

Organizational Area	Summary Results	Include data collected in 2019-2020 - Action Plan Summary Results																																																																																		
<p>Indiana University System AMS » Indiana University: Kokomo » Academic Affairs                      » School of Humanities &amp; Social Sciences  <b>Communication &amp; Performing Arts</b></p>	<p><b>Overall Statistics</b></p> <ul style="list-style-type: none"> <li>• <b>100%</b> (7/7) outcomes were included</li> <li>• <b>57%</b> (4/7) of outcomes included have at least one measure specified</li> <li>• <b>43%</b> (3/7) of outcomes included have measures with findings specified</li> </ul> <table border="1" data-bbox="583 487 1585 876"> <thead> <tr> <th colspan="2">4 Total Measures ( Includes measures that do not have findings)</th> <th colspan="2">3 Total Measures with Findings</th> </tr> <tr> <th colspan="2">Measure Type/Method</th> <th colspan="2">Measure Level</th> <th colspan="2">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Student</td> <td>0 (0%)</td> <td>Course</td> <td>4 (100%)</td> <td>Not Met</td> <td>0 (0%)</td> </tr> <tr> <td>Artifact</td> <td>0 (0%)</td> <td>Program</td> <td>0 (0%)</td> <td>Met</td> <td>3 (100%)</td> </tr> <tr> <td>Exam</td> <td>3 (75%)</td> <td>Institution</td> <td>0 (0%)</td> <td>Exceeded</td> <td>0 (0%)</td> </tr> <tr> <td>Portfolio</td> <td>0 (0%)</td> <td>Other</td> <td>0 (0%)</td> <td>Unspecified</td> <td>0 (0%)</td> </tr> <tr> <td>Other</td> <td>1 (25%)</td> <td>Unspecified</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td><b>Total Direct</b></td> <td><b>4 (100%)</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Survey</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Focus Group</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Interview</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total Indirect</b></td> <td><b>0 (0%)</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Unspecified</b></td> <td><b>0 (0%)</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	4 Total Measures ( Includes measures that do not have findings)		3 Total Measures with Findings		Measure Type/Method		Measure Level		Acceptable Target Achievement		Student	0 (0%)	Course	4 (100%)	Not Met	0 (0%)	Artifact	0 (0%)	Program	0 (0%)	Met	3 (100%)	Exam	3 (75%)	Institution	0 (0%)	Exceeded	0 (0%)	Portfolio	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	Other	1 (25%)	Unspecified	0 (0%)			<b>Total Direct</b>	<b>4 (100%)</b>					Survey	0 (0%)					Focus Group	0 (0%)					Interview	0 (0%)					Other	0 (0%)					<b>Total Indirect</b>	<b>0 (0%)</b>					<b>Unspecified</b>	<b>0 (0%)</b>					<p><b>0 Total Actions with Status Report</b></p> <p><i>No Status Reports have been specified</i></p>
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Report : Assessment Cycle Details for : Communication & Performing Arts

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2020-2021 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Tuesday, July 20, 2021

## Measures and Findings

### ***Goal 1: Effectively employ strategic communication in varied channels and contexts of contemporary human communication.***

#### Outcome

#### **1A. Students will demonstrate effective presentational skills**

- 1. Competency One: chooses and narrows a topic appropriately for the audience & occasion*
- 2. Competency Two: communicates the thesis/specific purpose in a manner appropriate for the audience & occasion*
- 3. Competency Three: provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience & occasion*
- 4. Competency Four: uses an organizational pattern appropriate to the topic, audience, occasion, & purpose*
- 5. Competency Five: uses language appropriate to the audience & occasion*
- 6. Competency Six: uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion*
- 7. Competency Seven: uses pronunciation, grammar, & articulation appropriate to the audience & occasion*
- 8. Competency Eight: uses physical behaviors that support the verbal message*

Mapped to:

#### ***Measure***

*Senior Seminar Presentations*

COURSE LEVEL; DIRECT - OTHER

#### **Details/Description:**

Students give presentations of their senior portfolios as part of the SPCH-S 400 Senior Seminar, required for all majors.

We used the National Communication Association "Competent Speaker Speech Evaluation Form." There are 8 competencies, and each is evaluated as (0) Unsatisfactory, (1) Satisfactory, or (2) Excellent. Scores for each competency are added and the overall score is evaluated as follows: 0-6 points = Unsatisfactory; 6.5-12 = Satisfactory; 12.5-16 = Excellent.

#### Competencies:

1. Competency One: chooses and narrows a topic appropriately for the audience & occasion
2. Competency Two: communicates the thesis/specific purpose in a manner appropriate for the audience & occasion
3. Competency Three: provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience & occasion
4. Competency Four: uses an organizational pattern appropriate to the topic, audience, occasion, & purpose
5. Competency Five: uses language appropriate to the audience & occasion
6. Competency Six: uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion
7. Competency Seven: uses pronunciation, grammar, & articulation appropriate to the audience & occasion
8. Competency Eight: uses physical behaviors that support the verbal message

#### **Acceptable Target:**

All graduating majors should receive an overall score of Satisfactory or higher (7 points or more).

#### **Implementation Plan (timeline):**


Presentations were evaluated in April 2019.

No Mapping

**Key/Responsible Personnel:**

Chris Darr, Erin Doss, Joann Kaiser, Donna McLean

**Supporting Attachments:**

 NCA Competent Speaker Rubric (Adobe Acrobat Document)

No Findings Added to Senior Seminar Presentations

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**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*

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**Mapped to:**

No Mapping

**1C. Students will strategically apply communication message formats**

*No measures specified*

*Applies format appropriate to context*

*\*Does not meet principles required in context*

*\*Meets some principles required in context*

*\*Meets all principles required in context*

Mapped to:

*No Mapping*

**Goal 2: To analyze communication messages, whether films, speeches, public relations campaigns, organizational documents or others...**

**Outcome**

**2. Students will critically analyze messages**

*No measures specified*

*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*

Mapped to:

No Mapping

## Goal 4: To employ the theory of the field and appreciate the history and content of communication arts

### Outcome

#### 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*

Mapped to:

No Mapping

### Measure

*Communication Theory Exams*

COURSE LEVEL; DIRECT - EXAM

#### Details/Description:

Communication majors are required to take Communication Theory (SPCH-C 480) and most do so in Spring of their final year. They learn about many different theories throughout the curriculum, including courses like Persuasion, Organizational Communication, etc., but this class focuses specifically on theory. The course includes four (4) exams, which include multiple question types and require summary, comparison, application, and analysis. As a whole, these four exams cover outcomes 4A, 4B, and 4C.

#### Acceptable Target:

Students are required to earn a grade of C- or better in each class. Similarly, every communication major should achieve a grade of C- or better on each exam in order to demonstrate knowledge of and the ability to apply various theories.

The acceptable target, therefore, is an average score of 17.5/25 across the four exams.

#### Implementation Plan (timeline):

Exams were given in Spring 2020.

#### Key/Responsible Personnel:

Chris Darr

#### Supporting Attachments:

### Findings

*for Communication Theory Exams*

#### Summary of Findings:

19 of 21 students met the target achievement (17.5/25 minimum average score across the four exams).

A spreadsheet is attached.

#### Acceptable Target Achievement:

Met

## 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*

### Mapped to:

*No Mapping*

### Reflections/Notes:

Two students did not meet this threshold, but one did not take 2 of the 4 exams and the other did not take 1 of the 4.

### Substantiating Evidence:

 Exam results Spring 2020 (File)

## Measure

### *Communication Theory Exams*

COURSE LEVEL; DIRECT - EXAM

### Details/Description:

Communication majors are required to take Communication Theory (SPCH-C 480) and most do so in Spring of their final year. They learn about many different theories throughout the curriculum, including courses like Persuasion, Organizational Communication, etc., but this class focuses specifically on theory. The course includes four (4) exams, which include multiple question types and require summary, comparison, application, and analysis. As a whole, these four exams cover outcomes 4A, 4B, and 4C.

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Chris Darr

### Supporting Attachments:

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Met

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**Substantiating Evidence:**

 Exam results Spring 2020 (File)

**Action**

*in Include data collected in 2019-2020 - Action Plan*

**Theories/Exams**

*No Status Added to Theories/Exams*

**Action details:**

No action is necessary at this time as all students assessed were ranked as Excellent. There is always room for improvement, but programmatic change does not appear necessary at this point.

**Implementation Plan**

**(timeline):**

N/A

**Key/Responsible**

**Personnel:**

Darr

**Measures:**

N/A

**Supporting Attachments:**

**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*

**Measure**

*Communication Theory Exams*

**COURSE LEVEL; DIRECT - EXAM**

**Details/Description:**

Communication majors are required to take Communication Theory (SPCH-C 480) and most do so in Spring of their final year. They learn about many different theories throughout the curriculum, including courses like Persuasion, Organizational Communication, etc., but this class focuses specifically on theory. The course includes four (4) exams, which include multiple question types and require summary, comparison, application, and analysis. As a whole, these four exams cover outcomes 4A, 4B, and 4C.

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*\*Not indicated*

*\*Indicated*

**Mapped to:**

*No Mapping*

**Implementation Plan (timeline):**

Exams were given in Spring 2020.

**Key/Responsible Personnel:**

Chris Darr

**Supporting Attachments:**

## ***Findings***

*for Communication Theory Exams*

**Summary of Findings:**

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***Theories/Exams***

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**Implementation Plan**

**(timeline):**

N/A

**Key/Responsible**

**Personnel:**

Darr

**Measures:**

N/A

**Supporting Attachments:**