

**Assessment Plan and Report
for the Southern Utah University**

Communication Department 2002-2003

Communication Department Mission Statement

The Southern Utah University Department of Communication provides opportunities for its students to learn and apply the principles, theories and skills of human communication and mass media practice that simulate real-world situations in order to provide the essential skills needed for effective human interaction and to prepare for successful careers.

Communication Department Goal Statement

The department operates in a student-centered environment to foster communication skills in 1) writing, 2) speech and oral presentations, 3) researching and understanding theoretical aspects, 4) specific media practices, and 5) interpersonal communication situations requiring leadership abilities, critical thinking, and ethical behavior.

Five-Step Assessment Plan and Report

Communication Dept. Goal Statement →	Program Intended Education Outcomes →	Means of Program Assessment and Criteria for Success →	Summary of Data Collected →	Use of Results
1. The Communication Department fosters skills in writing enabling effective human interaction and preparation for career success.	1. Writing Proficiency - superior writing skills including basic grammar and spelling, appropriate style, effective research, structure, documentation and attribution, logic and reasoning, etc	1. Term papers or other written projects are required in most lower division courses and all upper division courses.	1. All upper division courses require a writing assignment. Students could improve. Faculty discussed the issue in department meeting and determined that students still struggle in basic writing and that hinders teaching and practice of higher writing skills. Discussion with faculty indicates that the faculty members desire students pass a basic writing test before admittance as a major.	1. The department voted to bring back a basic writing course (COMM 1040) in order to better prepare students in writing. A basic writing test will be developed in order to determine whether students are prepared to take certain classes or whether they need remedial work. Students will be able to test out of the course.

<p>2. The Communication Department fosters skills in oral presentations and speech communication enabling effective human interaction and preparation for career success.</p>	<p>2a. Skilled in speech communication - Research, writing, attribution, delivery modes, evaluation</p> <p>2b. Students on the Forensics Team will practice and perform excellent speeches</p>	<p>2a. Public performances in most lower division courses and will be required in all upper division courses.</p> <p>2b. National team and individual ranking and success at tournaments</p>	<p>2a. Students performed oral presentations well in most classes. The loss of COMM 1010 as a Gen. Ed. course has forced more courses to implement some basic speech training.</p> <p>2b. The team performed well and had several individual national champions.</p>	<p>2a. The department will continue to push for COMM 1010 inclusion in the GE core. But all Comm. majors will be required to take COMM 1010 as part of their GE courses.</p> <p>2b. The department will continue its support of the forensics team even as the SUU Administration has attempted to cut the team.</p>
<p>3. The Communication Department fosters researching and understanding of theoretical concepts of human and mass communication.</p>	<p>3a. The students will demonstrate that they know and understand research methods and the basic theories in human and mass communication by responding on tests, through class discussion, through oral presentations and written research papers.</p>	<p>3a. Conceive, research, and write theory term papers. The papers were submitted to the course instructor who graded the papers for a grade for the course. The top papers were then critiqued and ranked by other professors to determine quality for presentation.</p>	<p>3a. Several faculty members critiqued and ranked Comm. Theory term papers. The top three papers were presented by the student and they received plaques for exceptional research. There were some problems in getting the papers ranked and finding a time to present the awards so it did not conflict with finals or other classes.</p>	<p>3aa. The department is determining a more effective way for student term papers to be critiqued and recognized. The last class session of the Comm. Theory course may be the best time for the papers to be presented and recognized with awards.</p> <p>A proposal has been made to offer a new lower division course in communication research. This course will be voted on in the Fall of 2003 and should be an excellent pre-requisite to the Comm. Theory course.</p>
<p>4. The Communication Department will provide simulations of real-world experience and job preparation through intense practical courses and internships.</p>	<p>4a. Practicum courses in specific media allow students to learn best practices and produce professional quality products in: Newspaper, Radio, Television, Advertising, and Speech.</p> <p>4b. Prepare students to perform well in industry internships</p>	<p>4a. Track success in student media competition</p> <p>4b. Summarize and critique internship supervisors' final summary of student performance.</p>	<p>4a. <i>The University Journal</i> place 1st in SPJ intermountain regional competition. Several students placed in radio and television competition in the SPJ intermountain regional competition.</p> <p>4b. A total of 46 different students fulfilled internships during the 2002-2003 school year. From examination of the "Internship Performance</p>	<p>4a. Student practicum courses will continue. Students will be encouraged to enter more competitions and the department will offer to fund the entry fees.</p> <p>4b. During the 2002-2003 school year the department has dramatically improved its database of potential internships and has contacted these persons,</p>

