

**RHODE ISLAND OFFICE OF HIGHER EDUCATION  
PROGRAM ASSESSMENT FORM**

Institution: University of Rhode Island

Program: Communication Studies  
Degree: BA  
Chair: Lynne Derbyshire  
Academic Year Plan: 2007 / 2009

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Demonstrate a strong foundation in communication studies perspectives, theories, research, practices and performance, required to work or be involved effectively in communication fields/professions.	1. Majors and minors will exhibit proficiency in knowledge, skills, abilities, and values (KSAVs) for communication and relational performance as expressed in the National Communication Association standards (see S. P. Morreale and P. M. Backlund (2002). <i>Communication Curricula: History, Recommendations, Resources, Communication Education</i> , 51:1, 2 - 18).	1. Curricular mapping for KSAVs has been launched. Basic categorization of courses for Introduction, Reinforcement, and Enhancement (I,R,E) has been completed. 2. Students acquire scholarly, performance, production, and relational foundations, principles, and skills through lecture and practice (COM100, 202, 208, 210, 221, 231, 251, 271; 341, 381, 382, 383). 3. Learners acquire and reinforce knowledge, theories, performance, and application practices (COM 209, 302, 307, 308, 316, 322, 324, 325, 326, 332, 333, 340, 342, 346, 351, 354, 361, 372, 383). 4. Learners enhance specialized disciplinary knowledge via lecture, applications, and individual and team projects (COM402, 405, 407, 409, 411, 414, 415, 421, 422, 435, 440, 441, 445, 446, 450, 461, 462). 5. Capstone internships (COM 471, 472) are not required and are encouraged heavily by faculty/advisors.	1. Student entrance and exit surveys on academic preparation will be developed, with expectations that entrance achievements will exceed NCA K-12 standards and competencies ( <a href="http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000119/K12%20Standards.pdf">http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000119/K12%20Standards.pdf</a> ). 2. Department will deliberate NCA competencies as midstream criteria ( <a href="http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000085/College%20Competencies.pdf">http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000085/College%20Competencies.pdf</a> ). 3. Students' competence and knowledge in subdisciplinary areas (such as relational, group interaction or media production) will be measured by grades of C or better in courses associated with that track or subdiscipline.
2. Understand multiple theoretical perspectives and diverse intellectual underpinnings in communication as reflected in its philosophy and/or history		1. COM 381, 382, and 383 are all required courses for majors that utilize written exams, complex texts reading and analysis, and group learning activities to focus on communication discipline perspectives, theories, and inquiry methodologies. 2. An exit survey instrument will be developed and implemented.	

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3. Engage in effective communication with diverse others in human relational interaction, complex social organizations		lecture, discussion, and significant skills practice to develop relational communication repertoires and competence. 2. Students elect to reinforce additional skills and practices with choices from COM207, 208, 231, 251, 271). 3. Students enhance or specialize their presentational knowledge and skills by choosing elective courses (COM 302, 307, 308, 325, 341, 342, 351, 372).	
4. Develop, produce, and disseminate presentations in more than one form, medium, or context		1. COM 202 is a required course that utilizes lecture, discussion, and significant skills practice to develop public presentation repertoires and competence.	
5. Analyze and interpret relational/group/organizational/community communication, public discourse, and contemporary media competently			
6. Competently and reflectively construct and analyze arguments and discourse intended to influence beliefs, attitudes, values, and practices			
7. Conduct systematic and competent inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)			

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8. Possess and select appropriately from knowledge and skills to design and implement effective communication programs for specific subareas of communication.	Students will design and implement an effective communication plan or program after reflectively acquiring and assessing background and other relevant data.		3. Case studies and applied team projects (COM 326, 332, 333, 341, 342, 351, 354, 407, 409, 411, 415, 421, 422, 435, 445, 450) culminating in oral and written presentations are used to assess communication contexts, theoretical and best practices implementation, and advanced inquiry, critical and practical thinking, and presentational skills.
9. Practically apply knowledge in a real world setting, integrating ethical standards and appreciating diversity in their professional lives.	Students will successfully complete a capstone internship in a corporate, commercial, private, nonprofit, or community setting	Internship sites and supervisors are approved by the Director of Internships. Student performance is assessed by the site supervisor and during site visits by the Director of Internships.	4. Site supervisor completes a mid-semester and final evaluation of the intern.
10. Exhibit competence in key educational outcomes for empowered and informed learners per recommendations of the AAC&U report, <i>Our Students Best Work</i> , p. 5, <a href="http://www.aacu.org/publications/pdfs/studentsbestreport.pdf">http://www.aacu.org/publications/pdfs/studentsbestreport.pdf</a> ; as well as key outcomes espoused by URI ( <a href="http://www.uri.edu/assessment/sub/uri/outcomes/university/outcomes.html">http://www.uri.edu/assessment/sub/uri/outcomes/university/outcomes.html</a> and <a href="http://www.uri.edu/assessment/sub/uri/outcomes/general/outcomes.html">http://www.uri.edu/assessment/sub/uri/outcomes/general/outcomes.html</a> )			

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<p><i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i></p>	<p><i>Identify students' actual level of achievement against the expected performance level.</i></p>	<p><i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i></p>	<p><i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i></p>	<p><i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what</i></p>

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	Student performance in internship experience has been excellent	Continue with current program.	Engage close analysis of feedback from internship site supervisors; careful analysis of appropriate internship sites in the corporate, commercial, community, and not-for-profit settings.	Fall 2008

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9	Student performance in internship experience has been excellent	Continue with current program.	Engage close analysis of feedback from internship site supervisors; careful analysis of appropriate internship sites in the corporate, commercial, community, and not-for-profit settings.	Fall 2008