ASSESSMENT PLAN FOR
The
COMMUNICATION STUDIES AND THEATRE ARTS DEPARTMENT
Revised, Fall 2007
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OVERVIEW OF ASSESSMENT PLAN: COMMUNICATION STUDIES AND THEATRE ARTS

The department of Communication Studies and Theatre Arts has a plan in place to assess student learning in both the general education courses and the major/minor courses for each of the programs housed in the department: Communication Studies, Digital Film and Television and Theatre Arts.

The department meets a minimum of once a semester to review the assessment reports from each of the three programs, with particular attention to the CSTA 101, 105 and 116 courses. Each program meets as a unit, reviews the materials submitted, and compiles a report to the entire department. At the departmental assessment meetings, suggestions are made, and action steps created for making changes in both the assessment plan itself, and in the curriculum and individual courses.

The plan is meant to be flexible and one that we are able to carry out, a do-able plan if you please. The newest version of this plan has each instructor writing a short report assessing student learning in the courses they teach. In the previous plan, the department was using only one course to assess student learning, a capstone course. What became clear from the assessment discussions, was that: a. the capstone course needs to be changed or eliminated, and b. that we needed a more comprehensive assessment plan.

The plan included here, will be fully utilized in the year 2007-2008 with the understanding that there will be adjustments and changes in the plan for 2008-2009.

The initial meeting to assess fall course reports is January 30, 2008. It is anticipated that the assessment process will take about a month, with a follow up meeting scheduled in early March to discuss findings. After the final assessment meeting, a report will be made by the Chair to the Assessment office and to the department as a whole.
Communication Studies and Theatre Arts Department Assessment Plan

*Our mission is to help students learn the processes of effective communication, collaboration and critical evaluation so that they are successful as productive, creative, ethical, engaged citizens and leaders with an informed global perspective.*

**Action Steps for Assessment of General Education courses CSTA 101, 116, and 105**

- Each faculty is assigned a specific learning objective to assess from the approved syllabus for that course.
- Each instructor will submit a report for each course taught.
- Due the last Friday of Finals week to the Chairperson.

**Instructions for Instructors**

1. Check your syllabi against course objectives listed in the departmentally approved template. You must list all of the approved objectives on your syllabus.
2. Using your assigned objective from the list below, select the assessment instrument you will be using to assess the objective.
3. Determine how you will use this assessment instrument and specify the rubric you will use to determine a grade for this assignment. If you are going to use an objective test you will determine what percentage of correct answers will constitute which letter grade. If you are using a performance/project based instrument, you will need a rubric that demonstrates to the students how you will grade the project/performance.
4. Over the semester collect at least two examples of work you have assessed to submit with your final report.
5. Write a one-two page summary report which must include:
   - Course name, number and the objective you assessed.
   - Description of Assessment tool, including the rubric and two examples. Specifically address how this tool measures the objective.
   - Recommend an action step. (This could be that you plan to refine the instrument, change or clarify the objective, or that you wish to make a change in instruction methods or curriculum content.)
The Chair will compile these reports and have them for presentation at the following Assessment plan meeting. At that time, the department will discuss the data and findings, and action steps and determine needed changes and action steps for the entire department. The Chair will compose a report sent to the appropriate committee as the findings of the department.

Action Steps for Department Major/Minor Courses

- Each instructor will submit a report for each course taught.
- Due the last Friday of Finals week to the Chairperson.

Instructions for Instructors

1. Check your syllabi against the six objectives currently listed in the department’s Assessment Plan listed on the far left of the Assessment grid and attached here. Next, determine which of these you will be assessing in each of your courses. You will want to choose only the one that is most appropriate. (ALL syllabi should have at Course Objectives listed in a manner clear to students.)

2. Determine how you will use this assessment instrument and specify the rubric you will use to determine a grade for this assignment. If you are going to use and objective test you will determine what percentage of correct answers will constitute which letter grade. If you are using a performance/project based instrument, you will need a rubric that demonstrates to the students how you will grade the project/performance.

3. Over the semester collect at least two examples of work you have assessed to submit with your final report.

4. Write a one-two page summary report which must include:
   - Course name, number and the objective you assessed.
   - Description of Assessment tool, including the rubric and two examples. Specifically address how this tool measures the objective.
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The Chair will compile these reports and have them for presentation at the following Assessment plan meeting. At that time, the department will discuss the data and findings, and action steps and determine needed changes and action steps for the entire department.

The Chair will compose a report sent to the appropriate committee as to the findings of the department.

APPENDIX I
SCTA 101: Approved Syllabus
Standard Requirement: All Fundamentals of Oral Communication sections will contribute to the internationalization of the curriculum through the use of selected assignments on international issues.

All sections of SCTA 101 should:
1. Provide a minimum of 3 opportunities to delivered prepared speeches. (One must be informative and one persuasive.)
2. Include one small group assignment
3. Cover chapters
   1 Communication Process
   10 – 11 Small group
   12 – 18 Speech-Making
   6 Listening
4. Require a minimum of one midterm and a written final given during the exam Period (as required by University policy).
5. Adopt an attendance policy that states that after three absences points will be subtracted from the final grade.
6. Provide:
   - Written feedback from faculty (required)
   - Oral feedback from faculty (optional)
   - Peer feedback (recommended)

Course Objectives: A student who has completed SCTA 101 should be able to:

1. Define selected terminology related to communication theory.
2. Explain and apply selected concepts from communication theory.
3. Demonstrate the skills of speech composition and delivery
4. Demonstrate ability to work in groups
5. Apply computer technology in research and the production of visual aids.
6. Evaluate the effectiveness public communication.
7. To apply communication principles and theories in an international context.

SCTA 116: Approved Syllabus
All Business and Professional Organization sections will familiarize students with the world of work through selected assignments.

All sections of 116 should:
   1. Provide a minimum of 3 opportunities to deliver prepared speeches (one must be informative and one persuasive)
2. Include one small group assignment
3. Cover chapters
   1 Communication at work
   2 Communication Culture and Work
   4 Listening
   6-7 Interviewing
   8-9 Small group
   10 – 14 Speech-Making

4. Require a minimum of one midterm and a written final given during the exam period (as required by University policy).
5. Adopt an attendance policy that states that after three absences points will be subtracted from the final grade.
6. Provide:
   Written feedback from faculty (required)
   Oral feedback from faculty (optional)
   Peer feedback (recommended)

SCTA 116: Objectives
A student who has completed STA 116 should be able to:
1. Define selected terminology related to communication theory.
2. Explain and apply selected concepts from communication theory.
3. Demonstrate the skills of speech composition and delivery
4. Demonstrate ability to work in groups
5. Apply computer technology in research and the production of visual aids.
6. Evaluate the effectiveness of public communication.
7. To apply communication principles and theories in a business and professional context.

## APPENDIX II

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<td>Students will understand the communication process; and, through the use of critical thinking skills, assess communication interaction, and formulate future decisions based on verbal and written exchange.</td>
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<td>Students will become acquainted, gain appreciation, and engage in an increasingly diverse, technology driven, and global world.</td>
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<td>Students will learn how to process data into information in order to gain knowledge and an understanding resulting in a targeted level of expertise.</td>
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<td>Students will learn what it means and engage in research, scholarly, and</td>
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<td>creative activity.</td>
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<td>Students will be able to fully participate in the world of work, add value to society, and engage in the continuing pursuit of life-long learning.</td>
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<td>Students will be able to identify and interact with different mediums of communication, recognize their potential impact on society, and make ethical decisions regarding their use.</td>
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**APPENDIX III**

Concerning Assessment: Students please be advised that copies of excerpts of your work might be used as examples in departmental assessment reports and or archives. The purpose of departmental assessment is to evaluate and improve our teaching and curriculum design. Strict confidentiality will be observed, with your name and any specific identifying marks removed from the materials. Should these reports ever be published in any form, only a short excerpt of any single piece of material will be used. If you do not want to participate, you must inform myself and the Chair of CSTA in writing, by sending an e-mail to: robin.e.murray@uwrf.edu and (your e-mail address here) by (date within two weeks of notice here).