

Major Field Assessment Report

Program: Communication

Academic Year: 2008-2009

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, and computer-generated, presentation based on their experiences in the program. A panel consisting of communication faculty will determine whether (1) the presentation is satisfactory as evidenced by the standards of good presentation skills and (2) an “Exit Exam” portfolio/CD based upon the student’s collegiate career demonstrates with quality documentation that the student has achieved the six (6) learning objectives designated as essential for graduates of the program.</p>	<p>Forty-one communication majors completed COMM 4000 this academic year. Forty-one students submitted a CD version of their exit exam presentation as well as a portfolio for review.</p> <p>1. Communication Skills: Forty students rated "meets or exceeds expectation" in communication skills. One student was identified as needing improvement within the area of oral communication skills to include stronger development of delivery as a speaker. Overall, faculty expressed satisfaction with the oral and written communication skills demonstrated by nearly all of these students.</p> <p>2. Production Skills: Forty of the students rated "meets or exceeds expectations" in production skills. Overall, students met expectations in PowerPoint production and portfolio production. The lone exception was deemed to not be indicative of a weakness in course preparation.</p>	<p>Students were encouraged to use a focused presentation highlighting specific interests, skills, or accomplishments, which best demonstrate achievement of the six (6) departmental learning objectives using theoretical and practical applications exhibited in specific examples of what they consider to be their finest academic work.</p> <p>1. Communication Skills: Faculty continue to integrate more opportunities for students to demonstrate and further develop oral and written communication skills within the communication curriculum, particularly in the upper division courses. Video equipment added to departmental resources need to be better used in student instruction.</p> <p>2. Production Skills: An emphasis on improving production skills among majors has been placed across the communication curriculum. Through group projects and/or individual presentations, additional attention was given to visual communication, clear communication of a message, and editing skills. The department has</p>

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			<p>3. Research Skills: All but three of the forty-one students rated "meets or exceeds expectations" in this category. Faculty noted that research skills continue to improve since the re-designing of the Foundations course in the major. Students are now being given the option of using qualitative research for the research requirement.</p> <p>4. Adaptability: All, except one student met or exceeded expectations in this area. Students demonstrated a solid appreciation for different communication styles, applying theory to practical applications in social environments,</p>	<p>added courses in computer mediated communication to better prepare students for this COMM 4000 as well as meet market demands for skills using new media. New production software was recently purchased to enhance student skills.</p> <p>3. Research Skills: Communication Research (COMM 4155) will continue to reflect a primary emphasis on quantitative, experimental design and the lowering of the course to 3000 level will get students into research earlier in their program, and thereby, be more applicable in other upper division courses. . Qualitative research method, which remains in a number of existing upper division courses, is now allowed as an option to the required research course. .Students need further instruction on understanding the relationship between and among theory, method, and analysis since students often confuse theory with method.</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. The concept of frame of reference needs to be emphasized</p>

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			<p>and understanding the design of messages to meet audience differences.</p> <p>5. Knowledge of Communication: Thirty-nine exit exam participants met panel members' expectations in this category by exhibiting satisfactory knowledge of the basic theories in communication and provided examples of theoretical application in practical settings. In particular, students were challenged to demonstrate an ability to apply theory to workplace settings and experiences in careers they were planning to pursue.</p> <p>6. Critical/Analytical Skills: Thirty-nine of the students rated "meets or exceeds expectations in this category, a significant improvement over past years. Two students were identified as needing improvement. Nine presenters excelled in demonstrating their ability to critically assimilate knowledge and present those skills coherently to their audience. Overall there has</p>	<p>more in the audience analysis process.</p> <p>5. Knowledge of Communication: Faculty will continue to expand the focus of integrating theoretical applications within the curriculum through individual and team projects. Students will be required to accurately apply and clearly understand communication theory in a broad variety of contexts especially emphasizing the synthesis of what is learned in one class in relation to how it might be applied in other courses. Furthermore, emphasis will be placed on theoretical applications within ethnically and culturally diverse situations and students will be asked to demonstrate utilization of such in the exit presentation.</p> <p>6. Critical/Analytical Skills: Faculty felt progress was being made in this area, but restated the need for a greater emphasis on critical thinking exercises throughout the curriculum. Faculty will continue to identify these activities as builders of critical thinking skills so that students better recognize the purpose of the experiences, thereby, better relating these applications to their knowledge</p>

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			<p>been improvement on this objective, but faculty still see a need to stress this concept. While students are being challenged in each course to use critical thinking skills, they struggle with articulating the concept in the presentation.</p>	<p>base. Additionally, there seems to be a gap between the student's ability to collect data for research and the ability to craft a coherent narrative to analyze the data or articulate its relevance which needs to be addressed by faculty. The department has also purchased a new training video which demonstrate how critical thinking is used in problem solution in the "real world."</p>

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