

Appendix D – Undergraduate Student Outcomes Assessment Plan

Undergraduate Communication Major

Goal 1: Students will demonstrate proficiency in the fundamentals of human communication.

- **Objectives: Through class presentations, writing assignments and examinations, students will demonstrate an understanding of:**

1. Informative, persuasive, and argumentative discourse.
2. The processes influencing the development and maintenance of interpersonal relationships.
3. The features of small group communication.
4. The role of communication in problem solving and decision making.
5. Argumentation and critical thinking.

Goal 2: Students will be introduced to the theoretical and methodological developments in communication and rhetorical theory.

- **Objectives: Through classroom presentations, discussions, reflection papers, and/or research papers students, will demonstrate an understanding of:**

6. The process of theory building in communication studies.
7. The process of theory building in rhetorical studies.
8. Methods used to test and advance communication theory.
9. Methods used to analyze rhetorical artifacts.
10. The major contributors to communication and rhetorical theory.

Goal 3: Students will examine the communication principles and ideas that are central to personal and professional growth.

- **Objectives: Through classroom presentations writing assignments, examinations and class discussion, students will demonstrate an understanding of:**

11. Processes and strategies influencing relational, interpersonal, and intercultural communication.
12. Processes and strategies of public advocacy.
13. Organizational and professional processes, strategies and techniques.

Goal 4: Students will increase their competency in personal, narrative and research writing.

- **Objectives: Students will be required to fulfill the following minimal expectations:**

14. Courses fulfilling lower division general education requirements will require 1000 words of writing in each class.
15. Courses fulfilling the upper division general education requirements will require 2000 words of writing in each class.
16. The core classes in the major will include at least one research paper requiring students to use APA or MLA style competently.

Goal 5: Students receiving a degree in communication should possess an appreciation for diversity, ethical and personal responsibility, and a commitment to long term learning.

- **Objectives: In each course in the department students are expected to maintain the following orientations:**

17. Take responsibility for their communication choices and understand the implications of these choices.
18. Be respectful of all aspects of human diversity.
19. Maintain a commitment to life-long learning.

Single Subject Teaching Credential with English–Speech Option

Goal 6: To prepare students for a single subject credential in English.

- **Objectives: Through class presentations, writing assignments, class discussions, and/or examinations, students will demonstrate an understanding of:**
 20. The development and maintenance of interpersonal relationships
 21. The management of communication in small group settings
 22. The use of interpretation of prose and poetry.
 23. The role of communication in the teaching-learning process
 24. The primary works of Shakespeare.
 25. The primary genres of literature.
 26. The fundamentals of English grammar
 27. The fundamental process of language development

Table 1 – Undergraduate Outcomes Assessment Matrix

Goals	Objectives	Evidence To Be Assessed
1. Proficiency in the fundamentals of human communication	1. Informative, persuasive and argumentative discourse 2. Interpersonal relationships 3. Small group communication 4. Problem solving and decision making 5. Argumentation and critical thinking	Speeches Journal assignments Tests Presentations Reaction papers Reports
2. Theoretical and methodological developments in communication and rhetorical theory	6. Theory-building in communication studies 7. Theory-building in rhetorical studies 8. Methods used to test communication theory 9. Methods used to analyze rhetorical problems 10. Major contributors to communication and rhetorical theory	Tests Research papers Research studies Critiques of research
3. Communication principles central to personal and professional growth	11. Processes/strategies of relational, interpersonal, and intercultural communication 12. Processes/strategies of public advocacy 13. Processes/strategies of communication in organizations	Journal assignments Research papers Tests Group reports Organizational audits Service learning projects
4. Writing competency	14. Adherence to university writing requirements in lower-division GE courses 15. Adherence to university writing requirements in upper-division GE courses 16. Competence in writing with a manual of style	Research papers Journals Formal Outlines Use of APA or MLA
5. Appreciation for diversity, personal responsibility, and long-term learning	17. Responsibility for communication choices 18. Respect for diversity 19. Commitment to life-long learning	Reflection papers Alumni surveys Service Learning

Table 2 – Undergraduate SOAP Assessment Timeline 2000-2004

	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Goal 1 Objective 1: Informative, persuasive and argumentative discourse			X		
Goal 1 Objective 5: Argumentation and critical thinking			X		
Goal 2 Objective 6: Theory-building in communication studies Objective 8: Methods used to test communication theory	X				
Goal 2 Objective 7: Theory-building in rhetorical studies Objective 10: Major contributors to communication and rhetorical theory		X			
Goal 3 Objective 12: Processes / strategies of public advocacy					
Goal 4 Objective 16: Competence in writing with a manual of style	X			X	
Goal 5 Objective 18: Respect for diversity				X	
Contextual Competence					X
Student Survey	X				
Alumni Survey		X			

Table 3 – Undergraduate SOAP Assessment Timeline 2006-2008

	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Goal 1 Objective 3: Small group communication					X
Goal 2 Objective 8: Methods used to test communication theory	X				
Goal 3 Objective 11: Processes / strategies of relational and interpersonal communication		X			
Goal 3 Objective 11: Processes / strategies of relational and intercultural communication			X		
Goal 4 Objective 16: Competence in writing with a manual of style			X		
Goal 5 Objective 17: Responsibility for communication choices				X	
Goal 6 Objective 23: Communication in the teaching/learning process	X				

The following evidence-based assessments will be conducted in the 2006-2008 period:

Goal 1, Objective 3: Final group projects and tests will be collected from one section of COMM 8 taught by a graduate teaching assistant, one section of COMM 8 taught by an Adjunct Faculty member, and one section of COMM 8 taught by a tenure-track or tenured faculty member. This assessment will occur in spring 2008.

Goal 2, Objective 8: Final projects and tests in COMM 166 will be collected in spring 2006.

Goal 3, Objective 11: Intercultural communication: Student reflection papers and tests will be collected in COMM 164 in fall 2006.

Goal 4, Objective 16: Final papers from COMM 142 will be collected in fall 2007 to assess student use of APA, MLA or an equivalent documentation style.

Goal 5, Objective 17: Student focus groups will be used to assess the way in which the program addresses personal responsibility and ethics in communication.

Goal 6, Objective 23: The coordinator of the Credential Program will collect data from observations of credential candidates to document their competency in classroom communication.