The Department of Communication Executive Committee, comprised of all tenured faculty (Laura Hahn, Armeda Reitzel, Maxwell Schnurer, Tasha Souza, and Jay VerLinden), one lecturer (James Floss), the ASC (Cortney Koors) and a student representative (Gary Corsiglia) met on December 1, 2010 to discuss how we are adapting our classes to decisions made in prior assessments of the major and what further adaptations should be made, if any. At the time of the meeting the department had assessed three major outcomes: Oral Presentations, Knowledge Generation, and Writing.

**GOAL #1: To develop proficiency of the individual in communication.** The outcome related to Oral Presentations states, “Students will prepare and present an original, formal, and researched speech” and it was assessed in 2008. At that time the faculty agreed that “we will distribute the ‘Expected Presentational Elements Form’ in all of our major classes. This will alert the students to the assessment criteria and keep these criteria in the forefront of the curriculum.”

During the December 1 discussion only one instructor said that the form is distributed in his COMM 319, COMM 324, and COMM 480 classes. The form (Appendix A) will be sent to all faculty electronically and added to the Faculty Resources section of the department web site. Instructors for COMM 319, 322, 324, 416, 422, and 426 reported that public speaking is developed in those classes. Faculty also reported that speech skills have worsened for most majors since taking COMM 100, and we could offer a workshop to check back on performance skills. James Floss has a one-hour presentation that he could offer as a lecture.

**GOAL #3: To develop an appreciation and understanding of artistic, humanistic, and scientific perspectives on communication opportunities:** This outcome states, “Students will demonstrate fundamental understanding of how knowledge is generated in the Communication discipline" and it was assessed in spring 2009 using a sample from COMM 319. At that time the department concluded that, “As the majority of students who ‘did not meet expectations’ had difficulty with creating an *argument* for the study, the department discussed and decided that all of us who teach major classes will spend more time on skill development in that area.”

During the December 1 discussion instructors of COMM 309B, COMM 319, and COMM 414 self-identified that they discuss knowledge generation. Instructors of COMM 213, COMM 309b, COMM 319, COMM 414, and COMM 416 reported that they do concentrate on teaching students how to make strong arguments in their classes. Instructors were reminded that the department agreed that all major classes will address that skill.

**GOAL #1: To develop proficiency of the individual in communication.:** The outcome related to writing states, “Students will demonstrate basic competency in written communication” and was assessed in spring 2010 using a sample from COMM 319. At that time the department decided, “As a result of this assessment outcome, the department felt that doing this particular assessment in the senior capstone course would be a more appropriate place to assess the mastery of writing skills of our majors as this is the course that students are to demonstrate their overall grasp of Communication as an academic discipline.” The Writing Rubric” is attached as Appendix B.

Ways to encourage students to take courses in a specific order were also discussed. Taking courses in the expected order would help students to get the experience necessary for later courses so instructors would not have to spend as much time re-teaching what students should have learned in an earlier course. Faculty thought it would be beneficial to begin thinking of skill sets, ideas, and knowledge they would like students to have coming into their courses. The department can make a flowchart with this information to aid students in constructing a class schedule.

**APPENDIX A: EXPECTED PRESENTATION ELEMENTS**

**INTRODUCTION:**

Opens with Impact + -

Clear Thesis + -

Connects with Audience + -

Clear Preview + -

**BODY:**

Clear Main Points + -

Clear Transitions + -

Logical Pattern of Main Points/Clear Organization + -

Support for Main Points + -

Appropriate use of sources + -

Citation of sources + -

**CONCLUSION:**

Summary + -

Closes with Impact + -

**DELIVERY:**

Language Use + -

Avoidance of Qualifiers + -

Volume + -

Vocal Variation + -

Pace + -

Eye Contact + -

Natural Gestures + -

**OVERALL:**

Topic Choice (Meets assignment) + -

Completed in time limit (8-10 minutes) + -

Audience Awareness + -

Overall Effectiveness + -

Outline + -

Bibliography (MLA or APA) + -

**Total**  **\_\_\_\_\_ \_\_\_\_\_**

This student has:

 Exceeded expectations \_\_\_

 Met expectations \_\_\_

 Not met expectations \_\_\_\_

**APPENDIX B: DEPARTMENT OF COMMUNICATION WRITING RUBRIC**

|  |  |  |
| --- | --- | --- |
| **Exceeds Expectations*** Engaging and lively writing style
* Compelling introduction
* Targeted use of discipline-specific evidence
* Exemplary use and amount of supporting evidence
* Strong justification/rationale for significance of paper
* Well organized
* Coherent and consistent use of citation style/format
* No grammatical errors
* No spelling errors
* No typos
* Consistent use of appropriate voice
* Consistent use of inclusionary language
* Clear thesis
* Exceptional development of ideas
* Consistent and correct use of complex sentences and sentence structure
* Ideas flow well throughout paper
 | **Meets Expectations*** Inclusion of introduction
* Adequate use and appropriate amount supporting evidence
* Inclusion of justification/rationale for paper
* Organization could be followed
* Occasional citation style/format errors
* Occasional grammatical errors
* Occasional spelling errors
* Occasional typos
* Appropriate use of voice
* Presence of thesis
* Appropriate development of ideas
* Generally correct but elementary sentence structure
* Occasional disjointed ideas

  | **Does Not Meet Expectations*** Lack of introduction
* Lack of discipline-specific evidence
* Inadequate amount of supporting evidence
* No justification/rationale for paper
* Scattered organization throughout
* Lack of clarity (awkward phrasing/sentences, run-on sentences, etc.)
* Substantial citation style/format errors, or no citations included
* Substantial grammatical errors
* Substantial spelling errors
* Substantial typos
* Inappropriate and inconsistent use of voice
* Use of sexist language
* Lacks thesis
* Lack of clear development of ideas
* Repeatedly incorrect sentence structure
* Disjointed ideas throughout paper
 |