

**Assessment Plan
for Southern Utah University
Communication Department 2006-2007
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, including mass communication, in situations that simulate the professional world. The department operates in a student centered environment that fosters the essential skills needed for effective human interaction and prepares students 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
<p>1. The Communication department fosters skills in writing that enable effective human interaction and preparation for career success.</p>	<p>1. Writing proficiency- Superior writing skills including, grammar knowledge and demonstrated writing ability. Students will learn appropriate style, effective research presentation, structure, documentation, attribution, logic and reasoning ability. Specifically students learn: the ability to adapt a message to different audiences; execute a proper news release; write and prepare theoretical essays; create messages for mass campaigns; properly document and credit material created by others; write properly organized media messages for different media applications.</p>	<p>1. Written projects including term papers are required in lower division courses and all upper division courses. A pre-core course is required of students in the fall of 2004 to improve writing skills of all Communication majors as they begin their course work. Instructors use various means of assessment including written feedback to assignments, critique of messages written for different audiences, evaluation of group projects, journal writing and activities where writing assignments are prepared, planned, organized and completed. Live writing exercises are used in journalism courses. Pre-requisites are required for upper division courses skills and writing courses.</p>	<p>1. Courses continue to have written assignments.</p>	<p>1. Written assignments will continue to be required of all students in all communication courses. Some remedial writing skills will still need to be taught but students will be expected to advance quickly to upper class writing levels.</p>
<p>2. The Communication department promotes skills in oral presentations and speech communication enabling effective human interaction and preparation for career success.</p>	<p>2a. Students are to be skilled in speech communication, research, writing, delivery modes and critical evaluation of oral presentations. Research: The intended outcome is for students to be able to synthesize material from research on the Internet, from library sources and personal sources and cite these sources properly. Students analyze the research they collect for value from each source. Delivery modes: Students learn to deliver messages in a variety of settings including public, mass media, group and interpersonal communication situations. Evaluation: Students will know how to</p>	<p>2a. In class performances are required in all upper division courses and most lower division courses. These vary according to the course. For example in Organizational Communication and other courses, students report on final research projects at the end of the course work. Students are given opportunities to evaluate presentations in some upper division courses. Assignments encourage critical evaluations.</p>	<p>2a. Syllabi reflect course requirements of oral and speech presentation skills.</p>	<p>2a. Courses will continue to require speech and oral communication skills. Most classes will required at least some form of public presentation allowing students to practice and hone public speaking skills.</p>

	<p>deliver and evaluate persuasive and informative messages and make critical judgments of messages in all types of social settings.</p> <p>2b.To offer students more training in oral presentations as they move from the university to the job market.</p>	<p>2b. The advanced public speaking course will continue to focus on professional presentation. Performance in the course assesses the level of professional presentations students are capable of making as they prepare for the workplace</p>	<p>2b. Student in the advanced public speaking course continue to demonstrate competent speech skills.</p>	<p>2b. Course will continue to be offered.</p>
<p>3. The Communication department fosters research and understanding of theoretical concepts of human and mass communication.</p>	<p>3a. The students demonstrate that they know and understand research methods and the basic theories in human and mass communication. Students are required to learn to construct surveys and are taught to use SPSS. They learn to write quality papers or scripts in upper division courses. Students prepare and present oral presentations and are expected to pass examinations on theoretical material. Many students demonstrate case analysis proficiency.</p>	<p>3a. Students conceive, plan, research and write term papers in the upper division courses which are graded and critiqued by their professors. For example, at the present time the The new COMM 3020 Communication Research better prepares students for capstone communication theory and research courses. A new menu of capstone courses includes Communication Theory, Persuasion, and Mass Media Theory and Effects Students write a theory paper and these are submitted and graded and reviewed by faculty. The best papers are selected as competition papers. These papers are read and reviewed and then ranked by department professors to determine the quality of each for presentation. Top papers are presented in a session attended by majors and faculty.</p>	<p>3a. Faculty have observed that student research papers are of a much higher quality.</p> <p>The best papers from the theory courses are presented at the annual Communication Department Symposium.</p>	<p>3a.. Due to the success of the symposium, SUU has proposed to work with Dixie State College and other Utah colleges to create a Utah Communication Association symposium that will eventually include graduate and faculty presentation. The symposium sponsored during this year by Dixie was not well attended. SUU plans on having a much larger symposium and opportunity for undergraduate and graduate research presentation. The department could seek funding to facilitate these opportunities.</p>
<p>4. The Communication department provides 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 the best practices and produce professional quality work in newspaper, radio, television, advertising and public relations and in speaking situations.</p> <p>4b. The department advises students to complete at least three hours of internship credit. The department's connection with industry practice lends itself to internships.</p>	<p>4a. We track success in student competitions. Students are assessed in various ways by the instructors as they complete projects in the different practicum classes offered by the department. For example stories are published in the Journal and packages are aired on SUTV and on Power 91-radio. Also press releases and advertising campaigns are used by local media.</p> <p>4b. Summarize and critique internship supervisors final summary of student performance. Evaluate has recently tracked internships so students can seek positions which offer the best learning experiences. The department requires that students filling internships be at least of junior standing in order to understand and learn during the internship most effectively. the strength of each internship used for intense practical learning on the job.</p>	<p>4a. The University Journal Student received awards at the annual Society of Professional Journalists competition.</p> <p>4b. The internship files are kept on-file in the department</p>	<p>4a. Continue support of student competition.</p> <p>4b. Discussion need to be held to determine how to better monitor and account for internship activity.</p>
<p>5. The Communication department promotes skills in interpersonal communication, leadership, critical thinking, and ethical behavior.</p>	<p>5a. Useful interpersonal communication skills applicable to all areas of life.</p>	<p>5a. 1. Review of Gen. Ed. Course material by University General Education Curriculum Committee.</p> <p>5a.2. Senior exit interviews with graduation seniors. We are</p>	<p>5a. All the general education courses were re-submitted to the General education committee for review. All the courses were approved except for Comm 2080 Intro to Advertising and it will be reviewed in the fall again.</p> <p>5a2. Senior exit interviews</p>	<p>5a. Continue to offer quality general education courses and evaluate the need for revision or additional offerings.</p> <p>5a2. Continue to conduct exit</p>

	<p>5b. Leadership: Students take on leadership roles in various settings in communication courses. This experience allows students to simulate workplace features and be prepared for leader/member roles in the workplace.</p> <p>5c. Critical thinking: Successful participation in classes and practicum demonstrates proficiency in critical thinking and analysis of problems.</p> <p>5d. Ethical behavior: Ethics discussions in upper division courses.</p>	<p>using a survey instrument plus a short answer qualitative sheet to assess their satisfaction and suggestions as graduating comm. majors.</p> <p>5b. Leadership- The practicum and upper division courses offer leadership experience in working with other students and carrying out the functions of the groups. Students assess the groups progress in some of the courses as do faculty members in the practicum and upper division courses.</p> <p>5c. Critical thinking. Courses call for discussion and questioning exercises which allow for critical thinking by students in Communication courses. In the critical thinking and listening course, test questions are keyed to learning objectives described in the syllabi materials and have students simulate decision making.</p> <p>5d. Ethical Behavior:. The desired outcome is for students to understand what ethical behavior is both personally and in the various disciplines taught in the Communication department. Specific media ethic discussions and situational analysis of ethical behavior. For example in Journalism ethical behavior is discussed in each of the courses offered.</p>	<p>continue to show the department overall is serving the students. Specific areas such as public relations tend to show a need for improvement.</p> <p>5b. Group work in courses continues.</p> <p>5c. Syllabi material shows critical thinking requirements.</p> <p>5d. Syllabi material shows discussions on ethics.</p>	<p>interviews.</p> <p>5b. Continue group work.</p> <p>5c. Continue critical thinking requirements.</p> <p>5d. Continue discussions on ethics.</p>
<p>6. The Communication department requires a senior assessment of general knowledge of communication studies, theory and practice.</p>	<p>6. The three capstone courses: Communication Theory, Persuasion and Mass Media Theory and Effects courses are currently used for communication theory and practice assessment. The course is used to assess the preparation students have received and evaluate their readiness to enter the job market following graduation.</p>	<p>6. The students are assessed by the final paper or project completed in the course and the quality of the paper written using communication theories learned. Students must earn a 70 on a scale of 0-100 to pass the course. Papers are read for excellence by a panel of professors.</p>	<p>6. Quality papers were submitted. There were some issues with compliance with IRB procedures.</p>	<p>6. The department restricted the Persuasion class so that it will no longer be a capstone course. Only Comm Theory and Mass Media Theory and Effects will be the capstone courses. We will continue to modify courses to fulfill IRB requirements for research papers while attempting to continue improvement in research paper quality.</p>
<p>7. The Communication department wants to protect the integrity of its programs and to solidify the content of the courses taught in the department through internal review.</p>	<p>7. The internal review is a tool to be used to assess what is being taught in courses in the department and to increase and improve the rigor of courses and the integrity of courses. The intended outcome of the review is to examine the content of the body of knowledge that needs to be delivered especially in courses that are being taught by multiple instructors. The intended outcome is not to diminish in any way the academic freedom of the communication faculty.</p>	<p>7. Assessment of course syllabi is an important method used plus common course discussions and the sharing of information between colleagues.</p> <p>Assessment criteria are:</p> <ol style="list-style-type: none"> 1) Learning objectives clearly and correctly stated that address appropriate course content. 2) Assessment from objective to objective that is clearly specified and 3) that all course activities that are evaluated will relate to the objectives for the course. <p>Peer review will be a part of this assessment so professors can learn from each other in the department.</p> <p>1) Classes visited by invitation each semester once this is in place. The department chair will make assignments.</p>	<p>7. The Department Curriculum Committee reviewed all general education courses this year. Other courses within in emphasis will be reviewed on an as needed basis.</p>	<p>7. Department Curriculum committee will review new proposals. The department can do a better job in evaluating syllabi.</p>

		2) Syllabi success will be mentored by senior faculty and the department chair and the department administrative council.		
8. The communication department desires to have external review of its program and courses in order to continue to improve and keep up with current changes and adjustments made in similar departments of communication across the nation.	8. The intended outcome of this objective is to help the department keep moving forward and adjusting as necessary in order to offer the best possible education to our students. The outcome will allow us to keep the integrity of our courses and maintain and increase the rigor of the courses.	8. Following a year of preparation, we would allow an outside group from an equivalent regional university to come and evaluate the department to assess the needs of the SUU department of communication.	8. No measure taken	8. Plan on having external review if possible.
9. The department offers a masters of arts in professional communication to prepare communication practitioners and managers for increased opportunities.	9. M.A. students will be prepared in research and theory in the areas of advertising/public relations, interpersonal/corporate communication, and mass media.	9. The department initiated the program in 2005-2006 with five courses. Enrollment was satisfactory.	9. The first year of the graduate program yielded a student FTE of 15. A second year of approximately the same number of students will begin the program in Fall 2006. Some informal feedback suggests the classes need to be more rigorous and focused.	9. Continue fine-tuning the M.A. program as instructors learn from doing it.