

**FRAMINGHAM STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION ARTS
ASSESSMENT REPORT
AY 2012/2013**

Compiled by

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August 8, 2013

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Overview:

As instituted by and agreed upon by departmental faculty in AY 2011/2012, the overall assessment plan goals were outlined as per the following :

Communication Theory	Fall 2013
Visual Studies	Spring 2013
Communication Arts Open Response Survey	Spring 2013
Performance Competence	Fall 2013
Writing Competence	Spring 2014
Visual Production	Fall 2014

As per the Framingham State University Office of Assessment and Academic Affairs, faculty are compensated with stipends for evaluating student artifacts, summarizing the results, and making recommendations for going forward.

Dr. Derrick TePaske and Dr. Audrey Kali worked during the summer of 2013 on the artifacts collected during AY 2012/2013:

Fall - Communication Theory
Spring - Visual Studies

The student artifacts were submitted by faculty teaching courses relevant to the assigned goal, and then were sent to the FSU Assessment Office to be scrubbed of identifying information (courses, student names, and instructor names). These were then returned to the department for summer assessment work.

Instructors who submitted artifacts also included the original assignments from which students worked (also scrubbed of identifying information). For the assessors, these assignment parameters are for reference and not for direct assessment. The rubrics developed for the goals are what constitutes assessment criteria. One important consideration of the assessors being able to see the original assignment, is in the case that a student does not perform a learning outcome because it was not *asked* of them in the assignment, not because they did not *learn* that particular component. In instances where this occurs, assessors notate the scoring sheets accordingly.

On July 1st, Dr. Kali and Dr. TePaske met on campus and had a “norming” session to review the rubrics and to select a random sample of artifacts for both Communication Theory and Visual Studies. Eleven (11) artifacts were chosen for Communication Theory and ten (10) artifacts were chosen for Visual Studies. Each artifact was numerically coded for spreadsheet referencing.

After the review of artifacts was completed on July 30th, Dr. Kali and Dr. TePaske met again on campus to discuss scoring results, implications, and recommendations. Their scores were combined and a median score was calculated for each goal outcome.¹

COMMUNICATION THEORY - Scoring Results and Implications

The outcomes assessed for this goal include:

- 1) Consideration of theory or problem and situation and its components
- 2) Theory or problem and situation development
- 3) Application of theory or problem and situation
- 4) Connections and integration

Overall, Dr. Kali and Dr. TePaske concurred on their scoring results and when they differed, it was only by one assessment point.

In regard to specific challenges, both felt that the outcome “Theory or Problem and Situation Development” was problematic because it assesses the student’s ability to include major works in the field. It was unclear whether to interpret this as major “theoretical” works in the field or “major “literature” (loosely interpreted to mean relevant sources in the field, as appropriate to the topic). The rubric’s language in level 4 is as follows:

“Considers significant original theoretical **or** [emphasis added] problem and situation developments by thoroughly reviewing major works in the field.”

Dr. Kali and Dr. TePaske agreed that this wording is unclear and that the department should have a discussion about the extent to which theory should be addressed pedagogically with our majors. In light of our other goals, we need to discuss what the role of communication theory is as it applies to the other learning outcomes.

Another challenge that occurred in assessing artifacts for communication theory was that the assignment parameters did not specify that students strongly consider elements of the theory itself. Assignments mainly instructed students to *apply* the theory. The main reason for this disjunction between the assignments and the rubric is that instructors did not have access to the assessment rubric prior to selecting and submitting assignments for assessment of communication theory. Earlier in the year, instructors were told to develop rubrics for the *assignments*; however, after further clarification for the Office of Assessment, it was understood that rubrics should be developed according to the *goals* and not the *assignments*. Thus, Dr. Kali developed the *goal* rubrics after assignments were submitted to the Office of Assessment, and did not use the *assignment* rubrics provided by the instructors.

¹ Rubrics and score sheets are appended.

As a result of the terminological ambiguity in the rubric and the assignments not clearly requesting students to perform according to the outcomes in the rubric, Dr. Kali and Dr. TePaske gave relatively lower scores to the artifacts for this learning outcome.

Median Scores:

Theory and Components:	2.9
Theory Development:	1.9
Application of Theory:	2.5
Connection and Integration:	2.4

In general, a score of 2 is assigned to work that is adequate. The student artifacts assessed for Communication Theory show a learning outcome that is moderately above average.

ASSESSMENT OF COMMUNICATION THEORY GOAL - Recommendations

- 1) Discuss the Communication Theory Goal in detail at a department meeting
 - 2) Clarify the language in the rubric where problematic
 - 3) Provide faculty submitting artifacts for assessment with the assessment rubric
-

VISUAL STUDIES - Scoring Results and Implications

The outcomes assessed for this goal include:

- 1) Visual process research
- 2) Idea and concept development
- 3) Visual content

As with the scoring for Communication Theory, Dr. Kali and Dr. TePaske concurred on most of their scoring results and when they differed, it was only by one assessment point. There was some discussion about how much of the student's original voice should be included in the "idea and concept development" category, since some students relied heavily on quoting sources to make their points. It was decided that since the rubric specifies *independent and informed viewpoints*, that students whose reflections are not their own should be scored lower than those who formulate thoughtful and original expositions.

Similar to the situation with the Communication Theory Goal Assessment, instructors who submitted student artifacts for assessment of Visual Studies did not have access to the assessment rubric prior to selecting and submitting assignments for assessment. Earlier in the year, as with Communication Theory, instructors were told to develop

rubrics for the *assignments*; however, after further clarification for the Office of Assessment, it was understood that rubrics should be developed according to the *goals* and not the *assignments*. Thus, Dr. Kali developed the *goal* rubrics after assignments were submitted to the Office of Assessment, and did not use the *assignment* rubrics provided by the visual studies instructors.

The difference in assessing the Visual Studies artifacts was that there was not as large of a discrepancy between the assignment parameters and the rubric. The only disjunction between them appears to be how the students interpreted the assignment guidelines to analyze the artwork and draw conclusions. The rubric component for this learning outcome is “Idea and Concept Development.” As with the Communication Theory assignments, if students are not being asked to perform a particular task, assessment of their performance of that task will not be accurate.

A departmental discussion is warranted to affirm that the pedagogy in regard to asking for student analysis and concluding statements is reflecting the learning outcomes for this goal.

Median Scores:

Visual Process Research:	3.0
Idea and Concept Development:	2.4
Visual Content:	3.1

A score of 3 is assigned to student work that is skillful and substantive. The student artifacts assessed for Visual Studies show a learning outcome that is significantly above average.

ASSESSMENT OF VISUAL STUDIES GOAL - Recommendations

- 1) Discuss the Visual Studies Goal in detail in a department meeting
 - 2) Provide faculty submitting artifacts for assessment with the assessment rubric
-

COMMUNICATION ARTS OPEN RESPONSE SURVEY

At the end of the spring semester of 2013, the Communication Arts department distributed an open response survey to students enrolled in Dr. TePaske’s COMM 450, Seminar in Communication Arts. The purpose of the survey was to acquire feedback for making improvements to the major. Responses were collected in-class by the Office of Assessment, sealed for confidentiality, and analyzed with NVivo software after grades had been distributed for the Spring 2013 semester. ²

² See Appendix 7 for complete report.

Following in a summary of the percentages of students who discussed particular communication elements using appropriate terminologies:³

HUMAN COMMUNICATION

Culture Diversity: 48% of respondents discuss various facets of culture and communication diversity.

Interpersonal Communication: 45% of respondents discuss various aspects of interpersonal communication generally touching on its basic necessity and partial replacement by alternative methods of communication, fueled by technological advancement.

Techniques and Strategies: 35% of respondents make reference to certain techniques or strategies they learned about effective human communication.

The Complexities of Human Communication: 35% of respondents wrote about the complexities of human communication regarding its various dimensions and cross-cultural intricacies.

Communication through Media: 30% of respondents discuss how human communication is more frequently occurring via various media outlets.

Forming Culture and Communication Patterns: 38% of respondents wrote about how communication plays a direct role in culture forming and vice versa.

Perception: 14% of respondents discuss how communication and culture shape perceptions and understanding.

Globalization: 10% of respondents discuss globalization and how it relates to communication and culture

Vitality of Culture: 10% of respondents discuss the vitality of culture in forming communication patterns.

Culture and Technology: 5% of respondents mentioned how culture is growing increasingly reliant on technology.

Commentary and Recommendation: From the above data, it appears that more curriculum development is needed in theories of perception, globalization and the interface of culture and technology.

³ In AY 2011/2012, Dr. Kali prepared a template of anticipated responses to the survey and what terminologies are expected. These was used to program the software for analysis. See Appendix 6.

VISUAL COMMUNICATION

The following data are in response to the analysis of the image in the survey: ⁴

55% of respondents discuss the use of color and contrast, e.g., complimentary colors, contrasting colors.

15% of respondents discuss the spatial ambiguity of the image.

15% of respondents cited the use of various shapes.

5% of respondents described the image as a modern piece

5% of respondents described the image as having minimalist characteristics

5% of respondents suggest the image contains some kind of subliminal message

Commentary and Recommendation: From the above data, it appears that more curriculum development is needed in comprehension and application of spatial relationships, visual art genres, and psychological implications.

MASS MEDIA

Influence: 35% of respondents discuss the influence mass media has on individuals, societies and populations in terms of opinion forming and decision making.

Information Accuracy: 10% of respondents mentioned issues surrounding information accuracy in the media.

Negative Effects: 10% of respondents discussed the potentially negative effects of the mass media on society.

Vehicle of Information: 10% of respondents cite mass media as a means of information collection and dissemination.

Operations: 10% of students discussed having an understanding on how media functions or is “controlled”.

Commentary and Recommendation: From the above data, it appears that more curriculum development is needed in the comprehension of mass media operational functions and implications.

⁴ See Appendix 5.

ORAL COMMUNICATION

Techniques and Skills: 50% of respondents discuss oral communication techniques and skills they developed through Communication Art courses.

Confidence: 45% of respondents cited that their level of confidence while public speaking has been heightened due to the courses they have taken as a Communication Arts major.

Commentary and Recommendation: From the above data, it appears that more curriculum development is needed in assuring student confidence and poise.

PREPARATION FOR POST-GRADUATION

Experience: 27% of respondents said the Communication Arts major prepared them for a professional career through the provision of valuable hands on and/or real world experience.

Communication Skills: 23% of students directly reference their improved communication skills as a result of the Communication Arts major.

A Solid Foundation of Knowledge: 18% of respondents suggest that their Communication Arts major provided them with a solid foundation of knowledge to apply post-graduation.

Production Skills: 14% of respondents mention the production skills they acquired through the Communication Arts major concerning their preparation for graduate school and the job market.

Professional Skills: 14% of respondents referenced the professional skills they obtained through the Communication Arts major.

Commentary and Recommendation: From the above data, it appears that more curriculum development is needed in the application of communication arts to tangible graduation outcomes.

Recommendations Based on AY 2012/2013 Assessment:

- ◆ Discuss Communication Theory Goal with department faculty and clarify outcomes
- ◆ Clarify language in the Communication Theory Rubric
- ◆ Discuss Visual Studies Goal with department faculty and clarify outcomes
- ◆ Clarify language in the Visual Studies Rubric

- ◆ Provide faculty submitting artifacts for assessment with the assessment rubric
- ◆ Discuss Survey results with department faculty and clarify recommendations

Moving Forward:

- ◆ Plan Surveys for AY 2013/2014
- ◆ Plan Focus Groups for AY 2013/2014
- ◆ Discuss Exit Interview implementation feasibility
- ◆ Discuss Comprehensive Examination implementation feasibility

Appendix 1

Communication Theory Goal Rubric

COMMUNICATION ARTS
COMMUNICATION GOAL: Communication Theory

OUTCOME	RATING					
	4	3	2	1	0	N/A
Consideration of theory or problem and situation and its components	Theory or problem and situation considered with some originality. All major components of theory or problem and situation presented, discussed and analyzed.	Clear consideration of theory or problem and situation. All of the major components of the theory or problem and situation presented, discussed, and analyzed.	Adequate consideration to selected theory or problem and situation. All of the major components of the theory presented but not discussed.	Marginal attempt to explain theory or problem and situation or most of major components presented.	No reasonable attempt made to explain or discuss major components of theory or problem and situation.	Not applicable to the assignment.
Theory or problem and situation development (background, problems, changes or future direction)	Considers significant original theoretical or problem and situation developments by thoroughly reviewing major works in the field	Some significant theoretical or problem and situation developments considered by reviewing works in the field.	Adequate development of theory or problem and situation considered.	Minimal development of theory or problem and situation considered.	No development of theoretical or problem and situation considered.	Not applicable to the assignment.
Application of theory or problem and situation with appropriate scholarly language	Theory or problem and situation insightfully applied to plausible setting. Discussion shows how application of theory or problem or situation helps provide meaning to setting or context.	Theory or problem and situation applied well to context. Appropriate discussion about theory or problem and situation. Relevance of application considered.	Theory or problem and situation applied to plausible setting or situation and application discussed.	Theory or problem and situation minimally applied to a plausible context or setting.	Theory or problem and situation not applied or application is too general.	Not applicable to the assignment.
Connections and integration	Insightful, analytical and significant connections or distinctions between or integration of theory and problem or situation.	Makes and explains appropriate connections between or integration of theory and problem or solutions.	Some connection between and integration of theory or problem and situation, but connections are not significant or adequately explained.	Few unwarranted connections between or integration of theory or problem and situation	No connection between or integration of theory or problem and situation.	Not applicable to the assignment.

Faculty members: Audrey E. Kali and Derrick TePaske
Last revised: June 9, 2013

Appendix 2 Communication Theory Goal Artifact Scoring

Communication Arts Assessment

Communication Theory Scoring

AY 2012/2013

Artifact	Theory & Components	Theory Development	Application of Theory	Connections & Integration	NOTES
A					Assignment does not instruct students to discuss theory components, application or connections.
B					Assignment does not identify the theory or instruct students to include sources in the field.
K - A1	2	1	2	2	
K - A2	3	2	1	2	
K - A3	2	2	1	1	
K - A4	2	1	1	1	
T - A1	2	2	2	2	
T - A2	4	2	4	4	
T - A3	3	2	2	2	
T - A4	3	2	1	2	
K - B1	4	2	4	4	
K - B2	3	2	4	3	
K - B3	3	2	2	2	
K - B4	2	2	2	2	
K - B5	4	2	4	4	
K - B6	3	2	3	3	
K - B7	3	2	3	3	
T - B1	4	2	4	3	
T - B2	4	2	3	3	
T - B3	2	2	2	2	
T - B4	1	1	1	1	
T - B5	3	2	4	3	
T - B6	3	2	3	2	
T - B7	3	2	2	2	
MEDIAN	2.9	1.9	2.5	2.4	

Appendix 3

Visual Studies Goal Rubric

COMMUNICATION ARTS
COMMUNICATION GOAL: Visual Studies

OUTCOME	RATING					
	4	3	2	1	0	N/A
Research about the visual process	Thorough critical analysis and original interpretation, evaluation and effective synthesis of information about visual language, expression and meaning in artworks. Emphasizes the interrelationship between the chosen focuses, contexts and media relevant to conceptual framework. Consistently skillful in using relevant visual art terminology, referencing and language conventions.	Clear and critical analysis, interpretation and evaluation of information about visual language, expression and meaning in artworks relevant to conceptual framework, focuses, contexts and media. Mostly skillful in using relevant visual art terminology, referencing and language conventions.	Basic analysis and interpretation about visual language, expression and meaning in artworks relevant to conceptual framework, focuses, contexts and media. Moderately skillful in using relevant visual art terminology, referencing and language conventions	Minimal consideration of information about meanings in artworks relevant to conceptual framework, focuses, contexts and media. Occasional use of suitable visual art terminology and language conventions.	No reasonable attempt made to consider information about meanings in artworks relevant to conceptual framework, focuses, contexts and media. No use of suitable visual art terminology and language conventions.	Not applicable to the assignment.
Ideas and Concepts	Demonstrates significant independent and informed viewpoints and thoughtful reflections substantiated by comprehensive and insightful research.	Shows some important and informed viewpoints and reasonable reflections substantiated by effective research.	Illustrates basic viewpoints justified by adequate research.	Expresses minimally developed opinions based on cursory research.	Ideas designated can be identified as relevant but are not explored to an acceptable extent or related to the relevant research.	Not applicable to the assignment.
Visual Content	Articulates ideas, concepts and research with innovative aesthetic choices through artful manipulation and control of visual language and expression. Words, fonts, and images are highly creative, balanced and congruent to the topic.	Expresses ideas, concepts, and research with appropriate aesthetic choices through adequate manipulation and control of visual language and expression. Words, fonts, and images are balanced and parallel to the topic.	Relays Ideas, concepts, and research with perfunctory aesthetic choices and inconsistently applies control of visual language and expression. Words, fonts, and images are not consistently balanced and parallel to the topic.	Shows ideas and concepts with minimal regard for research. Aesthetic choices show little control of visual language and expression. Words, fonts, and images are minimally balanced and parallel to the topic.	Ideas, concepts, and research are marginally comprehensible. Aesthetic choices show no control of visual language and expression. Words, fonts, and images are blatantly unbalanced and are unrelated to the topic.	Not applicable to the assignment.

Faculty members: Audrey E. Kali and Derrick TePaske
Last revised: June 9, 2013

Appendix 4 Visual Studies Goal Artifact Scoring

Communication Arts Assessment

Visual Studies Scoring

AY 2012/2013

Artifact	Visual Process Research	Idea and Concept Development	Visual Content	Notes
				This assignment clearly reflects an assessment of visual studies learning outcomes.
C				
K - C1	4	1	2	
K - C2	3	2	3	
K - C3	4	3	4	
K - C4	2	1	2	
K - C5	1	1	3	
K - C6	4	3	3	
K - C7	4	2	3	
K - C8	1	1	4	
K - C9	2	3	3	
K - C10	4	3	2	
T - C1	4	4	4	
T - C2	4	3	4	
T - C3	4	3	4	
T - C4	2	2	3	
T - C5	2	2	3	
T - C6	4	3	3	
T - C7	2	2	2	
T - C8	2	3	3	
T - C9	3	2	3	
T - C10	4	3	4	
MEDIAN	3.0	2.4	3.1	

Appendix 5
Survey Visual Studies Image



Jan Swinburne, **House**

Appendix 6 BASE SURVEY ANSWERS

Communication Arts Department - Baseline Answers for Survey administered by the FSU Office of Assessment in Dr. TePaske's Seminary in Communication Arts: COMM 450-Spring 2012

1. Describe what you have learned about human communication in the Communication Arts courses that you have taken.

ANSWERS should include:

Linear and transactional models	Verbal codes
Feedback	Context
Interpersonal communication and dyads	Gender
Nonverbal communication	Construction of reality
Listening	Symbolic interaction
Internal noise	Interpretation and ambiguity
Perceptual filters	Multifaceted
Group communication	

2. In your Communication Arts courses, what have you learned about communication and culture?

ANSWERS should include:

Perceptual filters	Ethnocentrism
Context	Constructivism
Implicit and explicit messages	High and low context
Individualistic	Globalization
Collectivistic	

3. From what you have learned in visual communication, describe and discuss the image below.

ANSWERS should include:

Color	Design	Unity
Mood	Form	Repetition
Foreground	Proportion	Viewer
Space	Story	Composition
Stylize	Light	Symmetry
Realism	Complimentary	Color principle
Edge	Line	Saturation
Horizontal	Rule of thirds	Texture
Vertical	Tone	Shape
Diagonal	Spectrum	Contrast
Balance	Grey scale	Depth
Frame	Saturation	
Text	Luminosity	

4. How have your courses helped you improve your oral communication skills?

ANSWERS should include:

Public	Supporting ideas
Expression	Evidence
Verbal and nonverbal	Organization
Interrupters and fillers	Voice volume and pace
Introduction	Confidence
Conclusion	Credibility
Body	Reasoning
Discourse	Emotion
Message	Eye contact
Clarity	Ethos, logos and pathos
Audience	Gestures
Adaptation	Delivery
Goal and thesis	

5. Describe what you have learned about mass media in your Communication Arts courses.

ANSWERS should include:

Social, political and financial forces	Internet
Global	Television and radio
Corporations	Mobile devices
Nations	Entertainment
Ownership	Information
Media outlets	History
Diversity	News
Voices	Mediated
Democracy	Ideology
Digital	
Social media	

6. How do you feel the department has met your creative needs?

ANSWERS should include:

Skills	Projects
Production courses	Portfolios
Performance courses	Resources
Assignments	Individuality
Expression	Discovery
Ideas	Voice
Creative process	
Freedom	

How has your Communication Arts major prepared you for a professional career or graduate studies?

ANSWERS should include:

Learners
Workplace
Creative individual
Team
Skill sets
Base of knowledge
Marketable skills
Theoretical foundation
Creativity
Articulate ideas
Internship
Opportunities

Portfolio
Resume
Network
Resources
Career Services
Seminar
Practical
Application
Performance
Field

Appendix 7

Communication Arts Major Open Response Survey



Communication Arts Major Open Response Survey Analysis (2013)

Project Description

At the end of the spring semester of 2013, the Communication Arts department distributed an open response survey to a select group of students enrolled in COMM 450, Seminar in Communication Arts, in order to acquire feedback used for making continuous improvements to the major. Responses were collected in-class by the Office of Assessment, sealed for confidentiality and reported in aggregate after grades had been distributed for the Spring 2013 semester. Survey responses were analyzed using NVivo software, which provides an organization method for sorting qualitative data to identify trends. After sorting, these data were then quantified to identify which topics respondents were most commonly referenced within each item of the survey. N=22 in total.

Describe what you have learned about human communication in the Communication Arts courses you have taken? (n=20)

Interpersonal Communication

45% of respondents discuss various aspects of interpersonal communication generally touching on its basic necessity and partial replacement by alternative methods of communication, fueled by technological advancement (n=9).

- ❖ “Almost everything nowadays is through media of some sort, more than interpersonal communication.”
- ❖ “Another thing I learned is that actual human to human communication has become less likely because of technological advances.”
- ❖ “I have learned that human communication is very essential in the real world. When networking with others and in the workforce, communication is key. It can represent and reiterate a concept or a simple conversation one says to another.”
- ❖ “To be a people person and be open with people. Communicate well and listen more than you speak.”
- ❖ “I have learned about interpersonal communication - skills of listening and empathizing - and also about public speaking.”

- ❖ “Human communication can be a personal or interpersonal, verbal or non-verbal. People communicate differently in different settings and to different people.”
- ❖ “I learned about small group communication, etc. The communications department taught me that human communication is important.”
- ❖ “Humans communicate in so many different ways, each must be looked at differently. Especially in the growing world of social media. I have learned to better appreciate human interaction - through courses taken in person in a classroom.”

Techniques and Strategies

35% of respondents make reference to certain techniques or strategies they learned about effective human communication (n=7).

- ❖ “I have learned different communication techniques and strategies that help my own understanding of how communication works and different methods of communication.”
- ❖ “I have learned that there are a number of mediums that you can communicate through effectively. Whether it's by TV, films, radio or online, information can be transmitted successfully in all these mediums.”
- ❖ “It is extremely important to communicate clearly, whether in the spoken word or through some kind of virtual medium. There are good ways to speak to keep listeners interested and there are good ways to listen to show the speaker that you care.”
- ❖ “Communicate well and listen more than you speak.”
- ❖ “Small group communication taught me a lot about human communication in terms of interacting and managing others.”
- ❖ “Learned the basics of giving good speeches and articulation.”
- ❖ “Humans communicate in so many different ways, each must be looked at differently.”

The Complexities of Human Communication

35% of respondents wrote about the complexities of human communication regarding its various dimensions and cross-cultural intricacies (n=7).

- ❖ “...human communication is a huge subject crossing all kinds of other territories and it can be broken up into many subcategories. It is really too much to explain everything I have learned in 4 years of studying.”
- ❖ “I have learned that human communication is intricate and varies among cultures.”
- ❖ “We witness symbols/signs and are given hints, though we may not even notice on the surface.”

- ❖ “Human communication is complex. It is hard to measure what is learned versus what I've just become more aware of.”
- ❖ “Communication differs across cultures and settings.”
- ❖ “This does not mean, however, that all information traveled by media is accurate. Unfortunately a majority of the population is not aware of this, like us communication majors are.”
- ❖ “I learned that humans communicate in every way possible even when they are not trying to. For example, when someone wears a hat, that can communicate several different messages to another person.”

Communication through Media

30% of respondents discuss how human communication is more frequently occurring via various media outlets. (n=6).

“I have learned that human communication has changed significantly in the past 20-30 years since the internet. Almost everything nowadays is through media of some sort...”

“Most everything has been taught to us about communication through the media outlets we are constantly viewing. We witness symbols/signs and are given hints, though we may not even notice on the surface.”

“Social media is taking over.”

“Another thing I learned is that actual human to human communication has become less likely because of technological advances.”

“Today's society tends to be all about texting, emailing, messaging, etc.”

In your Communication Arts courses, what have you learned about communication and culture? (n=21)

Culture Diversity

48% of respondents discuss various facets of culture and communication diversity (n=10).

- ❖ “I learned that different cultures display and communicate in other aspects that we are used to. They sometimes don't have the same resources that we have in the US. They communicate information in ways that we are not used to anymore. Every culture uses communication differently.”
- ❖ “Many different cultures have different ways of communicating with one another. For example, one culture might have a specific gesture considered to be "rude", but another culture might

take that gesture as something positive. Everyone's way of communicating in cultures can be extremely different. Social roles, society, gender, religious views all come into play with communication in culture."

- ❖ "Different cultures have vastly different kinds of communication."
- ❖ "I have learned that communication varies among cultures, but body language means the same thing in most cultures."
- ❖ "What is appropriate in some cultures may not be appropriate in others. While some cultures use technology to communicate, others may do so simply by hand gesture or body movement."
- ❖ "Communication and culture go hand-in-hand and each culture communicates differently. We must be sensitive to that."
- ❖ "Communication styles are not universal. They differ across cultures."
- ❖ "Some cultures have different forms of verbal and non-verbal communication."
- ❖ "One must understand the importance of respecting and abiding other cultures while communicating. The fate of international/global relations depends on understanding like this."

Forming Culture and Communication Patterns

38% of respondents wrote about how communication plays a direct role in culture forming and vice versa (n=8).

- ❖ "Different forms of communication can help to form and change culture."
- ❖ "Media forms culture. In fact, media is the new medium for culture in most parts of the world. Television, graphic design, even social media sites and advertising are all cultural things that should be looked upon as such and respected and studied to better understand the culture that has created them."
- ❖ "I learned that communication will always and has always been a part of our culture. With every fad that starts and ends in our cultures, communication is a part of it. Everything in our culture communicates a message in some way, shape, or form."
- ❖ "Communication and culture go hand-in-hand and each culture communicates differently."
- ❖ "I was taught about communication trends and how culture affects communication and vice versa."
- ❖ "Communication and culture go hand-in-hand and each culture communicates differently."
- ❖ "Culture is a huge factor in the way people communicate such as non-verbal signals."

- ❖ “I was taught about communication trends and how culture affects communication and vice versa.”

Perception

14% of respondents discuss how communication and culture shape perceptions and understanding (n=3).

- ❖ “Communication also helps other cultures perceive American culture, at least the way the communicator wants them to perceive it.”
- ❖ “...media is the new medium for culture in most parts of the world. Television, graphic design, even social media sites and advertising are all cultural things that should be looked upon as such and respected and studied to better understand the culture that has created them.”
- ❖ “I have learned about mass media's role in influencing the way we think, what we buy, and how we interact with the economy.”

Globalization

10% of respondents discuss globalization and how it relates to communication and culture (n=2).

- ❖ “...the internet has created globalization beyond our wildest dreams and culture is becoming more a personality difference than a difference in physical global position.”
- ❖ “The global village is becoming more and more of a reality every day. One must understand the importance of respecting and abiding other cultures while communicating. The fate of international/global relations depends on understanding like this.”

Vitality of Culture

10% of respondents discuss the vitality of culture in forming communication patterns (n=2).

- ❖ “Communication and culture are very crucial. Many different cultures have different ways of communicating with one another. For example, one culture might have a specific gesture considered to be "rude", but another culture might take that gesture as something positive. Everyone's way of communicating in cultures can be extremely different. Social roles, society, gender, religious views all come into play with communication in culture.”
- ❖ “Culture is vital. Without it, we have no sense of belonging.”

Culture and Technology

5% of respondents mentioned how culture is growing increasingly reliant on technology (n=1).

- ❖ “I have learned how much our culture relies on technology to communicate. Instead of face-to-face, we rely on texting, e-mailing, messaging...etc.”

From what you have learned in visual communication, describe and discuss the image below (n=20)

- ❖ 60% of respondents acknowledged the figure/person on stage (n=12)
- ❖ 55% of respondents mentioned the spotlight (n=11)
- ❖ 55% of respondents discuss the use of color and contrast, e.g., complimentary colors, contrasting colors (n=11)
- ❖ 45% of respondents cited the top and bottom borders of the image as looking like a film reel or a still shot from a film reel (n=9)
- ❖ 35% of respondents mention the man standing or sitting in the background, some suggest that this figure is judging the figure on the stage (n=7)
- ❖ 20% of respondents said that it looked like some sort of performance piece (n=4)
- ❖ 20% of respondents felt that there was a somber element to the image conveying some sort of nervousness or fear (n=4)
- ❖ 15% of respondents discuss the spatial ambiguity of the image (n=3)
- ❖ 15% of respondents cited the use of various shapes (n=3)
- ❖ 5% of respondents described the image as a modern piece (n=1)
- ❖ 5% of respondents described the image as having minimalist characteristics (n=1)
- ❖ 5% of respondents suggest the image contains some kind of subliminal message (n=1)

Describe what you have learned about mass media in your Communication Arts courses (n=20)

Influence

35% of respondents discuss the influence mass media has on individuals, societies and populations in terms of opinion forming and decision making.

- ❖ “Mass media has much more influence on the general public than most would like to believe. Mass media tends to shape the way most people think and feel even the culture they are in.”
- ❖ “I have learned that the mass media will always be a strong influence in our decision making even if we do not know it.”
- ❖ “...media plays a critical role in our society and the way we think (can be very influential and assertive). Mass media triggers our thinking and the way we perceive certain things toward society, including our outlook. For example, commercials, ads, social networks and music videos affect our emotions and overall perception.”

- ❖ “I have learned that mass media has a strong influence on the public, whether they know it or not. It shapes people's views on many different things. The mass media is always marketing something to the public whether it be a movie or a commercial.”
- ❖ “Mass media presents to us advertising in the sneakiest of ways. We can use mass media to create hidden messages and wonderful ways of getting your message across. Every color, font, and image means something and creates an atmosphere whether the viewer recognizes it or not.”
- ❖ “Mass media is what our culture is based on nowadays, and it's where we get all of our knowledge. It's how we communicate.”
- ❖ “Mass media is becoming an important part of our culture. It is all around us in advertising, on our phones, within popular culture, and on city streets. Mass media is largely the attempt of powerful corporations to grab our attention, draw in brand identity, and produce capital.”

Information Accuracy

10% of respondents mentioned issues surrounding information accuracy in the media (n=2).

- ❖ “I have learned that you can't believe everything you hear, see and read.”
- ❖ “I have learned that mass media is not always reliable and that I should always check their sources before I believe what is being said.”

Negative Effects

10% of respondents discussed the potentially negative effects of the mass media on society (n=2).

- ❖ “I've learned that mass media can sometimes be a negative thing. I learned that news and TV can have a negative effect on people.”
- ❖ “The media can mislead or change news to be what they want the public to see.”

Vehicle of Information

10% of respondents cite mass media as a means of information collection and dissemination (n=2).

- ❖ “It's a good way to relay information to the public but it can also be done in a way that is harming to the public.”
- ❖ “Mass media, from what I've learned, is the stuff we see all day every day. It's all of the ads, the music, TV, social media, etc. Everything that reaches a large audience.”

Operations

10% of students discussed having an understanding on how media functions or is “controlled” (n=2).

- ❖ “I have learned... how mass media is controlled...”
- ❖ “Media Crit and MSS taught us how the media functions and what trends are prevalent.”

Critique (n=1)

“I have learned how to critique mass media...”

Production (n=1)

“I have also learned how to actively engage myself and how to produce different mediums of mass media.”

Longevity (n=1)

“I have learned... the mass media will always be around.”

Bias (n=1)

“That it is not as unbiased as people think and many news organizations are run by the same people.”

“Dirty Laundry” (n=1)

“Dirty Laundry sells.”

How do you feel the department has met your creative needs? (n=22)

Courses

50% of respondents cite courses within their major (n=11).

- ❖ “...there are plenty of workshop classes to create whether they are acting, film, photography, or graphic design.”
- ❖ “They teach courses that I am very interested in such as film, TV and animation.”
- ❖ “I feel it has met my creative needs by offering a wide variety of classes... for me to experience.”
- ❖ “Classes were provided that covered important concepts like basic photography and intro to speech. And film editing as well.”
- ❖ “It has allowed me to build on my creative skills and abilities by taking classes such as graphic design and photography. It taught me different techniques.”
- ❖ “It's helped me to become creative and interested in things I didn't even know about such as public relations, marketing and screenplay writing (shout-out to [professors name removed]!).”

- ❖ “They offered enough creative courses such as film and photography.”
- ❖ “Intro to Visual Communication and Intro to Graphic Design. I felt I got to use my creativity in the ways of working with a computer. I also took a few photography classes that I got to get creative with.”
- ❖ “I have had the opportunity to perform short scenes in my acting classes and have had opportunities to write creatively in some of my English classes required by my concentration.”
- ❖ “I enjoy the classes that are more hands on and allow you to be more creative.”
- ❖ “Through the generalist concentration I have been exposed to all different types of classes from photography to graphic design - production to film studies. Each has presented a different challenge and pushed me creatively. Without these classes, I would not have discovered my love of Adobe Suite and other programs that will help me in future career paths.”

Feedback

36% of respondents offered feedback to the department regarding how to better meet the creative needs of Communication Arts students at Framingham State (n=8).

- ❖ “I just wish there were more tailored to each concentration.”
- ❖ “I'd love to see more specialized film classes though.”
- ❖ “I think the production major is great it just needs more hands on work.”
- ❖ “However, I would like to have seen them available for more semesters.”
- ❖ “I am able to be creative only in some classes. Other Comm Arts classes are too structures and they should be more free.”
- ❖ “There is not a lab where people can go and create their ideas and imagination. I would suggest a room with computers, Macs, a real studio where at any time students can go and do whatever they want.”
- ❖ “Not well, I have not been able to put together any sort of portfolio because all my assignments have been paper and not constructive creative pieces.”
- ❖ “I would have liked to do more hands on creative work but I'm satisfied with the classes I've had to take.”

Equipment

14% of respondents discussed Comm Arts department equipment (n=3).

- ❖ “I feel it has met my creative needs by offering a wide variety of classes and equipment for me to experience.”

- ❖ “The department provided equipment for film and photography.”
- ❖ “[Without these classes] I would not have discovered my love of Adobe Suite and other programs that will help me in future career paths.”

Tools (n=1)

“They have given me the tools to learn and excel.”

Professors (n=1)

“The professors in this department are great and very willing to help.”

Opinions (n=1)

“Very well. Papers always ask for our opinions...”

How have your courses helped you improve your oral communication skills? (n=22)

Techniques and Skills

50% of respondents discuss oral communication techniques and skills they developed through Communication Art courses (n=11).

- ❖ “I have learned many techniques including persuasive techniques and verbal and non-verbal techniques.”
- ❖ “I have learned to speak more clearly and effectively with conviction.”
- ❖ “I have learned how to speak properly in a professional setting.”
- ❖ “Courses helped me to deal with my emotions and present in a professional, clear way.”
- ❖ “I've become more aware of the way I speak and have created a better "inner dialogue" with myself because of this.”
- ❖ “It forced me to present almost weekly and improve my skills.”
- ❖ “...the speech class helped me to articulate well and also to prepare the students to talk in front of a large audience.”
- ❖ “Speech (voice and articulation) helped me to speak "better" publically and be aware of my voice around others (as it does have a huge impact).”
- ❖ “By teaching public speaking skills, proper articulation, and format.”

- ❖ “The speech courses have helped me speak more comfortably with others and understand speech communication skills like empathetic listening. They have also helped me practice proper communication and additionally have given me skills to research and present speeches of advocacy, persuasion, and perform impromptu speeches.”
- ❖ “No "umm's" or "like's" are going to plague my oral communication.”

Confidence

45% of respondents cited that their level of confidence while public speaking has been heightened due to the courses they have taken as a Communication Arts major (n=10).

- ❖ My courses have taught me everything I need to know about public speaking and have given me a lot of confidence to speak in front of people.
- ❖ As much as I do not like public speaking, having mandatory oral presentations has been very helpful to me in that I was forced to get over my fears and speak.
- ❖ They definitely have. I am more comfortable and fearless when it comes to speaking in front of or to classmates and peers.
- ❖ They have made me more of a confident speaker and less nervous.
- ❖ I've become more comfortable with public speaking.
- ❖ I used to be afraid just to talk out in class but now it gives me a sense of accomplishment.
- ❖ I am able to talk in front of people without hesitation. And I can open up to more people.
- ❖ Pretty good, the speech class helped me to articulate well and also to prepare the students to talk in front of a large audience.
- ❖ “The speech courses have helped me speak more comfortably with others...”
- ❖ “Yes! I have always been a shy kid but the courses helped me break out of that shell. The courses have helped my presentation skills. I feel more confident doing presentations now.”
- ❖ “I have now taken 3 public speaking courses - each pushing me to get over a fear of speaking in front of crowds. No "umm's" or "like's" are going to plague my oral communication.”

Classes

27% of respondents directly reference specific courses in their Communication Arts programs as helping them to improve their oral communication skills (n=6).

- ❖ “Oral Interpretation of Literature improved my communication skills. It forced me to present almost weekly and improve my skills.”

- ❖ “Intro to Speech Communications. Voice and Articulation has helped me the most.”
- ❖ “Speech (voice and articulation) helped me to speak "better" publically and be aware of my voice around others (as it does have a huge impact).”
- ❖ “The only class that helped me with oral communications was speech communication. I enjoyed that class.”
- ❖ “The speech courses have helped me speak more comfortably with others and understand speech communication skills like empathetic listening.”
- ❖ “Yes, classes such as intro to speech, effective speaking, and voice and articulation have helped my oral communication skills.”

Speeches (n=1)

“I can now give a good speech...”

Supporting an Argument (n=1)

“I have definitely learned how to uphold an opinion and create a theory.”

How has your Communication Arts major prepared you for a professional career or graduate studies? (n=22)

Experience

27% of respondents said the Communication Arts major prepared them for a professional career through the provision of valuable hands on and/or real world experience (n=6).

- ❖ “I think it has made me have... more experience that will help me in the workforce.”
- ❖ “It has taught me a lot about the field...”
- ❖ “Good because all the classes reflected the reality of the work force. The projects helped to have a taste of the real society.”
- ❖ “The internship program as mandatory was great. Valuable experience and learned a lot.
- ❖ “My internship helped me understand what I do not want to do...”
- ❖ “Yes, my production class gave me hands on experience with equipment and programs I plan to use in my professional career.”

Communication Skills

23% of students directly reference their improved communication skills as a result of the Communication Arts major.

- ❖ “Also, to learn how to be out there and communicate effectively with those around me.”
- ❖ “And I have learned how to speak and present my ideas clearly.”
- ❖ “I think it has made me have better communication skills...”
- ❖ “It has taught me a lot about... proper communication.”
- ❖ “I am a better speaker and I can write better.”

A Solid Foundation of Knowledge

18% of respondents suggest that their Communication Arts major provided them with a solid foundation of knowledge to apply post-graduation (n=4).

- ❖ “I have learned the basics and focused on topics that I will seek in my future.”
- ❖ “They have given me the building blocks to improve my career and learn more about certain subjects.”
- ❖ “I believe it has prepared me by providing me with the proper tools and lessons I need to be ready for a professional career.”
- ❖ “I actually know things now. I understand concepts, I can analyze photos and films and other art. I've learned the importance of color and composition.”

Production Skills

14% of respondents mention the production skills they acquired through the Communication Arts major concerning their preparation for graduate school and the job market (n=3).

- ❖ “I think it has made me have... more production skills and more experience that will help me in the workforce.”
- ❖ “The Comm Arts major taught me so much. The major has given me knowledge of film making that I never had before.”
- ❖ “It has given me the writing, producing, and designing skills to help me in my future career.”

Professional Skills

14% of respondents referenced the professional skills they obtained through the Communication Arts major (n=3).

- ❖ “I believe it has prepared me by providing me with the proper tools and lessons I need to be ready for a professional career.”
- ❖ “I feel like I am well-rounded in Communication Arts and have learned things that will be helpful in my professional career.”
- ❖ “I also think this major prepared me for research, PR reporting and business settings.”

Fear

9% of respondents discussed their fears after college (n=2).

- ❖ “I am so scared that I don't know enough real world skills for a career. That I have been taught too much theory and not enough application.”
- ❖ “Still do not feel prepared. Really scared for the real world.”

Goal Orientation

9% of respondents discussed how the Communication Arts major helped them to more clearly define their career goals (n=2).

- ❖ “It's allowed me to focus and articulate my goals.”
- ❖ “It has also helped me discover a specific "calling" in the media world. I may not have known about otherwise.”

Job Searching

9% of respondents said that the Communication Arts major helped them to better understand what goes into a job search and the associated challenges (n=2).

- ❖ “Seminar has helped teach me many things about the future such as how to get a job after graduation.”
- ❖ “...seminar taught me more about the state of the US economy I am entering while providing sound advice from Career Services.”

Networking (n=1)

“Comm Arts major prepared me in networking towards a career. Opening my possibilities and goals towards the future.”

Professors (n=1)

"The professors have all been fantastic in helping me succeed."

Thought Organization (n=1)

"I hope it's allowed me to put energy and clearer thought into presentations, writing, and oral skills."

Why did you choose this concentration? (n=22)

Corporate Communications	Because it combined both creative aspects with a bit of business.
Corporate Communications	I'd like to work in Human Resources at a corporate-level.
Corporate Communications	I originally wanted to go into PR and this concentration seemed to make the most sense for that.
Corporate Communications	It is the one that I feel is the most comfortable to find a job today.
Corporate Communications	Interested in business and PR.
Generalist	I felt a knowledge in everything would serve me better, rather than concentrating on one specific area of communications.
Generalist	Because I wasn't able to get a double concentration within the major and I wanted to take acting and visual media courses. I'm also happy I did that because I get to take courses in marketing as well.
Generalist	So I could take more classes than I could have if I had chosen a concentration.
Generalist	Because I am interested in all communication art fields and not just one.
Generalist	Love all aspects as a generalist, including the overall broad view.
Generalist	Too picky and unsure.
Generalist	It covered the most variety of skills that I wanted to learn.
Generalist	It's very general and fun.
Generalist	Broad
Generalist	Advertising and graphic design interest.
Generalist	Gives me a taste of everything.
Generalist	I have a strong background in media and production.
Speech and Performance	I enjoyed it.
Visual Communications	I love graphic design but not it is part of art studio. I wish I knew that earlier.
Visual Media Production	I love art and film making.
Visual Media Production	I'm passionate about it. All aspects writing, production, I just love it all.
Visual Media Production	I have always had a strong interest in working in the entertainment industry.

When do you expect to graduate? (n=22)

1/2013 *	1	4.6%
5/2013	10	45.5%
8/2013	5	22.7%
12/2013	4	18.2%
5/2014	2	9.1%
Total	22	100.0%

* This student may have walked at Winter Commencement or mistakenly put the year 2013 instead of 2014.

Are you a transfer student? (n=22)

No	16	73.7%
Yes	6	27.3%
Total	22	100.0%

Additional Comments:

- Allow students to have more fun with the courses that will help our creativity shine.

- Bower is a great professor.

- FSU is a great school.

- I have learned more from teachers in the Comm Arts department than any other teachers at this school.

- It would be nice if you could double your concentration within the major and it would also be nice to take some more classes that taught less theory and more real world applications, so real jobs in the field don't seem so intangible.

- Keep up the great work :)

- More interpersonal communication or counseling communication course would have appealed to me.

- Need more advertising and graphics classes. More specified for careers rather than general/corporate EX: PR/Journalism/Advertising.

- Professors are great but more funding and a better studio would help the film production concentration. The film production professors are very knowledgeable and helpful but they lack the proper equipment and space needed to further help students. I also don't believe that the school takes the film production department very seriously which is bad because there are many available jobs for students graduating from that department.

- The Office of the Registrar and the Department have to work together to make sure that the students need exactly one or two courses to be done before the graduation. For my experience I have been told that I have one class left by my department and I receive a letter from the Registrar saying that I need two more.