

# Major Field Assessment Report

## Program: B.A. 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 consisting 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 upon their collegiate career. A jury consisting of communication faculty will determine whether the portfolio is satisfactory as evidenced by the quality of documentation and the inclusion of a CD version.</p>	<p>Twenty-eight communication majors completed COMM 4000 this academic year. Twenty-eight students submitted a CD version of their exit exam presentation. Furthermore, twenty-eight graduating seniors prepared a portfolio for review. One student had to take the course twice during the year to complete requirements, one had to do remediation because of a poor presentation to pass and two students were unable to complete class requirements.</p> <p>1. Communication Skills: Twenty-seven students rated "meets or exceeds expectation" in communication skills. Two students were identified as needing improvement within the area of oral communication skills to include stronger development of credibility as a speaker. Overall, faculty expressed satisfaction with the oral and written communication skills demonstrated by a majority of these students.</p> <p>2. Production Skills: Twenty-five students rated "meets or exceeds expectations" in production skills. Faculty did express concern with (2 Cont.) three student presentations, specifically in the area of visual communication as demonstrated through PowerPoint. Faculty recommended more efforts be made in connecting the presentation message with that of the portfolio,</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. Video equipment will be added to departmental resources to bolster coursework.</p> <p>2. Production Skills: An emphasis on improving production skills among majors should be placed across the communication curriculum. Through (2 Cont.) group projects and/or individual presentations, additional attention should be given to visual communication, clear communication of a message, and editing</p>

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			<p>organization of presentation, and careful editing of both the visual presentation component and the portfolio. Overall, students met expectations in PowerPoint production and portfolio production.</p> <p>3. Research Skills: All but two of the students rated "meets expectations" in this category. Faculty noted that research skills may be improved by re-designing the Foundations course in the major and by creating a style manual for projects across the communication curriculum.</p> <p>4. Adaptability: Twenty-six students met or exceeded expectations in this area, with a majority rating "exceeds expectations". Students demonstrated a solid appreciation for different communication styles and applying theory to practical applications in social</p>	<p>skills. In addition, a review of production related expectations, with examples, should be incorporated into the COMM 4000 course curriculum. The future will find COMM 4000 students moving toward total digital production of the portfolio and exit presentation via means of DVD or CDROM. Video equipment will be integrated into presentations. The department also created and had approved a position in computer mediated communication so as to strengthen this area of emphasis.</p> <p>3. Research Skills: Communication Research (COMM 4155) will continue to reflect a primary emphasis on quantitative, experimental design. Qualitative research methods will remain in a number of existing upper division courses. Faculty determined the need to restructure COMM 2106 (Foundations) so as to place a greater emphasis on the introduction of research methods. This was accomplished in Spring 2006 with the intention of refining the course (3 Cont.) syllabus in Fall 2006. This was done instead of creating an introductory and advanced research curriculum.</p> <p>4. Adaptability: All communication courses will continue to include projects and resources for students to demonstrate audience analysis and communicative skills in various environments.</p>

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			<p>environments. Of particular note among several presenters was an appreciation of and understanding of community and its connection to leadership and relationships.</p> <p>5. Knowledge of Communication: Exit exam participants met panel members' expectations in this category. Faculty members noted that a majority of students exhibited satisfactory knowledge of the basic theories in communication and provided examples of theoretical application in practical settings. In particular, students demonstrated an ability to apply theory to workplace settings and experiences. Future students enrolled in COMM 4000 will be encouraged to continue to (5 Cont.) demonstrate an ability to apply theory across various contexts.</p> <p>6. Critical/Analytical Skills: A majority of students rated "meets expectations: in this category. Four students, however, were identified as needing improvement in this area. Several presenters excelled in demonstrating their ability to critically assimilate knowledge and</p>	<p>Furthermore, department review of the communication curriculum, during the 2006-2007 academic year, will provide guidance on the need to supplement the existing curriculum in this area.</p> <p>5. Knowledge of Communication: Faculty determined the need to restructure COMM 2106 (Foundations) so as to place a greater emphasis on the introduction of theory and its relationship to research earlier in the curriculum. This was accomplished in Spring 2006 with the intention of refining the course syllabus in Fall 2006. Faculty will also continue to expand the focus of integrating theoretical applications within the curriculum through individual and team projects. Students (5 Cont.) will be required to accurately apply and clearly understand communication theory. Furthermore, emphasis will be placed on theoretical applications within diverse situations and students will be asked to demonstrate utilization of such in the exit presentation.</p> <p>6. Critical/Analytical Skills: Faculty restated the need for a greater emphasis on critical thinking exercises throughout the curriculum. There was also a feeling that faculty needed to identify these activities as builders of critical thinking skills so that students would better recognize the purpose of the experiences,</p>

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			<p>present those skills coherently to their audience. Faculty again recommended that additional attention be given to application exercises in critical analysis skills, particularly in the area of assimilation and application of theory to life situations and research phenomenon in all classes in the curriculum.</p>	<p>thereby, better relating these applications to their knowledge base. During the COMM 4000 course orientation, students will continue to be encouraged to explore moving from the thematic approach to a more focused presentation highlighting specific interests, skills, or accomplishments. While the thematic approach can be used, a more focused approach may allow students to best demonstrate theoretical and practical applications through specific examples of what they consider to be their finest academic work.</p>

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