

# Program Review

## **BA in Communication Studies Follow-Up Report**

**College of Liberal Arts**

**November 2010**



**MARSHALL UNIVERSITY**

## Program Review Marshall University

Date: November 1, 2010

Program: BA in Communication Studies  
Degree and Title

Date of Last Review: October 2009

### Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Continuation of the program with identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuance of the program

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

#1      Camilla Brammer      11/1/2010  
Recommendation: Signature of person preparing the report:      Date:

#1      Camilla Brammer      11/1/2010  
Recommendation: Signature of Program Chair:      Date:

#1      David J. Pittenger      11/1/2010  
Recommendation: Signature of Academic Dean:      Date:

1      James McIntosh      11/30/2010  
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)      Date:

1      Camilla Brammer      1/27/2011  
Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council:      Date:

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Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs:      Date:

\_\_\_\_\_  
Recommendation: Signature of the President:      Date:

\_\_\_\_\_  
Recommendation: Signature of Chair, Board of Governors:      Date:

## College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

### Recommendation:

Continuation of the program at the current level of activity

### Rationale:

(If you recommend a program for resource development identify all areas for specific development)

The Department of Communication Studies has prepared a comprehensive plan of assessment for its academic programs. The major supports four areas of emphasis – Public Communication, Organizational Communication, Interpersonal Communication, and Health Communication – each with a unique sequence of course requirements and student learning objectives. As such, the department has identified those courses required of all students – the Core Curriculum – and those within each area of emphasis that provide ample opportunity to assess students' mastery of the content knowledge and the skills expected of them. The department has also developed a nascent rubric for assessing student learning outcomes and the benchmarks for performance.

All of student learning outcomes assessment is a work in progress. Hence the Department's plan should be read as a good faith effort to continually review the performance of its students and the adequacy of its curriculum. Specifically, the reader will note that the department has separate rubrics for oral presentations and written assignments. The criteria for each are informed by the faculty's expectation of student outcomes and general standards of the discipline. As an example, the faculty's evaluation of a student's oral presentation does not necessarily result in a single holistic score. Rather, the faculty rate the quality of the students' presentation of content specific information, their appropriate use of language, and their use of meta-language communication skills (e.g., eye contact and non-verbal communication). This program of assessment will provide the department the types of information needed to determine to the extent to which the curriculum and methods of instruction need to be modified to respond to perceived deficiencies in student performance or to increase the students' level of achievement.

David J. Pittenger

Signature of the Dean

11/11/10

Date

At its April 2010 meeting, the Marshall University Board of Governors asked that the BA in Communication Studies develop an assessment plan. This plan follows.

## Communication Studies Assessment Plan– BA Degree

### I. Objective: Assessment Plan for BA in Communication Studies

The Faculty of Communication Studies has developed the following plan for assessing the core curricula and the four (4) areas of concentration. Continued assessment of courses/concentrations is based on a rotating schedule so that all areas of concentration are assessed every two years and the core curriculum for all majors is assessed every year. We have expanded that assessment, and developed a timeline for evaluating each concentration in our discipline. The expansion now includes documentation explaining how each assignment/exam in a course meets a stated departmental objective. The Core Curriculum was chosen because it is required of all majors and begins with a midlevel course and ends with two senior level courses. Each of the four concentrations is represented by two courses, one midlevel and one senior level for assessment. A lower level class is not included because CMM 103 is assessed yearly and required by all majors and is required in the General Education Core for all students.

Our timetable for assessing each subfield follows:

2011-12 Core Curriculum(CMM 303,411,478)

2011-12 Public Communication (CMM 205,402)/Organizational Communication(CMM319,401)

2012-13 Core Curriculum(CMM 303,411,478)

2012-13 Interpersonal Communication(CMM 213,413)/Health Communication(CMM374,474)

2013-14 Core Curriculum(CMM 303,411,478)

2013-14 Public Communication(CMM 205,402)/Organizational Communication(CMM319,401)

2014-15 Core Curriculum(CMM 303,411,478)

2014-15 Interpersonal Communication(CMM 213,413)/Health Communication(CMM374,474)

The Student Learning Outcomes are attached to this report. Also, attached to this report is the **Speaking and Listening Competencies for College Students** developed by the National Communication Association (1998). These competency measures were utilized in the assessment tools used in the student learning outcomes for the core curricula and the areas of concentration.

### II. Feedback Loop

Two methods of feedback have been designed to help the department determine our perceived effectiveness among majors. The first is a survey that is given to senior majors at the end of the term in which they take the capstone course. The second is a survey to be mailed to alumni. Beginning this fall, 2010, the surveys will be distributed so that we can have data to assess beginning in the spring, 2011 term.

### III. Ongoing Discussion

Our department has discussed implementing a pre-test/post-test to majors at the beginning core course (CMM 303) and at the final core course (Capstone). No consensus has yet

been reached. The department faculty has developed rubrics for assessing learning outcomes but will also work with Dr. Mary Beth Reynolds to refine rubrics for use in assessment. Also, a matrix of outcomes and courses will be developed for use in future assessments.

**Marshall University**  
**Assessment of Program's Student Learning Outcomes for the Department of**  
**Communication Studies**  
**Plan for Assessment Fall 2010**

The following rubrics will be used to assess the learning outcomes in the 'Assessment Tools' identified in the Core Curriculum classes and the areas of Emphasis classes:

\*Rubric for all paper assignments in CMM Core Curriculum and Areas of Emphasis:

- a. Review of Literature appropriate to theory being examined
- b. Explanation of theoretical concepts
- c. Organization of ideas/Critical Thinking demonstrated
- d. Appropriateness of Conclusion
- e. Style

\*Rubric for oral assignments in CMM Core Curriculum and Areas of Emphasis:

- a. Organization/Content
- b. Non-verbals/Paralanguage
- c. Language
- d. Eye Contact
- e. Overall Delivery

These rubrics will be further defined as we continue to work to improve the assessment process.

## Core Curriculum for all students seeking a BA degree in Communication Studies.

Course: **Communication Theory 303**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Understand basic concepts associated with the primary theories of communication.	Annually	Class and small group discussion  Midterm Exam (Multiple Choice)	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Write a clear, concise, and reasoned paper on topics dealing with the concepts of communication.	Annually	Critique of a film or TV program using a theory of the student's choice	Score at the "acceptable" level on appropriate traits of the rubric*		
Understand the research literature underlying the discipline of communication.	Annually	Analysis and Explanation of a Theory of the student's choice	Score at the "acceptable" level on appropriate traits of the rubric*		
Demonstrate speaking competencies by composing a message, provide ideas and information suitable to the theory and audience.	Annually	Oral Presentation of Theory Analysis Paper	Score at the "acceptable" level on appropriate traits of the rubric*		
Understand basic concepts associated with the primary theories of communication	Annually	Comprehensive Final Exam	70% accuracy on selected questions		

Course: **Communication Study and Research 411**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Basic understanding of the nature of scientific inquiry, as applied to human behavior.	Annually	Class and small group discussion  Midterm Exam Final Exam (Multiple choice and Essay questions)	Score at the "acceptable" level on appropriate traits of the rubric*  70% accuracy on selected questions		
Familiarity with the four research methods commonly used to study human communication behaviors. A sense of the fundamental critical questions particular to each of those methods.	Annually	Weekly writing assignment based on research method being examined. Written analysis of critical questions.	Score at the "acceptable" level on appropriate traits of the rubric*		
Familiarity with formal conventions of scholarly journal articles, and increased ability to extract the main ideas in them.	Annually	Paper Proposal Draft of Term Paper Term Paper	Score at the "acceptable" level on appropriate traits of the rubric*		
Greater skill in analytical thinking and writing.	Annually	All of the above measures and tools.	Score at the "acceptable" level on appropriate traits of the rubric*		

**Course: Communication Studies Capstone 478**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Meet a set of competencies designed by the discipline for the graduating major. Demonstrate the ability to integrate knowledge from many disciplines.	Annually	Oral Presentation of the student's work in progress. Paper proposal of project.	Score at the "acceptable" level on appropriate traits of the rubric*		
Demonstrate problem solving skills and the ability to analyze critically. Demonstrate reflection, self-awareness and self-assessment abilities.	Annually	Weekly writing assignment based on research method being utilized for individual project.	Score at the "acceptable" level on appropriate traits of the rubric*		
Demonstrate "sense-making," the ability to apply knowledge to lived experience. Demonstrate skills through some tangible product. Demonstrate the ability to collaborate, work on a team, and listen effectively.	Annually	Peer/Instructor feedback Feedback on proposal.  Paper Proposal Draft of Project Paper Project Paper  IRB Certification	Score at the "acceptable" level on appropriate traits of the rubric*		
Greater skill in analytical thinking and writing.	Annually	All of the above measures and tools.	Score at the "acceptable" level on appropriate traits of the rubric*		
Speaking/Presentation Competency	Annually	National Communication Association Speaking Competencies Guidelines	Score at the "acceptable" level on appropriate traits of the rubric*		

Communication Studies Areas of Emphasis

Emphasis Area: Public: The Public Communication concentration is intended for students seeking public roles in the legal, political, and/or other communication settings of democratic society, as well as graduate work in communication.

Course: **The Rhetorical World 205**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Be able to define many concepts of rhetoric as an art and a practice in various cultures.	Bi-Annually beginning 2011	Journal entries, reflection papers  Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Be able to analyze the many uses of rhetoric as it occurs in everyday life.	Bi-Annually beginning 2011	Journal entries, reflection papers.	Score at the “acceptable” level on appropriate traits of the rubric*		
Be able to apply methods of rhetorical criticism to texts/artifacts of popular culture.	Bi-Annually beginning 2011	Analysis paper, journal entries,  Exams - multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Be able to describe ways in which rhetoric has influenced human activities in both the dominant culture and subcultures of our society.	Bi-Annually beginning 2011	Analysis paper, journal entries, reflection papers  Exams - essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Be able to describe the role of language and other symbol systems and how they are used rhetorically by different cultures and subcultures.	Bi-Annually beginning 2011	Analysis paper, journal entries, reflection papers  Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric 70% accuracy on selected questions		

Course: **Rhetorical Theory 402**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Propose and defend a definition of rhetoric	Bi-Annually beginning 2011	Reaction paper  Chapter quizzes	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Use an appropriate scholarly vocabulary to discuss rhetorical activities and artifacts	Bi-Annually beginning 2011	Reaction paper, Term paper, Oral reports  Exams - essay	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Describe and apply the most influential theories of rhetoric from antiquity to the present	Bi-Annually beginning 2011	Term paper, Oral reports, Reaction papers  Exams – multiple choice & essay	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Become familiar with current rhetorical scholarship	Bi-Annually beginning 2011	Reaction papers, Oral reports, Term papers  Chapter quizzes	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/ Planned Actions
Identify recurring themes in the history of rhetoric	Bi-Annually beginning 2011	Reaction papers, Oral reports  Chapter quizzes Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Articulate the significance of rhetorical studies for liberal arts students and citizens in democratic societies	Bi-Annually beginning 2011	Reaction papers, Oral reports, term papers	Score at the “acceptable” level on appropriate traits of the rubric*		

Communication Studies Areas of Emphasis

Emphasis Area: Interpersonal: The Interpersonal Communication concentration is intended for students seeking personal enrichment and/or futures in service industries and institutions, the professions.

Course: **Fundamentals of Interpersonal Communication 213**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Know and understand how fundamental aspects of interpersonal communication processes work	Bi-Annually beginning 2013	Class activities and discussions papers, group project.  Midterm exams	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Apply fundamental concepts in communication interactions.	Bi-Annually beginning 2013	Class activities and discussions, papers, and group project.  Midterm exams	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Analyze communication interactions using theoretical and applied constructs in order to enhance abilities and outcomes.	Bi-Annually beginning 2013	Class activities and discussions, papers, and group project.	Score at the "acceptable" level on appropriate traits of the rubric*		
Synthesize and evaluate verbal and nonverbal communication behaviors across various interpersonal communication contexts.	Bi-Annually beginning 2013	Class activities and discussions, papers and group project	Score at the "acceptable" level on appropriate traits of the rubric*		

Course: Interpersonal: **Theories of Interpersonal Communication 413**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
To improve our communication competence in interpersonal settings	Bi-Annually beginning 2013	Class discussion, Group Presentation, Paper to assess levels of message, interpretive, self, role, and goal competencies	Score at the "acceptable" level on appropriate traits of the rubric*		
To describe the factors that influence person-perception, including self concept	Bi-Annually beginning 2013	Paper: "What is Interpersonal Communication?" Class discussion, Group Feedback	Score at the "acceptable" level on appropriate traits of the rubric*		
To use verbal and nonverbal codes to accomplish communicative and relational goals	Bi-Annually beginning 2013	Class discussion, group discussion, Group feedback, Group Presentation	Score at the "acceptable" level on appropriate traits of the rubric*		
To identify social rules which guide goal achievement and relationship definition	Bi-Annually beginning 2013	Group presentation, Group & Class discussion	Score at the "acceptable" level on appropriate traits of the rubric*		
To apply communication theory to a variety of interpersonal relationships, including family relations, intimate relations, working relations and intercultural relations	Bi-Annually beginning 2013	Group project & presentation, Paper to assess interpersonal competencies	Score at the "acceptable" level on appropriate traits of the rubric*		

Communication Studies Areas of Emphasis

Emphasis Area: Organizational: The Organizational Communication concentration is intended for students seeking communication roles in organizations, industries, corporations, and/or government institutions.

Course: **Superior/Subordinate Communication 319**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Understand and experience personal empowerment as a process;	Bi-Annually beginning 2011	Writing assignment, oral briefing, written report  Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Demonstrate knowledge and ability supporting your development of personal empowerment in each of its phases: (a) functional maturity, (b) interactive maturity, and c) consultative maturity	Bi-Annually beginning 2011	All of the above plus comprehensive final examination – multiple choice & essay	70% accuracy on selected questions		
Improve in communication competencies related to the development and demonstration of personal empowerment.	Bi-Annually beginning 2011	Face to face feedback of oral assignments, oral presentation  Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		

Course: **Organizational Communication 401**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Provide you with an understanding of concepts and theories influencing the study of communication in organizational settings.	Bi-Annually beginning 2011	Reaction papers  Exams – multiple choice & essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Enable you to use communication skills associated with positive communication climates in solving problems and managing conflict.	Bi-Annually beginning 2011	Oral presentation, Reaction paper, Training module	Score at the “acceptable” level on appropriate traits of the rubric*		
Increase your interviewing, small group discussion, and team presentation skills	Bi-Annually beginning 2011	Interviewing project, oral presentation	Score at the “acceptable” level on appropriate traits of the rubric*		
Use communication for coordination and control to optimize job performance.	Bi-Annually beginning 2011	Training module, Interviewing project	Score at the “acceptable” level on appropriate traits of the rubric*		

Communication Studies Areas of Emphasis

Emphasis Area: Organizational: The Health Communication concentration is intended for students seeking communication roles in healthcare organizations, health industries, healthcare corporations, and/or government institutions dealing with health communication.

Course: **Introduction to Health Communication 374**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks***	Results	Analysis/Planned Actions
Be able to recognize communication strategies that promote and sustain health for individuals, families, communities, and society.	Bi-Annually beginning 2013	Demonstrated knowledge of concepts and ability to classify, describe, and restate concepts  Midterm and final exams and in a term paper	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		
Be able to practice effective and ineffective health communication skills	Bi-Annually beginning 2013	Reaction Paper analysis, WWW or Media Campaign Group Reports.	Score at the "acceptable" level on appropriate traits of the rubric*		
Be able to practice effective and ineffective health communication skills	Bi-Annually beginning 2013	Reaction Paper analysis, WWW or Media Campaign Group Reports.	Score at the "acceptable" level on appropriate traits of the rubric*		
Be more proactive consumers of health communication	Bi-Annually beginning 2013	Term paper, Reaction papers, Group reports.  Exams – multiple choice and essay	Score at the "acceptable" level on appropriate traits of the rubric* 70% accuracy on selected questions		

Course: **Health Communication Campaigns 477**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks ***	Results	Analysis/Planned Actions
Be able to recognize communication strategies that promote and sustain health for individuals, families, communities, and societies.	Bi-Annually beginning 2013	Term paper.  Exams – multiple choice and essay	Score at the “acceptable” level on appropriate traits of the rubric* 70% accuracy on selected questions		
Be able to practice effective and ineffective health communication skills	Bi-Annually beginning 2013	Reaction Paper analysis, WWW or Media Campaign Group Reports.	Score at the “acceptable” level on appropriate traits of the rubric*		
Be more proactive consumers of health communication	Bi-Annually beginning 2013	Term paper, Reaction papers, Group reports.  Exams – multiple choice and essay	Score at the “acceptable” level on appropriate traits of the rubric 70% accuracy on selected questions		
Be able to use acquired knowledge to analyze the quality of publically available and/or persuasive information.	Bi-Annually beginning 2013	Term paper, Reaction papers, Group reports.  Exams – multiple choice and essay	Score at the “acceptable” level on appropriate traits of the rubric 70% accuracy on selected questions		

\*\*This area of emphasis will begin in the Spring of 2011 if approved by College Curriculum Committee and Faculty Senate.  
A matrix will be completed for use in 2011-12 for assessment purposes.

**MATRIX OF OUTCOMES AND COURSES****To be developed Spring 2011**

Outcome	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	Course 11	Course 12
1	x			x		X A		X A	x		X A	X
2		x		X A	X A			x	x	X A		
3	x		X A			X A	X		x		x	X A
4		X A	x		x	x	x	X A		x		X A
5	X A	X	x		X A		X A		X		x	X
6				X A		X		X		X A	X A	
7	X A		X A	x		X	X	X	X A		X	X
8	x	X A		x		x	X A	x	X A			X