



Foster innovation and increase Research, Scholarship, and Creative Activity (RSCA)  
Be a growing, high-performing and healthy university.

## **PROGRAM/CO-CURRICULAR UNIT MISSION/VISION/GOALS STATEMENTS**

### **School of Communication and Journalism Mission**

Mission: The School of Communication and Journalism fosters the development of exemplary communicators as industry leaders, scholars, professionals, and educators through innovative curricula, research, practice, and opportunities.

Vision: To become a premier center for communication excellence.

Core Values:

#### **Respect and Integrity**

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy/MCID 22w.incLr C

SLO 4: Demonstrate the ability to accomplish communicative goals (self-efficacy).

SLO 5: Prepare for ethical public influence that embraces differences.

**Cross-Cutting Skills for Communication Studies Major**

Inquiry and Analysis

Critical and Creative Thinking

Civic Knowledge and Engagement

Intercultural Competence

Foundational Lifelong Learning Skills

**CURRICULUM/EXPERIENCE MAP (“LEARNING OPPORTUNITIES”)  
(I = INTRODUCE; R = REINFORCE; M = MASTER)**

**SLO 1:** Describe the



## ANNUAL ASSESSMENT SUMMARY NOTES FOR SPECIFIC COURSES

### **2018-2019: SLO #1**

#### CMST 405

Incorporate additional (at least two?) opportunities for students to receive feedback and reflect on their understanding of and ability to apply theories.

Spend additional time (at least twice?) focusing on application of theory, examples to illustrate theory, and the practicality and usefulness of their applications.

#### CMST 465

Ensure that 10% of the points assigned for the major theory-application assignment are based on mandatory rough drafts, reflections, and rewrites.

### **2019-2020: SLO #4**

#### CMST 222 and CMST 434

Be transparent with students about the SLOs and assessments being measured and incorporate SLO-related language consistently within courses (e.g., using the term “self-efficacy” in class and in assignments).

Offer assessment as a pre-test and post-test to measure students’ growth.

Upon completion of next cycle of SLO#4 assessment, reconsider benchmark (do we wish to maintain a direct, consistent benchmark across all students, or should we adopt a growth-based benchmark?)

Consider adding 1-2 qualitative questions to the assessment to aid in richness of data.

### **2020-2021 SLO #5**

We chose to wait until after data are collected and analyzed for a second, perhaps more typical, assessment period for this SLO before deciding whether any major programmatic changes should be implemented.

### **2021-2022 SLO #2**

#### CMST 305

Include plentiful discussion of limitations in this specific class.

#### CMST 465

Discuss the overall CMST curricular goals/SLOs.

Explain what is meant when students are asked to assess their perceived mastery in communication inquiry.

### **2022-2023 SLO #3**

#### CMST 215 and 222

Change to SGR rubric for assessment

Ensure the course includes a video-recorded, persuasive speech

Sample majors only

Sample 10% randomly from each course

#### CMST 465

## **ASSESSMENT METHODS DESCRIPTION**

**SLO 1: Describe the Communication discipline and its central questions by employing communication theories, perspectives, principles, and concepts.**

*Cross-Curricular Skills: Inquiry and Analysis*

### **Assessment Method**

a. Quantitative data will be collected from post hoc, summative analyses of a random sample of CMST major students' work in CMST 405 (Communication Theory) on one assignment (e.g., a paper, outline, or recorded speech, per discretion of the program Assessment Taskforce working in concert with the CMST 405 instructor during each assessment year for this SLO). The Communication Studies Program Assessment Taskforce will use the Theory Rubric\* (See Appendix) to evaluate students' demonstrations of familiarity with and accurate use of communication theories, perspectives, principles, and concepts. \*Used with permission from Illinois State University.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

### **Benchmarks**

a. The quantitative rubric for assessment of this SLO classifies student progress into five levels, the first three of which indicate levels of poor performance, and levels four and five indicate excellent performance. Based on that classification, we expect 75% of students to demonstrate mastery at the fourth or fifth level upon completion of CMST 405.

b. The indirect measurement of students' perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of CMST 465 students to report that they perceive their level of mastery to be between levels 4 and 5 by the completion of the course.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students, upon completion of the course, to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

**Benchmarks**

a. The quantitative rubric for assessment of this SLO classifies student progress into the following categories: Excellent (4), Strong (3), Satisfactory (2), Unsatisfactory (1). Based on that classification, we expect 75% of student work to receive a score of 2.5 or higher.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

**Frequency**

2021-2022, then every five subsequent years (2026-2027; 2031-2032; etc.)

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**Frequency**

2022-2023, then every five subsequent years (2027-2028; 2032-2033; etc.).

**SLO 4. Demonstrate the ability to accomplish communicative goals (self-efficacy).**

*Cross-Curricular Skills: Foundational Lifelong Learning Skills*

**Assessment Method**

a. Self-efficacy, “measures the confidence individuals have that they can successfully employ whatever skills they possess to communicate effectively across different communication settings” (McCroskey & McCroskey, 1988, p. 43) and is sometimes measured via McCroskey & McCroskey’s (1988) Self-Perce



**SLO 5: Prepare for ethical public influence that embraces differences.**

*Cross-Curricular Skills: Intercultural Competence; Civic Knowledge and Engagement*

**Assessment Method**

- a. Quantitative pre- and post-test data will be collected upon completion of CMST 470 (Intercultural Communication) using the Intercultural Sensitivity Scale (Chen & Starosta, 2000). The scale focuses on five areas: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. An overall score of sensitivity can also be calculated.
- b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

**Benchmarks**

- a. We expect a 15% increase in intercultural sensitivity scores from the pretest to the posttest for students enrolled in CMST 470 in order to demonstrate that students are growing in their ability to prepare for ethical public influence that embraces difference.
- b. The indirect measurement of students' perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of our students to report that they perceive their level of mastery to be between levels four and five.

**Frequency**

2020-2021, then every five subsequent years (2025-2026; 2030-2031; etc.).

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**COMMUNICATION PLAN**

Yearly assessment results will be shared with the School of Communication and Journalism faculty and staff members at an established School monthly meeting and also with the School of Communication and Journalism Advisory Board Members at their annual meeting. Yearly results will also be shared with the School of Communication and Journalism Student Advisory Board. Assessment findings will be translated and appropriate information will be shared through university outlets.

**REFERENCES**

- Chen, G. M., & Starosta, W. J. (2000). The development of validation of the intercultural sensitivity scale. *Human Communication, 3*, 1-15.
- Hodis, G. M., & Hodis, F. A. (2012). Trends in communicative self-efficacy: A comparative analysis. *Basic Communication Course Annual, 24*, 40-80.
- McCroskey, J. C., & McCroskey, L. L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports, 5*(2), 108-113. doi:10.1080/08824098809359810

- Neuliep, J. W. (2002). Assessing the reliability and validity of the Generalized Ethnocentrism Scale. *Journal of Intercultural Communication Research, 31*, 201-215.
- Rhodes, T. L. (2010). *Assessing outcomes and importing achievements: Tips and tools for using rubrics*. Association of American Colleges & Universities.



**Rubric for SLO 2: Engage in Communication inquiry.**

Criteria	Excellent (4)	Strong (3)	Satisfactory (2)	Unsatisfactory (1)
Introduction and rationale	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too	

**Rubric for SLO 3. Create and critically analyze messages appropriate to the audience, purpose, and context.**

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**Exemplary (3)**

**Proficient (2)**

**Below Proficient (1)**

	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Below Proficient (1)</b>
<b>Listening</b>	Relevant, clear, and complete responses consistently demonstrate active listening skills; accurate comprehension of the meaning and tone of listener's questions; and proficiency in handling inappropriate and unclear questions, when necessary.	Relevant, clear, and partially developed responses demonstrate some active listening skills; moderate comprehension of the meaning and tone of listeners' questions; and adequate handling of inappropriate or unclear questions, when necessary.	Irrelevant, unclear or incomplete responses demonstrate little or no evidence of active listening skills; little or no comprehension of the meaning and tone of listener's questions; and an inability to handle inappropriate and unclear questions, when necessary.

**Rubric for SLO 4: Demonstrate the ability to accomplish communicative goals (self-efficacy).**

Self-Perceived Communication Competence Scale (SPCC)

Directions: Below are twelve situations in which you might need to communicate. People's abilities to communicate effectively vary a lot, and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below. Indicate in the space provided at the left of each item your estimate of your competence. Presume 0 = completely incompetent and 100 = competent.

- \_\_\_\_\_ 1. Present a talk to a group of strangers.
- \_\_\_\_\_ 2. Talk with an acquaintance.
- \_\_\_\_\_ 3. Talk in a large meeting of friends.
- \_\_\_\_\_ 4. Talk in a small group of strangers.
- \_\_\_\_\_ 5. Talk with a friend.
- \_\_\_\_\_ 6. Talk in a large meeting of acquaintances.
- \_\_\_\_\_ 7. Talk with a stranger.
- \_\_\_\_\_ 8. Present a talk to a group of friends.
- \_\_\_\_\_ 9. Talk in a small group of acquaintances.
- \_\_\_\_\_ 10. Talk in a large meeting of strangers.
- \_\_\_\_\_ 11. Talk in a small group of friends.
- \_\_\_\_\_ 12. Present a talk to a group of acquaintances.

Scoring: To compute the sub scores, add the percentages for the items indicated and divide the total by the number indicated below.

- Public  $1 + 8 + 12$ ; divide by 3.
- Meeting  $3 + 6 + 10$ ; divide by 3.
- Group  $4 + 9 + 11$ ; divide by 3.
- Dyad  $2 + 5 + 7$ ; divide by 3.
- Stranger  $1 + 4 + 7 + 10$ ; divide by 4.
- Acquaintance  $2 + 6 + 9 + 12$ ; divide by 4.
- Friend  $3 + 5 + 8 + 11$ ; divide by 4.

To compute the total SPCC score, add the sub scores for Stranger, Acquaintance, and Friend. Then, divide that total by 3.

Public	> 86 High SPCC	< 51 Low SPCC
Meeting	> 85 High SPCC	< 51 Low SPCC
Group	> 90 High SPCC	< 61 Low SPCC
Dyad	> 93 High SPCC	< 68 Low SPCC
Stranger	> 79 High SPCC	< 31 Low SPCC
Acquaintance	> 92 High SPCC	< 62 Low SPCC
Friend	> 99 High SPCC	< 76 Low SPCC
Total	> 87 High SPCC	< 59 Low SPCC

Higher SPCC scores indicate higher self-perceived communication competence with basic communication contexts (public, meeting, group, dyad) and receivers (strangers, acquaintance, friend).

**Rubric for SLO 5: Prepare for ethical public influence that embraces differences.**

Intercultural Sensitivity Scale

Below is a series of statements concerning Intercultural Communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your cooperation.

- 5=Strongly agree
- 4=agree
- 3=uncertain
- 2=disagree
- 1=strongly disagree

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