

FRAMINGHAM STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION ARTS

ASSESSMENT REPORT

FACULTY GOALS AND OUTCOMES
INITIAL PILOT

AY 2011/2012



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Assessment Points Accomplished

During Academic Year 2011/2012 our department successfully accomplished three elements of the Assessment Cycle:

1) We formulated our Goals for the Communication Arts Major:

Communication Theory
Visual Studies
Performance Competence
Writing Competence
Visual Production

2) We collectively assigned Outcomes to those Goals¹:

Communication Theory:

Understand theories of perception
Understand concepts of persuasion
Understand communication theories in relation to media effects research
Understand communication theories as they pertain to media criticism

Visual Studies:

Understand iconic concepts in history and design
Understand iconic concepts in meaning, importance and changes over time
Understand color palettes
Understand structures of visual texts

Performance Competence:

Be able to work dependably with peers and supervisors
Be able to effectively organize and deliver speech content extemporaneously
Be able to perform a creative process through successful practice
Be able to perform basic job search skills

Writing Competence:

Understand motion media writing that can inform, influence and emotionally engage
Develop critical thinking and writing skills
Be able to synthesize ideas or solutions into a coherent whole
Be able to apply, in writing, contemporary theories and practices
Understand an array of creative processes regardless of medium

¹ See Appendix A for a detailed summary of the Goals, Objectives and Artifacts

Visual Production

- Be able to evolve a motion image media piece from concept to completed artifact
- Develop skills in Adobe Photoshop by compositing digital images
- Be able to propose a photo illustration for a news story
- Be able to work cooperatively with others on production projects
- Be able to demonstrate effective use of field technologies
- Be able to produce a professional proposal for a web site project

3) We individually assembled specific artifacts related to the Goals and Outcomes, and submitted them the the Department Assessment Team and assessed for relevance.²

4) We Developed Assessment Strategies:

Phase One - We had the Assessment Office (Dr. Susan Chang) administer a Survey to Juniors and Seniors in Dr. Derrick TePaske's Senior Seminar (COMM 450) class in the Spring of 2012 (April 25th). The Survey was to get feedback on students' experiences with the Communication Arts department. Completion was voluntary. Responses were confidential and not shared with your professors. No identifying information will be used in any reports.³ Survey results are expected by the beginning of September, 2012.

Phase Two - We had the Assessment Office (Dr. Susan Chang) hold two Focus Groups from Dr. Audrey Kali's Persuasion and Social Influence Class (COMM 322) in the Spring of 2012 (May 3rd).⁴ Transcriptions of the sessions are expected by the beginning of September, 2012. Department faculty will assess the results and make recommendation.

Phase Three - We compiled Baseline Answers for the Survey and redacted them into terminologies for input into the software program, LiveText. Department faculty will assess the results and make recommendations.

Phase Four - We will proceed with Departmental Assessment by moving through our GOALS (and accompanying objectives) one at a time per semester.

DEPARTMENTAL ASSESSMENT FOR FALL 2012

Beginning with assessing the Goal of Communication Theory, we will ask faculty to volunteer to participate by collecting student artifacts (and assignment guidelines & rubrics) from any of their courses that reflect any of the Objectives in the Goal – Communication Theory. These are:

- Understand theories of perception
- Understand concepts of persuasion
- Understand communication theories in relation to media effects research
- Understand communication theories as they pertain to media criticism

² See Appendix G for the Department Faculty Assessment Artifact Summary

³ See Appendix C for the text of the Survey

⁴ See Appendix D for the Focus Group Consent form

Step One: Students will be notified of the assessment protocol as per a statement on the syllabus. The instructor must fill out a consent form as well as each volunteering student.⁵ All student work for any given assignment will be scrubbed of student and faculty names. Course name and number must remain. Video, graphic or photographic work that identifies students must be submitted with the appropriate release forms. The Assessment Office will collect the “data” and choose random samples for evaluation and analysis.

Step Two: In order to appropriately assess the artifacts, faculty administering assessments in their courses need to develop a rubric for the artifact being assessed. The rubric should clearly define the criteria for what is expected for each level of accomplishment.⁶

The remaining Goals and objectives will be assessed as follows:

Spring 2013	Visual Studies
Fall 2013	Performance Competence
Spring 2014	Writing Competence
Fall 2014	Visual Production

Conclusions

We conclude that this has been a successful year in regard to piloting our departmental assessment plan. Dr. Chang, Director of Assessment gave useful guidance throughout the process, and Dr. Ellen Zimmerman assured that summer work on assessment would be compensated. Each member of the faculty worked hard to contribute to the goals and outcomes, in addition to taking the time to put together their assignment artifacts. Students who participated in the survey and focus groups were willing to give their time in order to help the mission of assessment.

Moving Forward

We received the results of the survey from the Assessment Office on August 15th, and are looking forward to the transcriptions of the focus groups. We will then proceed with recommendations after evaluation. The following year will be pivotal as we start assessing student assignments according to our goals and objectives.

We have yet to determine the efficacy or feasibility of doing either exit interviews or comprehensive examinations. This will be under discussion throughout the coming academic year. We will also consider the viability of a required senior portfolio for all graduating seniors.

Lastly, Dr. Chang will meet with Professor Corea to assist in the compilation of employer and intern reports from past student internships. This empirical data can be a useful guide to gauging the strengths and weaknesses of student performance in a professional environment, and how the classroom experience can address potential improvements.

⁵ See Appendix E for relevant forms

⁶ See Appendix F for a rubric sample

Appendix A

Faculty Goals, Outcomes and Artifacts

Individual faculty names not included

I. COMMUNICATION THEORY

Course Included:

COMM 250 - Media/Society/Self
COMM 308 - Media Criticism
COMM 322 - Persuasion and Social Influence

A. Outcome: Understand theories of perception

Assessment Tool Skill Set: Be able to explain how perceptions of self relate to communication with others

Artifact: Paper Assignment

B. Outcome: Understand concepts in the persuasion of others

Assessment Tool Skill Set: Identify concepts in social scientific theories of persuasion and identify concepts of humanistic theories of persuasion

Artifact: Examinations

C. Outcome: Understand communication/media theories in relation to media effects research.

Assessment Tool Skill Set: Develop an understanding of mass media as interplay between producer and consumer that can shape and define society; demonstrate an understanding of the positive and negative consequences of said interplay; and demonstrate a distinct understanding of various communication theories and ideologies that can lead to the determination of said media effects.

D. Outcome: Understand communication/media theories as they pertain to media criticism.

Assessment Tool Skill Set: Develop an understanding of mass media as a social, economic and political force that needs to be critically considered and monitored; demonstrate a firm grasp of ideologies, theories and historical perspectives that have shaped media criticism; demonstrate an ability to distinguish between academic and popular criticism; and demonstrate an ability to communicate personal critical perspectives in writing.

Artifacts: Weekly e-journals, class discussions, and assigned time spent outside the classroom critically observing mass media in set blocks of time, specifically modern TV news media, midterms and final papers (the latter composed by way of student proposals and independent research, guided and aided by instructor)

II. VISUAL STUDIES

Courses Included:

COMM 130 - Introduction to Visual Communication

COMM 272 - Photography and Architecture

A. Outcome: Experience an iconic work of architecture “from the inside out” and learn basic facts about its history and design concepts

Assessment Tool Skill Set: Produce photographs about a significant example of architectural history

Artifact: Student photographs of architecture

B. Outcome: Examine an iconic work so as to understand its meaning and importance, and how it has changed over time in ways that reflect our society.

Outcome: Learn how to study the formal attributes of a work of art, such as the Elements of Design and the Principles of Organization, and explain these attributes to others.

Artifact: Final project assignment with an emphasis on how a famous work of art becomes a cultural icon.

C. Outcome: Understanding of iconic images

Assessment Tool Skill Set: Examine color and design elements in iconic images and illustrate how iconic images have been adapted and reinterpreted by other artists

Artifact: PowerPoint and oral presentation that provides background information on the iconic artist and how the icon has been utilized in media and popular culture

D. Outcome: Understand the monochromatic color palette

Assessment Tool Skill Set: Be able to interpret compositions for design and color and be able to explain how monochromatic color affects viewers' emotions

Artifact: Presentation assignment about monochromatic color compositions by famous artists and photographers

E. Outcome: Understand the fundamental structure(s) of visual/media texts.

Assessment Tool Skill Set: Develop an understanding of visual communications as a language built around basic sign systems, icons, and elements of style & design

Demonstrate understanding that these fundamentals can be shaped and altered by way of creator and/or spectator perception.

F. Outcome: Understand the current mediated landscape as one that needs to be approached with both clarity and critical thinking.

Assessment Tool Skill Set: Develop a clear understanding of fundamental structures in regards to specific mediums, industries and visual communication approaches

Demonstrate an understanding of visual studies (and visual consumption) as an active process, rather than a passive experience.

Artifacts: In class exercises involving random image selection (by students) and in-the-moment analysis (as presentation)

Weekly e-journals that engage students with their visual world outside the classroom, often playing-into the semiotic tradition while calling for close observation of any media/art interacted with, and written exercises (midterms/finals) that call for close visual analysis and dissection.

III. PERFORMANCE COMPETENCE

Courses Included:

COMM 115 - Introduction to Speech Communication

COMM 212 - Drama Workshop

COMM 213 - Advanced Public Speaking

COMM 269 - Creative Process

COMM 450 - Senior Seminar

COMM 495 - Internship

A. Outcome: Students will perform a polished, memorized final scene with partner(s), utilizing Stanislavsky technique and Cohen's GOTE sheet to create a round, full character.

Artifact: GOTE Sheet

B. Outcome: Students will be able to thoroughly analyze a piece of dramatic literature, including dramatic conventions such as story arc, scene arc, character arc, given circumstances, polar attitudes, objective, superobjective, etc.

Artifact: Director's notebook assignment sheet

C. Outcome: Satisfy supervisor at work site by producing quality and quantity of administrative and production, graphic or writing products, as appropriate for particular concentration; demonstrate dependability, and ability to work with peers and supervisor.

Artifact: Evaluation form to be completed by supervisor

D. Outcome: Learn networking skills for job search

Artifact: Weekly Journals where networking activities are reported

E. Outcome: Organization of speech content

Assessment Tool Skill Set: Develops Introduction/Body/Conclusion, and integrates Reasoning and Evidence

Artifacts: Informative Speech Presentation Assignment and Persuasive Speech Presentation Assignment

F. Outcome: Extemporaneous delivery style

Assessment Tool Skill Set: Maintains Eye Contact and adjusts Vocalics to Speaking Situation

Artifacts: Informative Speech Presentation Assignment, Persuasive Speech Presentation Assignment, and In-class Impromptu Assignments

G. Outcome: Manifest creative processes through successful practice.

Artifact: Completed semester-long personal creative project of students' own choosing and design.

H. Outcome: Prepare students for entry into the world of professional employment by providing them with basic job search skills, along with information about trends in the U.S. economy and marketplace.

Artifacts: Refined resume and cover letter, networking report, and Organization Research Project

I. Outcome: Enlarge students' understanding of social, ethical, and political/economic aspects of "American culture," and their impact upon their future roles as employees, employers, citizens, parents, stockholders, etc.

Artifacts: Paper about chosen feature film which relates to content of the course and Final Exam/Paper

IV. WRITING COMPETENCE

Courses Included:

COMM 226 - Writing for Visual Media

COMM 269 - Creative Process

COMM 312 - Screen & Teleplay Writing

A. Outcome: Understand motion media writing that can influence and inform an audience

Assessment Tool / Skill Set: Develop effective concept for media piece considering communication needs of target audience and demonstrate proper audio/visual script formatting

Artifacts: Public Service Announcement script writing project and TV commercial script writing project

B. Outcome: Understand motion media writing that can emotionally engage and entertain an audience

Assessment Tool / Skill Set: Develop an original creative narrative and demonstrate proper feature film screenplay formatting

Artifacts: Fictional short story take-home Midterm, verbal storytelling presentation, in-class exercises on character background, scene description & dialogue, feature film screenplay writing assignment

C. Outcome: Develop critical thinking and writing skills

D. Outcome: : Demonstrate ability to synthesize ideas or solutions into a coherent whole.

Artifact: Group-centered, deadline oriented writing assignments; exams

E. Outcome: Demonstrate ability to apply contemporary theories and practices

Artifacts: Individual writing assignments, exams

F. Outcome: Build and construct a novel or unique product that incorporates learning dynamics and practices

Artifacts: Multiple drafts scripts, group critiques

G. Outcome: Demonstrate an enlarged understanding of an array of creative processes, regardless of chosen discipline and/or medium.

Artifact: Weekly papers and/or journals, individual progress reports; reactions to readings, field trips, and guest speakers.

V. VISUAL PRODUCTION

Courses Included:

COMM 200 - Introduction to Computer Graphic Design

COMM 225 - Interactive Design

COMM 272 - Photography and Architecture

COMM 280 - Introduction to Film

COMM 314 - Color Slide Imagery

COMM 412 - Senior Portfolio in Production

A. Outcome: Record and interpret a significant example of architectural history

Assessment Tool Skill Set: Produce photographs about a significant example of architectural history

Artifact: Student photographs

B. Outcome: Understand the basics of communicating with visual film language in the creation of motion imagery media pieces

Assessment Tool / Skill Set: Demonstrate knowledge of image framing and composition; demonstrate knowledge of and skill operating motion imaging cameras and video editing technologies; and demonstrate effective communication within a small group

Artifacts: In-class group exercises involving recording & editing video, storyboard exercise, and major group projects (involving recorded & edited video)

C. Outcome: Understand how to evolve a motion image media piece from a concept to a completed artifact

Assessment Tool / Skill Set: Develops and refines a concept / story; Arranges all elements required for production; Executes all elements of production; Delivers finalized video media piece by deadline

Artifacts: "Pitch" concept / story orally to the class and major group projects (involving recorded & edited video, audio & graphical elements)

D. Outcome: Develop skills in Adobe Photoshop by compositing digital images by means of photographing, scanning, and acquiring from the web.

E. Outcome: Understand and interpret a news story from a visual standpoint, propose how it will be depicted in a photo-illustration, and summarize the development process and final work in a self-evaluation essay.

Artifact: Project assignment where students select a news article to illustrate,

F. Outcome: Work cooperatively on the conception to completion of a semester-long project

G. Outcome: Design and execute three major group projects demonstrating effective use of remote recording technology and techniques

Artifact: Screening of final cut of each major project; video upload to the internet

H. Outcome: Produce a professional proposal for a web site project.

Artifact: Web Site Proposal

I. Outcome: Produce a 5-page working site based on the project proposals completed for the previous assignment and feedback during preliminary critiques.

Artifact: Completed Web Site

J. Outcome : Be able to develop photographic monochromatic images with appropriate form and content

Assessment Tool SkillSet: Be able to shoot monochromatic images from the natural environment, be able to shoot monochromatic images from set up situations, be able to use Photoshop to print images for critique

Artifact: Printing assignment with Photoshop that includes 20 monochromatic photographs (10 from natural environment and 10 from set-up situation). This assignment includes an in-class presentation.

Appendix B
Faculty Base Survey Answers
COMM 450 - Seminar Spring 2012
Terminologically Compiled

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

ANSWERS should include five or more of the following:

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 three or more:

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 five or more:

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

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

ANSWERS should include five or more:

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

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

ANSWERS should include five or more:

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

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

ANSWERS should include three or more:

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

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

ANSWERS should include three or more of the following:

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

Appendix C

COMM 450 - Senior Seminar - Survey

- Describe what you have learned about human communication in the Communication Arts courses that you have taken.
- In your Communication Arts courses, what have you learned about communication and culture?
- From what you have learned in visual communication, describe and discuss the image below.



Jan Switburne, House

- How have your courses helped you improve your oral communication skills?
- Describe what you have learned about mass media in your Communication Arts courses.
- How do you feel the department has met your creative needs?
- How has your Communication Arts major prepared you for a professional career or graduate studies?

Appendix D

Focus Group Informed Consent

Communication Arts Focus Groups
Thursday; May 3, 2012; 4:30PM and 5:30PM

INFORMED CONSENT

THANK YOU for volunteering to be a participant in this focus group! We are hoping to understand your experiences as a student and make improvements related to assessing student learning goals of the Communication Arts department and major.

By signing at the bottom of this page, you are agreeing to the following:

1. By responding to any portion of this study, I agree to voluntarily participate in this study conducted by the Office of Institutional Effectiveness at Framingham State University for the purposes of assessment. I understand that the purpose of this research is to evaluate student learning goals, outcomes, and/or objectives.
2. As part of my participation in this research, my personal opinions, perceptions, and perspectives will be sought. My time commitment is approximately one hour. As a result of my participation, the institution will aggregate the data and evaluate the ways in which the institution can be improved and better serve its students. For my time, I will be compensated with refreshments.
3. I understand my participation in this research is completely voluntary and that I may withdraw at any time without penalty. I understand that I may decline to participate in any activity or decline to answer any questions that cause me discomfort. I understand that my name or identity will not be used in reports or presentations of findings of this research. Information I provide to researchers will be kept confidential. Any video or audio recordings are used for transcriptions purposes only. Once transcripts bearing no identifying information have been created, the recordings will be deleted for all electronic systems.

My signature below indicates that I have read and understand this information and agree to voluntarily participate in this study.

(PRINTED) Name of Participant

Date

Signature of Participant

Date

If you have any questions about this study, please contact Dr. Susan Chang, Director of Assessment, at schang2@framingham.edu.

Appendix E

Communication Arts Syllabus Statement and Consent Forms



Communication Arts Department Assessment Student Written Consent Form

By signing below, I agree to participate in an assessment study conducted by the Office of Institutional Effectiveness at Framingham State University for the purposes of understanding student learning goals, outcomes, and/or objectives in the Communication Arts Department.

As a result of my participation, the institution will aggregate the data and evaluate the ways in which the institution can be improved and better serve its students. I understand my participation in this research is completely voluntary and that I may withdraw at any time without penalty. If possible, any materials (i.e., written) that are submitted for assessment purposes will be edited so that any identify will be confidential. Artifacts that are video or audio recordings in nature will be evaluated, but names and identifiers will be not be used in any public reports. All artifacts collected for assessment purposes will be destroyed after the data has been analyzed and reports are complete.

I understand that my name or identity will not be used in public reports or presentations of findings of this research. Any information I provide to researchers will be kept confidential.

I have read and understand this information and agree to allow my work to be submitted as an artifact for assessment purposes. I will be offered a copy of this document to keep.

Participant's name PRINTED

Participant's signature

Date

Investigator's signature

Date

If you have questions or concerns about this research, please contact Dr. Susan Chang at schang2@framingham.edu or (508) 626-4670. If you have concerns about your treatment as a research participant, please contact the Institutional Review Board at Framingham State University, c/o Mr. Jonathan Lee, Office of Academic Affairs, (508) 626-4697.



Letter of Agreement from Participating Faculty

Dear Framingham State University Institutional Review Board,

I am writing to notify the Framingham State University Institutional Review Board of my willingness to volunteer the students enrolled in my course(s) for the purposes of assessment. I understand that this collaboration is completely voluntary and that no information identifying myself as the instructor of record or my students will be used in any published reports. Furthermore, no information related to these assessments will be placed in my personnel file.

As a part of this assessment process, I have placed the "Assessment Statement" in the course syllabus or assignment and have discussed this in class with the students. If students choose not to participate in the assessment process, their materials will not be collected and submitted for assessment purposes. To assist in the efforts to maintain confidentiality, no official record of students who participate will be maintained.

My signature indicates my willingness to collaborate with the Office of Institutional Effectiveness regarding the assessment of student learning outcomes. I understand that I may withdraw at any time; and that doing so will not be reflected in my official personal record.

Sincerely,

Faculty member's name PRINTED

Faculty member's signature

Date



This statement was modified from Columbus State Community College (<http://www2.csc.edu/about/faculty-staff/PDF/Adjunct%20Faculty%20Handbook.pdf>) and the University of South Florida (<http://www.ugs.usf.edu/gec/FKLsyllabus.htm>) and should be included on the course syllabus and/or assignment upon which artifacts will be collected.

Assessment Statement

Framingham State University is committed to the assessment of student achievement regarding academic outcomes. This process addresses the issues of what you need to learn in your program of study and if you are learning what you need to learn. The assessment program at FSU has four specific and interrelated purposes: (1) to improve student academic achievements; (2) to improve teaching strategies; (3) to document successes and identify opportunities for program improvement; and (4) to provide evidence of institutional effectiveness. Students enrolled in this course may be asked to participate in the FSU assessment effort. This might involve submitting copies of assignments for review, responding to surveys, or participating in other measurements designed to assess the FSU student learning outcomes. No identifying information will be reported and only aggregated data will be used. If you do not wish to participate in any assessments, please notify your instructor.

Appendix F

Sample Artifact Assessment Rubric

Oral Communication Rubric

Outcome: Students will be able to prepare and deliver a public presentation that is organized well.

Outcome: Students will be able to skillfully deliver a presentation, including appropriate voice pace, volume, eye contact and gestures.

Outcome/Skills	Above Expected Level	Expected Level	Below Expected Level
Organization of ideas is consistent with the central message, and identifiable with an introduction, presentation of points with transitions between them, and a conclusion.	<p>A. Ideas are clearly organized according to a pattern suitable to the topic and central message.</p> <p>B. The introduction gets the attention of the audience.</p> <p>C. Each main point is clear and is a sub-element of the central message.</p> <p>D. Smooth transitions are used between points and with points.</p> <p>E. The conclusion is satisfying.</p>	<p>A. The main idea is evident, but the organizational structure deviates somewhat from the central message.</p> <p>B. The introduction may not be well-developed.</p> <p>C. Main points are not always clear.</p> <p>D. Transitions may be awkward.</p> <p>E. The conclusion may need additional development.</p>	<p>A. Ideas may not be focused or developed; the main purpose and central message are not clear.</p> <p>B. The introduction is undeveloped or irrelevant.</p> <p>C. Main points are difficult to identify.</p> <p>D. Transitions may be needed.</p> <p>E. The conclusion is abrupt or limited.</p>
The nonverbal message in delivery supports and is consistent with the verbal message.	<p>A. The delivery is natural, confident, and enhances the message — posture, eye contact, smooth gestures, facial expressions, volume, and pace.</p> <p>B. The vocal tone, delivery style, and clothing are consistent with the message.</p> <p>C. Limited filler words (“ums”) are used.</p> <p>D. Clear articulation and pronunciation are used.</p>	<p>A. The delivery generally seems effective but posture, volume, eye contact, and facial expressions are inconsistent. Hesitancies are observed.</p> <p>B. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message.</p> <p>C. Filler words are not distracting.</p> <p>D. Generally, articulation and pronunciation are clear.</p>	<p>A. The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech; gestures and movements may be jerky or excessive.</p> <p>B. Filler words (“ums,”) are used excessively.</p> <p>C. Articulation and pronunciation tend to be sloppy.</p>
Language and style reflect adaptation to specific audience, setting and occasion.	<p>A. Language is familiar to the audience, appropriate for the setting.</p> <p>B. Topic selection and examples are interesting and relevant for the audience and occasion.</p> <p>C. Delivery style and clothing choices suggest an awareness of expectations and norms.</p>	<p>A. Language used is not disrespectful or offensive.</p> <p>B. Topic selection and examples are not inappropriate for the audience, occasion, or setting; but some effort to make the material relevant to audience interests, the occasion, or setting is evident.</p> <p>C. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience.</p>	<p>A. Language is questionable or inappropriate for a particular audience, occasion, or setting.</p> <p>B. Topic selection does not relate to audience needs and interests.</p> <p>C. The delivery style may not match the particular audience or occasion—the presenter’s mannerisms may create alienation from the audience; clothing choices may disrespect for the audience.</p>

Supporting material in references the information in the presentation and significantly supports the content.	A. A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from authorities) significantly supports the presentation. B. Sources are cited in a manner that flows with the content being spoken.	A. Supporting materials make appropriate reference to information in the presentation, but is not varied in type. B. Sources are, for the most part, cited in a manner that flows with the content being spoken.	A. Supporting materials are insufficient for referencing the information in the presentation. B. Sources are cited awkwardly and do not flow with the content being spoken.
Visuals supplementing presentation are creative, reflect support for the topic, and add to audience engagement of the message.	A. Images and text are appropriately designed with contrasting and complementary color choices and font choices. B. Text to be read by audience is limited to key words, phrases and bullet points C. Images and text do not detract from audience attention on the speaker D. Where required, information in images and text is properly cited with the sources. E. Speaker refers to the visuals without losing engagement and eye contact with the audience.	A. Images and text are designed well overall, but some have colors or text that looks disproportionate and some font choices detract from appearance. B. Text is mostly limited to key words, phrases, and bullet points, but some are presented with too much text. C. Information in images and text is cited with sources, but there may be some formatting errors. D. Speaker may at times look away from the audience to look at the visuals.	A. Images and text are poorly designed and reflect sloppiness and inattentiveness. B. Color choices are gaudy or are too contrasting. C. Full sentences in the visuals cause the audience to read rather than listen. D. Speaker spends an inordinate amount of time looking at the visuals and reading from them rather than speaking directly to the audience.

Rubric is a modification of one formatted by Ohio State University, retrieved October 10, 2011 from <http://www.cse.ohio-state.edu/~neelam/abet/DIRASSMNT/oralTeamPresRubric.html> and from one formatted by the Associate of American Colleges and Universities, retrieved October 10, 2011 from <http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>

Appendix G

Department Faculty Assessment Artifact Summary

COURSE	GOAL	ARTIFACTS	ASSESSED
COMM 115 Intro to Speech	Performance Competence	Speech assignments	X
COMM 130 Intro to Vis Comm	Visual Studies	Final project, Oral presentation, E-journals, Exams	X
COMM 200 Intro to Com Gr Des	Visual Production	Project assignment,	X
COMM 212 Drama Workshop	Performance Competence	GOTE sheet, Director's notebook assignment	X
COMM 213 Advanced Pub Sp	Performance Competence	In-class impromptu assignments	X
COMM 225 Interactive Design	Visual Production	Website proposal, Completed website	X
COMM 226 Writing for Vis Media	Writing Competence	Public service announcement, TV script, Exams, In-class exercises, Writing assignment	X
COMM 250 Media/Society/Self	Communication Theory	E-journals, Midterms, Paper assignments	X
COMM 269 Creative Process	Writing Competence	Weekly papers	X
	Performance Competence	Semester project	X
COMM 272 Photo & Architecture	Visual Production	Student photographs	X
	Visual Studies	Student photographs	X
COMM 280 Intro to Film	Visual Production	Group recording and editing exercises, Storyboard exercise	X

COURSE	GOAL	ARTIFACTS	ASSESSED
COMM 308 Media Criticism	Communication Theory	Midterms, final papers, independent research	X
COMM 312 Screen & Teleplay Wr	Writing Competence	Individual writing assignments, exams, draft scripts, group critiques	X
COMM 314 Color Slide Imagery	Visual Production	Printing assignment with Photoshop, In-class presentation	X
COMM 322 Persuasion & Soc Inf	Communication Theory	Paper assignment, examinations	X
COMM 412 Senior Port in Prod	Visual Production	Screening of project final cut and internet video upload	X
COMM 450 Senior Seminar	Performance Competence	Resume and cover letter writing, organization research project, feature film paper, final exam paper	X
COMM 495 Internship	Performance Competence	Supervisor evaluation form, Weekly journals	X