

**SCHOOL OF COMMUNICATION AND JOURNALISM
B.A. IN COMMUNICATION STUDIES**

**Year Two
Non-accredited Programs Only
Student Learning Outcomes for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will acquire communication studies disciplinary knowledge. This includes, an understanding of the discipline and its central questions, as well as the ability to apply communication theories and engage in communication inquiry.
2. Students will also improve their critical thinking skills. This includes developing critical questioning skills, and learning to analyze, evaluate, and synthesize data in a variety of contexts.
3. Students will be able to create and implement message strategies in a diverse range of contexts, which includes an emphasis on writing and speaking.
4. Students will cultivate a sense of social and ethical responsibility, and multicultural sensitivity.

Overview of measures/instruments

SLO(S)	ULG	Measures/Instruments	How is the instrument used?
1	NA	CMN 4XXX (course is being proposed, will debut in FA21): Senior capstone project for traditional degrees; CMN 4720 Workplace Relationships; Final project for students in the Communication in Organizations online degree program. In both programs, the final project will be assessed for disciplinary fluency using rubrics developed by the Assessment Committee and approved by the faculty.	The portfolios and final projects will be assessed by the instructors for the courses. A representative sample will also be assessed by the Assessment Committee. The goal is for the average student to be assessed as at least minimally competent (60%) according the rubric to be established by the Assessment Committee, and approved by the faculty. The trend should be to improve competency for an average of highly competent (80%+)
2	C	In order to assess critical thinking, all core classes, and a representative sampling of classes across the curriculum, will be assessed by the instructors using a critical thinking rubric approved by the faculty.	The rubric scores will be tallied by the Assessment Committee. The competency levels are on a four-point scale. Students will demonstrate improvement in their critical thinking skills over the course of their studies. The goal for students in 2000-level courses is to reach the level of at least minimally competent (1.51-2.49); for students in 3000-level courses to reach the level of competent (2.50-3.49); and in 4000-level courses to reach the level of highly competent (3.50+).
3	SW	In order to assess <i>general speaking and writing</i> , all core classes, and a representative sampling of classes across the curriculum, will be assessed by the instructors using speaking rubrics and writing rubrics that have been approved by the faculty. In addition, student	The rubric scores will be tallied by the Assessment Committee. The competency levels are on a four-point scale. Students will demonstrate improvement in their speaking and writing skills over the course of their studies. The goal for students in 2000-level courses is to reach the level of at least minimally competent (1.51-2.49); for students in 3000-level courses to reach the level of

	assignments across the curriculum will be evaluated to specifically measure written and spoken message creation.	
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		competent (2.50-3.49); and in 4000-level courses to reach the level of highly competent (3.50+).
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Marita Gronnvoll

OVERALL PROGRAM GOALS

The Division of Communication Studies is a diverse community of students and faculty interested in exploring the complex and dynamic nature of communication in multiple contexts. Students may complete their degree through either a traditional face-to-face model, or by enrolling in the online degree program: Communication in Organizations (CIO). The program goals are modeled on learning outcomes developed by the National Communication Association (NCA). The mission of NCA “advances Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social science, and aesthetic inquiry.” As this mission aligns with the ambitions of Communication Studies, we adopt NCA learning outcomes as our overall program goals. Upon completion of the program, students will be able to:

- A. Describe the communication discipline and its central questions.
- B. Employ communication theories, perspectives, principles, and concepts.
- C. Engage in communication inquiry.
- D. Create messages appropriate to the audience, purpose, and context.
- E. Critically analyze messages.
- F. Demonstrate the ability to accomplish communicative goals (self-efficacy).
- G. Apply ethical communication principles and practices.
- H. Utilize communication to embrace differences.
- I. Influence public discourse

LEARNING OBJECTIVES

In an effort to create measurable objectives, the program goals listed above, and pertinent university undergraduate learning goals, have been distilled to the following learning objectives. **First**, students will acquire communication studies disciplinary knowledge. This includes, an understanding of the discipline and its central questions, as well as the ability to apply communication theories and engage in communication inquiry. **Second**, students will also improve their critical thinking skills. This includes developing critical questioning skills, and learning to analyze, evaluate, and synthesize data in a variety of contexts. **Third**, students will be able to create and implement message strategies in a diverse range of contexts, which includes an emphasis on writing and speaking. **Finally**, students will cultivate a sense of social and ethical responsibility, and multicultural sensitivity.

Disciplinary Knowledge

Student disciplinary knowledge will enable students to explain major theoretical communication perspectives and principles, discuss major contexts of human communication, and read and use communication literature.

Measuring disciplinary knowledge for the Communication Studies B.A.

In order to assess and measure disciplinary knowledge, a number of measuring instruments will be deployed. Data will be drawn primarily from the senior capstone course required of all Communication Studies majors. In this course, students will demonstrate their disciplinary knowledge primarily through developing a portfolio for class that reflects the discipline broadly, and their specific option area (Interpersonal Communication, Corporate Communication, or Mass Communication). [Composition of the portfolio to be determined.] A

percentage of these portfolios, representing each option area, will be evaluated by the assessment committee.

Measuring disciplinary knowledge for the online Communication in Organizations B.A.

The senior capstone course for students completing the online CIO option is CMN 4720: Workplace Relationships. Students will complete a broad final project, which includes a formal presentation, and a cumulative final exam. The assessment committee will evaluate a percentage of the portfolios.

Goals for disciplinary knowledge

The overall goal for student disciplinary knowledge is for the average student to reach the level of competent on the evaluation of their capstone portfolio and/or final project. The competency levels are defined as:

Minimally competent = 60%

Competent = 70%

Highly competent = 80%+

Critical Thinking Skills

Students will improve the quality of their thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. With these critical thinking skills, students will be able to:

- A. Ask essential questions and engage diverse perspectives.
- B. Seek and gather data, information and knowledge from experience, texts, graphics, and media.
- C. Understand, interpret, and critique relevant data, information, and knowledge.
- D. Synthesize and integrate data, information, and knowledge to infer and create new insights.
- E. Anticipate, reflect upon, and evaluate implications of assumptions, arguments, hypotheses, and conclusions.
- F. Create and present defensible expressions, arguments, positions, hypotheses, and proposals.

Measuring critical thinking skills

In order to assess students' critical thinking skills, all core classes, and classes across the curriculum, will be used to evaluate previously planned, assigned, and completed student work using the critical thinking assessment rubric (Appendix A). The assessment coordinator will select courses to be evaluated and communicate that information to the faculty members teaching the courses. The courses will be strategically chosen in order to assess students throughout the division and to share the evaluation load among faculty members.

Goals for critical thinking skills

The goals for students critical thinking skills are for the average student to reach the level of competent on the critical thinking rubric. The competency levels are (on a 4-point scale);

Minimally competent = 1.51-2.49

Competent = 2.50-3.49

Highly competent = 3.50-4.00

In addition, students will demonstrate improvement in their critical thinking skills over the course of their studies. The goal for students in 2000-level courses is to reach the level of minimally competent; for students in 3000-level courses to reach the level of competent; and in 4000-level courses to reach the level of highly competent.

Create and Implement Diverse Message Strategies

Students will create and implement message strategies in a diverse range of contexts, with an emphasis on speaking and writing. They will understand the importance of creating messages in multiple media environments and across varied communication channels. Students will be able to:

- A. Collect, comprehend, analyze, synthesize, and ethically incorporate source material.
- B. Analyze rhetorical situations, e.g., audience, purpose, and context.
- C. Develop and organize ideas and support them with appropriate details and evidence.
- D. Use effective written and spoken language skills, including appropriate vocabulary, grammar, and sentence structure.
- E. Use active and critical listening skills to understand and evaluate oral communication across all media.
- F. Evaluate evidence, issues, ideas, and problems from multiple perspectives.

Measuring ability to create and implement diverse message strategies

In order to assess students' ability to create and implement diverse message strategies, seniors enrolled in the face-to-face and online capstone courses will complete the Communication Flexibility Measure (Appendix B) in an online survey. In addition, student assignments across the curriculum will be evaluated to specifically measure written and spoken message creation. The competency levels on the Communication Flexibility Measure are (on a 5-point scale):

Minimally competent = 2.50-3.49

Competent = 3.50-4.49

Highly competent = 4.49-5.00

Writing

All classes in the core, and sampling across the Communication Studies curriculum, will be used to evaluate writing using the Writing Assessment Rubric (Appendix A). In addition, data from the Electronic Writing Portfolio (EWP) will be collected and summarized as a secondary assessment measure.

Speaking

All classes in the core, and sampling across the Communication Studies curriculum, will be used to evaluate speaking using the Oral Presentation Rubric (Appendix A).

Goals for ability to create and implement diverse message strategies

Students will demonstrate an increase in writing and speaking over the course of their studies. The goals for students in 2000-level courses is to reach the level of minimally competent, for students in 3000-level courses to reach the level of competent, and in 4000-level courses to reach the level of highly competent on the writing and speaking rubrics. The goals for writing and speaking are for 90% of students to reach the level of competent by the completion of their communication coursework. Writing and speaking will be assessed using the Writing Rubric (Appendix A) and Oral Presentation Rubric respectively (Appendix A). The competency levels for all these rubrics are (on a 4-point scale):

Minimally competent = 1.51-2.49

Competent = 2.50-3.49

Highly competent = 3.50-4.00

Cultivating Social and Ethical Responsibility

Students will cultivate a sense of social and ethical responsibility as well as multicultural sensitivity. They will enhance their understanding and concern for the conditions of contemporary society and be aware of the factors that affect ethical behavior. Students will be able to:

- A. Engage with diverse ideas, individuals, groups, and cultures.
- B. Evaluate and develop constructive communication approaches to addressing social and ethical issues.
- C. Demonstrate a sophisticated sense of responsibility and be engaged in community activities.
- D. Understand the value of multicultural sensitivity.

Measuring social and ethical responsibility and multicultural sensitivity

In order to assess social and ethical responsibility, each year seniors in the capstone courses will complete the Social and Professional Ethics Measure and the Multicultural Sensitivity Scale in an online survey (Appendix B). The competency levels are (on a 5-point scale):

Minimally competent = 2.50-3.49

Competent = 3.50-4.49

Highly competent = 4.50-5.00

DATA COLLECTION CYCLE

- ✚ At the end of the fall semester, the assessment coordinator will select courses to be used in the evaluation process and communicate that information to the faculty members teaching the selected courses. In addition, the faculty members will be provided with the appropriate evaluation rubrics.
- ✚ Each semester, the instructor of the capstone courses will evaluate the final projects or portfolios completed their courses. In addition, the assessment committee will evaluate a percentage of these projects.

- ✦ Each semester, all seniors enrolled in the capstone courses will complete the annual online division surveys. The survey scales include a Social Responsibility and Professional Ethics Measure, Multicultural Sensitivity Scale, and Communication Flexibility Measure (Appendix B).
- ✦ Rubrics will be returned to the assessment coordinator by the end of the semester. In addition, the online data will be collected at the end of each semester.

EVALUATION

- ✦ Faculty will utilize approved rubrics for assessing designated assignments. The assessment coordinator will be responsible for evaluating and communicating the results of the assessment to the faculty, as well as the university.
 - Course instructors select assignments from various classes for evaluation utilizing approved rubrics as assigned by the assessment coordinator. The rubrics to be utilized are attached (Appendix A).
 - Course instructors will select a random sample of students from the assignment to evaluate. The same should represent 30% of the total students in the class.
- ✦ The assessment coordinator will evaluate the data collected with the online survey.

FEEDBACK

- ✦ A summary of the data will be presented to the entire faculty during annual faculty meetings.
- ✦ Data and evaluations will be incorporated into planning and assessment processes. Assessment plans are updated on an annual basis or as needed to reflect changes in resources, needs, and directions.
- ✦ Data and evaluations are utilized as justification for curriculum revisions.
- ✦ Data collected will be used to create the annual report of Student Learning Outcomes for Academic Programs.

APPENDIX A: CRITICAL THINKING, WRITING, AND ORAL PRESENTATIONS RUBRICS

Critical Thinking Evaluation

Date evaluated: _____

Course: _____

Assignment: _____

Instructor: _____

The following scale is used to evaluate all areas below:

4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
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	Student	#1	#2	#3	#4	#5	#6	#7	#8
Element									
Use of appropriate theories, data, and principles									
Ability to organize and evidence arguments									
Engaging and/or anticipating various perspectives									
Selection of material (theories, etc.) to fit the purpose of the assignment or project									
Ability to aggregate and synthesize information									
Demonstration of understanding, interpretation, and critique									
Total									
Score									

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Writing Evaluation

Date evaluated: _____

Course: _____

Assignment: _____

Instructor: _____

The following scale is used to evaluate all areas below:

4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
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	Student	#1	#2	#3	#4	#5	#6	#7	#8
Element									
Format: Fulfills purpose of assignment; clear titles; other appropriate elements present; all elements enhance understanding									
Organization: Thesis; preview; transitions; direction to paper									
Argumentation: Structure of arguments; clear and logical reasoning; appropriate use of evidence									
Literature review: Use appropriate academic resources; uses primary sources; research explained clearly; research applies to topic									
Research: Appropriate research methods; research questions and hypotheses stated; appropriate protocol, sample, and analytical method									
Style: Accurate use of appropriate style sheet									
Writing: Appropriate use of vocabulary; phrasing; spelling and grammar									
Content: Paper generates new insights; shows understanding of topic; demonstrates critical thinking and analysis									
Total									
Score									

APPENDIX B: ONLINE SURVEY SCALES

Communication Studies Assessment (2012)

Social Responsibility and Professional Ethics Measure Please read each of the following statements and respond by choosing your personal level of agreement or disagreement and mark your responses by choosing the corresponding bubble. Thank you for your participation.

Social Responsibility and Professional Ethics Measure

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

1. I would participate in a march or demonstration for issues that are important to me.

2. When I look for employment after graduation, I will be careful to work only for an organization that operates in a way that I consider to be socially and morally responsible.

3. I often have to supplement the information introduced to me in classes with my own research of the moral implications of the content.

4. Although I think it is important to raise money to help needy people, I am not personally interested in working directly with such people.

5. I think about social justice and how I can make a difference.

6. In my communication classes, we OFTEN discuss social and ethical issues.

7. In my communication classes, I have gained greater appreciation of social justice issues and how I can make a difference.

8. Communicators should demonstrate sensitivity to cultural values and beliefs.

9. Organizations should accept direct responsibility for actions that negatively affect their customers/clients.

10. Organizations should be accountable to global communities that may have concerns about their operations.



Multicultural Sensitivity Scale. Please read each of the following statements and respond by choosing your personal level of agreement or disagreement and mark your responses by choosing the corresponding bubble. Thank you for your participation.

Multicultural Sensitivity Scale

1
Strongly Disagree

2
Disagree

3
Slightly Disagree

4
Slightly Agree

5
Agree

6
Strongly Agree

11. I feel very uncomfortable in the presence of members of ethnic groups other than my own.

12. It is good to avoid encounters with people who are different from you.

13. Each ethnic group should strive to become more Americanized rather than maintaining the characteristics of their ethnic group.

14. I feel threatened by members of other ethnic groups.

15. When I am offended by an ethnic minority, I generalize the behavior to other members of that group.

16. I have discovered that it is better to avoid associating with people who think differently than me.

17. I have not been able to overcome my feelings of uneasiness when I see a group of people from a particular ethnic group together.

18. I feel tense and uptight when I have to work closely with students who are of a different ethnic group than my own.

19. I do not enjoy associating with persons of other ethnic groups.

20. I classify students on the basis of obvious ethnic characteristics.



Flexibility in Communication Measure: Here are some situations that illustrate how people sometimes act when communicating with others. The first part of each situation asks you to imagine that you are in that situation. Then, a course of action is identified and you are asked to determine how much your own behavior would be like the action described in the scenario. Please choose the corresponding bubble.

Please respond how consistent each of the described behaviors is, or is not, like you.

1 2 3 4 5
Not at all like you Not much like you Somewhat like you A lot like you Exactly like you

21. Last week, as you were discussing your strained finances with your family, family members came up with several possible solutions. Even though you already decided on one solution, you decided to spend more time considering all the possibilities before making a final decision.

22. You were invited to a Halloween Party and assuming it was a costume party, you dressed as a pumpkin. When you arrived at the party and found everyone else dressed in formal attire, you laughed and joked, about the misunderstanding, and decided to stay and enjoy the party.

23. You have always enjoyed being with your friend Chris, but do not enjoy Chris' habit of always interrupting you. The last time you met, every time Chris interrupted you, you then interrupted Chris to teach Chris a lesson.

24. Your daily schedule is very structured and your calendar is full of appointments and commitments. When you were asked to make a change in your schedule, you replied that changes are impossible before even considering the change.

25. You went to a party where over 50 people attended. You had a good time, but spent most of the evening talking to one close friend rather than meeting new people.

26. When discussing a personal problem with a group of friends, you noticed that many different solutions were offered. Although several of the solutions seemed feasible, you already had your opinion and did not listen to any of the alternative solutions.

27. You and a friend are planning a fun evening and you're dressed and ready ahead of time. You find that you are unable to do anything else until your friend arrives.

28. When you found your seat at the ball game, you realized you did not know anyone sitting nearby. However, you introduced yourself to the people sitting next to you and attempted to strike up a conversation.

29. You and a group of friends got into a discussion about gun control and, after a while, it became obvious that your opinions differed greatly from the rest of the group. You explained your position once again, but you agreed to respect the group's opinion also.

30. You were asked to speak to a group you belong to, so you worked hard preparing a 30-minute presentation; but at the meeting, the organizer asked you to lead a question and answer session instead of giving your presentation. You agree, and answered the group's questions as candidly and fully as possible.



Demographic Questions Your answers to these questions will be confidential. That means no one will connect your answers with your name or any other information about you that can identify who you are. In order to better understand patterns in the data, please respond to the following demographic items.

What is your class level at EIU?

Freshman

Sophomore

Junior

Senior

Graduate Student

Other

What is your enrollment status?

Part-time

Full-time

How many semester hours have you completed at this point?

Less than 30

30 – 59

60 – 89

90 – 120

more than 120

How many years have you attended EIU?

I am in my first year

I am in my second year

I am in my third year

I am in my fourth year

I am in my fifth year (or more)

Which of the following categories does your GPA fall into?

Under 2.00

2.01 - 2.25

2.26 - 2.75

2.76 - 3.00

3.01 - 3.25

3.26 - 3.75

3.76 - 4.00

What is your sex?

Male

Female

Please indicate your racial/ethnic background.

- African American
- Native American
- Caucasian
- Asian
- Hispanic/Latino
- Other

Is your major Communication Studies?

- Yes
- No

What is your major option?

- Communication Theory and Practice
- Corporate Communication
- Mass Communication - Broadcast News
- Mass Communication - Electronic Media Production
- Mass Communication - Media Studies
- Public Relations
- Rhetoric and Public Advocacy
- None of the Above

Is your minor Communication Studies?

- Yes
- No



Your instructors may provide you with extra credit for completing this survey. Since your extra credit may only be applied to one course, please choose from the list below to select the course that you would like an available extra credit to apply to. Please note, the choice to provide extra credit is made by each individual instructor.

Enter your first name

Enter your last name

Enter your email address



CLAS Deans' comments on CMN B.A. (non-accredited) report

Reviewer: Christopher Mitchell

Please note: This is a STARTING POINT for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The attached document explaining the measures, methods, and timing is comprehensive and sophisticated, yet easy to follow. Rubrics developed are straightforward and substantial.
3. I wonder if there is a ULG that could sync with the first SLO— would the Critical Thinking ULG apply there as well? Your call, of course.

On the whole, the plan seems comprehensive and ready for data collection.