of contemporary human communication	1A. Students will demonstrate effective presentational skills	Eye contact	*Insufficient and uncontrolled *Variable *Sustained and controlled
		Vocal qualities	*Unanimated & distracting *Little animation but no distractions *Effectively animated without distraction
		Body movement	*Distracts from content *Does not distract from content or enhance content *Enhances content
		Management of visual aids	*Inappropriate selection and/or use of visual aids *Selection & use of visual aids are inconsistently appropriate *Visual aid selection and use consistently appropriate
	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
		Transitions	*Insufficient & vague *Used inconsistently or sometimes inappropriately *Sufficient and clear
		Writing mechanics	*Poorly proofread with substantial errors *Some errors *Few noticeable errors
	1C. Students will strategically apply communication message formats	Applies format appropriate to context	*Does not meet principles required in context *Meets some principles required in context *Meets all principles required in context

<b>Goal #1</b>	<b>Outcome</b>	<b>Component</b>	<b>Performance Criteria</b>
To employ strategic communication in varied channels and contexts of contemporary human communication	1D. Students will assess small group skills	Decision making strategy	*Can't describe or apply strategy *Describes strategy but unsure how to use *Knows and selects strategy appropriate to situation
		Idea-generation strategy	*Can't describe or apply strategy *Describes strategy but unsure how to use *Knows and selects strategy appropriate to situation
		Roles in small group settings	*Can't identify roles *Identifies roles but unable to apply in context *Identifies roles and applies appropriately
		Stages of small group performance	*Vague or unable to identify stages of group performance *Vague or unclear in analysis of stages *Prescribes action based on appropriate analysis of group stages
		Ability to assess group performance	*Inappropriate & unsupported *Appropriate but unsupported *Appropriate & supported
		Prescriptions	*Absent, unclear or inappropriate *Vague and/or inconsistently appropriate *Detailed, clear and appropriate
	1E. Students will assess interpersonal skills	Conflict management strategy	*Can't describe or apply strategy *Describes strategy but unsure how to use *Knows and selects strategy appropriate to situation
		Supportive communication style	*Can't describe or apply strategy *Describes strategy but unsure how to use *Knows and selects strategy appropriate to situation
		Ability to assess interpersonal skills	*Inappropriate & unsupported *Appropriate but unsupported *Appropriate & supported
		Prescriptions	*Absent, unclear or inappropriate *Vague and/or inconsistently appropriate *Detailed, clear and appropriate

<b>Goal #2</b>	<b>Outcome:</b>	<b>Components:</b>	<b>Performance Criteria</b>
To analyze communication messages, whether films, speeches, public relations campaigns, organizational documents or others...	2. Students will critically analyze messages	Identify criteria for judgment	*Unstated and unclear *Stated but unclear *Stated and clear
		Provide support for judgment	*Vague and incredible *Insufficient and/or moderately credible *Clear, sufficient and credible
		Effectively organize argument	*Problems with structure, development and transitions *Some problems with structure, development or transitions *Structure, development and transitions effective
		Create new understanding through message analysis	*Vague or cursory insights *Some insights but general or under-developed *Detailed and clearly developed insights

<b>Goal #3</b>	<b>Outcome:</b>	<b>Components:</b>	<b>Performance Criteria</b>
To 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
		Prescriptions	*Absent, unclear or inappropriate *Vague and/or inconsistently appropriate *Detailed, clear and appropriate
		Ethical Responsibilities	*Unable to describe, or absent *Inconsistent, insufficient or not acted on *Appropriate, detailed and applied

<b>Goal #4</b>	<b>Outcome:</b>	<b>Components</b>	<b>Performance Criteria</b>
To employ the theory of the field and appreciate the history and content of communication arts	4A. Students will assess 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
		Theory judgment	*Incredible, unsupported and fails to apply criteria *Some support and development of criteria *Judgments are credible, supported and based on appropriate and developed criteria
	4B. Students will draw on theoretical knowledge to solve or diagnose real world 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 know and appreciate the history of the field and its connection to other fields and disciplines	Knowledge of history	*Unable to describe or incomplete *Insufficient and moderately clear *Sufficient and detailed
		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

<b>Goal #5</b>	<b>Outcome:</b>	<b>Components</b>	<b>Performance Criteria</b>
To employ the methods of the field	5A. Students will assess 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
		Method application	*Inappropriate and poorly documented *Appropriate but poorly documented *Appropriate and well documented.
		Method assessment	*Incredible, unsupported and fails to apply criteria *Some support and development of criteria *Judgments are credible, supported and based on appropriate and developed criteria
	5B. Students will draw on knowledge of methods to diagnose or analyze real world 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

**III. Curriculum Map:**

<u>Core Courses</u>	1A Students will demonstrate effective presentational skills	1B Students will demonstrate effective writing skills	1C Students will strategically apply communication message formats	1D Students will assess small group skills	1E Students will assess interpersonal skills	2 Students will critically analyze messages	3 Students will assess ethical problems and identify their own ethical responsibilities	4A Students will assess the theories of the field (Ex.: ELIM, CMM, Agenda-setting, etc.)	4B Students will draw on theoretical knowledge to solve or diagnose real world communication problems	4C Students will know and appreciate the history of the field and its connection to other fields and disciplines	5A Students will assess the methods of the field (Ex.: interviewing, etc.)	5B Students will draw on knowledge of methods to diagnose or analyze real world communication problems
SPCH-C 200 Intro to Mass Communication	X	X	X			X	X	X		X		
SPCH-S 205 Intro to Speech Communication				X	X					X	X	X
SPCH-C 321 Persuasion	X	X				X	X	X		X		
SPCH-S 336 Communication Theory		X				X		X		X		
SPCH-C 380 Organizational Communication	X	X						X	X			
SPCH-S 400 Senior Seminar	X											
SPCH-S 427 Cross Cultural Communication		X	X			X	X		X	X		X
SPCH-C 315 Internship			X						X			

	1A	1B	1C	1D	1E	2	3	4A	4B	4C	5A	5B
SPCH-C 393 Comm Research Methods	X	X									X	X
SPCH-S 122 Interpersonal Communication												
SPCH-C 325 Interviewing			X		X				X		X	X
<b>Concentration Courses</b>												
SPCH-S 228 Argumentation and Debate	X		X			X			X			
SPCH-C 444 Political Communication	X	X				X		X	X			
SPCH-S 201 Communicating in Public	X		X			X	X			X		
NMCM-N 351 Cyberculture and Community	X	X							X			
COMM-C394 Communication and Conflict												
JOUR-J 200 Reporting, Writing, & Editing I		X	X									
JOUR-J 201 Reporting, Writing, & Editing II		X	X									
SPCH-C 255 Social Media Strategies		X	X			X		X	X			
SPCH-C 382 Social Media Campaigns		X	X			X		X	X			
NMAT-D257 Graphic Design I		X	X			X						
NMAT-D216 Studio in Digital Media I	X	X	X									
JOUR-J 344 Photojournalism		X	X									
SPCH-S 233 Intro to Public Relations		X				X	X	X		X	X	
SPCH-S 333 Public Relations Writing		X	X			X	X		X		X	X
SPCH-C 391 Public Relations Campaigns	X	X	X	X		X	X	X	X	X	X	X



**IV. Assessment plans through 2020:**

Our plan for the next five years is the following:

- AY 15-16 Public Speaking Gen Ed
- AY 16-17 Com Arts program review
- AY 17-18 Outcome 2. Students will critically analyze messages
- AY 18-19 Outcome 3. Students will assess ethical problems and identify their own ethical responsibilities
- AY 19-20 Outcome 4A. Students will assess the theories of the field (Ex.: ELM, CMM, Agenda-setting, etc.)