

Department/Program: Communication

Chair/Director: Dorothy Ige

Assessment cycle/year:

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Mission/Purpose

DEPARTMENT MISSION - The Department of Communication provides students with the opportunity to investigate communication processes as they occur within and among individuals, groups, organizations, and societies. Students analyze the human communication process, develop communication skills, and learn how to facilitate the communication of others.

COURSE PURPOSES:

A) PUBLIC SPEAKING-S121 (A Core Gen. Edu. Course)

B) INTERPERSONAL COMMUNICATION-S122 (A “Breadth of Learning” Gen. Edu. Course)

C) OTHER LOWER & UPPER LEVEL CURRICULAR COURSES (Discipline & Career Focus)

-Have appropriate lower & upper level courses taken through the Curriculum Committee for “Intensive Writing” designation and Group Distribution Designation (for Social Sciences, Humanities, Humanities Lab, & Diversity). This process is a form of Coll. of Arts & Sci. Assessment.

-Career Emphasis – Advance Public Relations & Convergent/Mass Media emphases

SPECIFIC PROGRAM/CURRICULAR CONTENT GOALS INCLUDE:

Goal 1. Explain the Research Methods of Inquiry and Analysis Used in Communication as a Social Science and as a Humanities Disciplinary Area

Goal 2. Explain Intrapersonal, Interpersonal, Public Speaking, and Mediated Communication Processes and Behavior Using Communication Theories and Concepts

Goal 3. Support Freedom of Speech Rights Appropriately with Personal and Civic Responsibility

Goal 4. Use Audience Analysis and Adaptation from a Multicultural Perspective

Goal 5. Develop and Use Logical and Clear Organization (with Introduction, Central Idea, Body and Conclusion) of Reasoned and Compelling Communication in Personal, Social, and Career Situations

Goal 6. Find and Use Research in a Credible Manner to Support Interpersonal, Public Speaking, and Mediated Messages

Goal 7. Develop and Practice of Verbal and Nonverbal Delivery Skills Designed for Positive Personal, Social, and Career Impact

Goal 8. Thoughtfully and Skillfully Use New Convergent Media for Oral and Written/Graphic Presentations

Goal 9. Identify and Use the Various Types of Listening Skills Appropriately in Interpersonal, Public Speaking, and Mediated Communication Situations

Goal 10. Develop and Display Communication Leadership Skills in Managing Group Dynamics Interactions as Factors that Influence How Different Social Groups Organize Themselves and How Individual Differences Influence Human Communication Activity

Which Student learning outcomes (Goals) did you assess this year?

S121 PUBLIC SPEAKING STUDENT LEARNING OUTCOMES:

Outcome 1 - Demonstrate a clearly defined purpose through an effective delivery of oral presentations that manifest logical organization, proper grammar, appropriate word choices, and coherent sentence structure

Outcome 2 -Present a central idea, clearly reasoned arguments, and an audience-centered perspective that takes account of communicative differences across cultures

Outcome 3 - Engage in ethical practices that include citation of credible sources

Outcome 4 - Demonstrate effective use of media and technologies that enhance the presentation

S122 INTERPERSONAL COMMUNICATION STUDENT LEARNING OUTCOMES:

Outcome 1 – Explain the Interpersonal Communication Methods of Inquiry used by Social and Behavioral Scientists

Outcome 2 – Explain Behavior Using Social or Behavioral Science Theories and Concepts of Interpersonal Communication

Outcome 3 – Explain the Factors that Influence How Different Societies Organize Themselves or How Individual Differences Influence Various Spheres of Human Activity

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
S121 PUBLIC SPEAKING			
1. Students will demonstrate purpose, delivery, org. & language	Rubric applied to oral presentations	For S121 Public Speaking Student Outcomes, students scored an Avg. of 4.+ on a 5.0 scale with no Outcomes less than 3.5	<ul style="list-style-type: none"> Clarify Types & Timing of Special Occasion Speeches delivered during the term to account for consistently higher ratings here Developing new guidelines to promote consistency across multiple sections of S121 Compare delivery of Special Occasion Speeches to delivery of Persuasive Speeches in future S121 Assessments Have instructors work on students’ strengthening delivery (movement and gestures) in the Persuasive Speeches
2. Students will demonstrate	Rubric applied to oral	(Same as above)	<ul style="list-style-type: none"> Have instructors assign more “pre-

Cent. Idea, reasoned argument, & audience centered, cult. considered perspective	presentations		speech” opportunities to strengthen eye contact <i>before</i> the first formal, Informative Speech
3. Students will engage in ethical practices with credible citations	Rubric applied to oral presentations	(Same as above)	(Outcome being well achieved through Continuous Assessment)
4. Students will demonstrate media & technology for presentation enhancement	Rubric applied to oral presentations	(Same as above)	(Outcome being well achieved through continuous Assessment)
S122 INTERPERSONAL COMMUNICATION			
1. Students will explain Interpers. Comm. (IPC) Methods Used	Post Test	For S122 Interpersonal Communication Student Outcomes, students scored an Avg. of 63%, 55%, & 60% respectively for Outcomes 1, 2, & 3.	<ul style="list-style-type: none"> Moving from abstract lecture notes to more visual/engaging PowerPoint notes & real-life examples & graphics from the students’ perspectives to help students better understand the concepts being presented.
2. Students will Explain Behavior Using Soc. Sci. Theories	Post Test	(Same as above)	<ul style="list-style-type: none"> Work with basic courses Director to monitor faculty Syllabi & Student Outcomes data
3. Students will Explain Factors that Influence How Diff. Societies Organize Themselves & How Individ.s Influence Human Activity	Post Test	(Same as above)	<ul style="list-style-type: none"> Increasing Faculty Development of both Full-Timers and Part-Timers with regard to Student Learning Outcomes Submit appropriate Courses to Curriculum Committee for Approval Align faculty hiring with all outcomes
OTHER LOWER & UPPER	For now, general assessments	For now, general assessments such as tests, internships, Curriculum Committee scrutiny, and so forth	

LEVEL CURRICULUM

(Stated above as “Specific Program Content Goals”)

such as tests, internships, Curriculum Committee vetting, etc.

- Permeate Assessment Culture throughout all Courses over time

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. S121 Public SPEAKING:

a) Changes to Further Promote Student Learning – (See Action Plans above)

b) Program Outcomes –Will remain the same

c) Changes in the Process:

1. Update the Department Guidelines for Teaching S121
2. Work to make S121 Assessment a natural part of how we teach and manage the program by constant reminders to faculty about the Student Outcomes & Syllabus monitoring
 - Repeat the formal S121 Assessment again per the Gen. Edu. Committee schedule
 - Increase Faculty Development of both Full-Timers and Part-Timers with regard to Student Learning Outcomes

2. S122 INTERPERSONAL COMMUNICATION:

a) Changes to Further Promote Student Learning – (See Action Plans above)

b) Program Outcomes –Will remain the same

- c) 1. Changes in the Process – Follow the newly updated Department Guidelines for Teaching S122
2. Complete Interim Assessments toward **increasing scores** for S122 Student Learning Outcomes
 3. Work to make the S122 Assessment a natural part of how we teach and manage the program through Syllabus monitoring & faculty reminders about achieving Student Learning Outcomes

3. OTHER LOWER & UPPER LEVEL CURRICULAR COURSES:

- a) Continue to take courses through the COAS vetting process as they meet Soc. Sci, Humanities, Humanities Lab, & Diversity requirements
- b) Increased Career Emphasis for Graduates – Hire a Public Relations Advanced faculty member for an inter-program emphasis that affords students greater career options and possible PR certification
- c) Seek permission to hire a permanent Convergent & Mass Media Faculty Member
- d) A Culture of Effective Assessment & Adjustment for Student Outcomes should eventually filter to all courses in the department and become a natural part of how we teach and promote student learning and service overall in the Department of Communication at Indiana University Northwest