

## Major Field Assessment Report

### Program: BA in Communication

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u> Columbus State University is committed to educating student to think critically, work creatively, communicate effectively, and be technologically literate; fostering research, supporting scholarly and creative endeavors, and performing a broad range of service functions to enhance the quality of life of our service area; and critical analytical skills.</p>	<p>1. Students completing the baccalaureate program in communication will satisfactorily demonstrate the following skills: oral and written communication, production, research, and adaptability knowledge of communication and critical analytical skills.</p>	<p>1. As part of an “Exit Exam” students will make an oral, computer-generated, presentation based on their experiences in the program. A jury of communication faculty will determine whether the presentation is satisfactory as evidenced by the standards of good presentation skills. 2. As part of an “Exit Exam” students will submit a portfolio based on their collegiate career. A jury of communication faculty will determine whether the portfolio is satisfactory as evidenced by the quality of documentation and a CD version.</p>	<p>Thirty-two students completed the exit exam this academic year. Thirty-two students submitted a CD version of their exit exam presentation. Furthermore, thirty-two graduating seniors prepared a portfolio for review.</p> <p>1. Communication Skills: 30 students rated above average or average in communication skills. Three students were identified as needing to continue development of stronger oral communication skills. Faculty noted that students should place more emphasis on creativity and grammatical correctness.</p> <p>2. Production Skills: All students rated above average in production skills. Faculty did express concern with some students’ failure to meet production deadlines. Overall, students met expectations in PowerPoint production and portfolio production.</p>	<p>1. Communication skills: Faculty will continue to integrate opportunities to demonstrate and further develop oral and written communication skills within the communication curriculum, particularly in the upper division courses.</p> <p>2. Production skills: Emphasis will be placed on requiring exit exam students to meet production expectations for both exit presentations and portfolio development on a timely basis. Professors supervising the exit exams will provide students with detailed schedules of requirements and deadlines. Students will be required to adhere to these guidelines or participation in COMM 4000 will be postponed to the following semester.</p>

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			<p>3. Research Skills: While students did meet minimum expectations in this area, there was concern among the faculty that research skills remain weak in some instances. Faculty reviewers commented that more emphasis should be placed on experimental research projects versus the majority representation of group projects and participant/observational reports. Students did demonstrate strong skills in reviews of literature and knowledge of utilization of research style guidelines.</p> <p>4. Adaptability in responding to people: All students met expectations in this area.</p>	<p>3. Research skills: The basic research course will reflect more of an emphasis on quantitative, experimental design. Qualitative research methodology will remain in a number of existing upper division courses and may be taught as a separate research course.</p> <p>4. Adaptability in responding to people: All communication curricula will continue to include projects and resources for students to demonstrate audience analysis and communicative skills in various environments. Furthermore, department review of the communication curriculum during the 2004-2005 academic year will provide guidance on the need to supplement the existing curriculum in this area.</p>

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			<p>5. Knowledge in Communication: Approximately 25-28 exit exam participants met expectations in this category. Faculty reviewers noted that all students exhibited satisfactory knowledge of the basic theories in communication, however, a small percentage were not able to adequately demonstrate a clear understanding of theory or accurate application of the theory(ies) presented.</p>	<p>5. Knowledge in Communication: Continued and expanded focus will be given to integrating application of theory in the curriculum. Individually, and through team projects, students will be required to accurately apply theory and demonstrate a clear understanding of communication theory. These skills will be emphasized in all upper level courses and specifically in the required Theories course.</p>

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			<p>6. Critical/Analytical Skills:            Approximately 27 out of 32 students met expectations in this area. Through the use of “themes,” students demonstrated the ability to develop and implement a focus for their exit presentation and portfolios. Furthermore, these students demonstrated the ability to critically assimilate knowledge and present that coherently to their audience. Five students demonstrated less than satisfactory critical analysis skills, particularly in the area of assimilation and application of theory to practice.</p>	<p>6. Critical/Analytical Skills:            Students will be required to continue the process of utilizing themes in their exit exam presentation and in the development of portfolios. For the most part, this approach has provided students with the structure needed to successfully assimilate and process the knowledge gained within the discipline. Furthermore, it provides them a framework in which to take this knowledge and apply it to their particular career goals. Faculty will be asked to revisit this particular requirement, perhaps with additional focus on the application of theory in a majority of upper division courses.</p>

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