**Date:** 01/30/2015 **Name of Administrative or Educational Support Unit: Communication Studies**

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**Mission:**

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| The Communication Studies Department provides theoretic and skills training in the areas of general communication and mass media studies. |

**PART I: Might not change from year to year**

| A. Outcomes(s)Results expected in this department/program | B. Measure(s)The instrument or process used to measure results | C. Target(s)The level of success expected |
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| *Evaluate* communication artifacts against a field-appropriate set of standards and *construct* a competent critique.  |  Varies from course to course. Typically measures are drawn from exams, written/oral analyses, or individual or group presentations. | >70% pass<70% fail |
| *Demonstrate* effective collaboration skills in small group interaction. | Varies from course to course. Typically measures are drawn from exams, written/oral analyses, or individual or group presentations. | >70% pass<70% fail |
| *Apply* the communication model to relevant communication situations and *analyze* vulnerabilities in those contexts. | Varies from course to course. Typically measures are drawn from exams, written/oral analyses, or individual or group presentations. | >70% pass<70% fail |
| *Create* a presentation appropriate to the communication context and *deliver* it within field-appropriate standards. | Varies from course to course. Typically measures are drawn from exams, written/oral analyses, or individual or group presentations. | >70% pass<70% fail |
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**PART II: For academic year (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)Results expected in this department/program | D. Action PlanYears 5 & 2Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action PlanYears 1 & 3Implement the action plan and collect data | F. Data Results SummaryYears 2 & 4Summarize the data collected | G. FindingsYears 2 & 4What does data say about outcome? |
| --- | --- | --- | --- | --- |
| *Evaluate* communication artifacts against a field-appropriate set of standards and *construct* a competent critique. |  |  | 87% pass13% fail | Pass rate met  |
| *Demonstrate* effective collaboration skills in small group interaction. | Based on department analysis of student performance relevant to this objective, we find that while pass rates are collectively strong on this objective, high-point-loss failures are based less on performance standards than project abandonment, with students often demonstrating less commitment to group collaboration by high absenteeism and failure to complete appropriately their portion of projects (requiring others to do it for them). Our plan is to focus for the next year on strategies to build engagement, commitment and loyalty to the group process, beginning in Spring 2015 with a focus on online courses, where group work must still be included and where abandonment can be particularly high. Online faculty will 1) identify strategies currently in use 2) create and initiate one new strategy in Spring 2015 and 3) report on the success/failure of those strategies at the end of academic year 2014-2105.Academic year 2015-2016 will see us revisiting those strategies tried in online courses in Spring 2015 and, department-wide, implementing the most successful ones in all our online courses for that academic year.We will also look at successful online strategies for group project enhancement and consider how those strategies might be transposed successfully to traditional courses. |  | 94% pass6% fail | Pass rate met  |
| *Apply* the communication model to relevant communication situations and *analyze* vulnerabilities in those contexts. | \*\*Note: Though this is the weakest of the outcomes in terms of performance success, we know that this outcome is most often chiefly measured by test items. We have focused on this outcome extensively across the past decade in previous assessments, seeking to enhance test performance, and though we will likely return to this objective as a point of focus in the future, for this 2nd year, **we have chosen to focus on a different objective (#2)** and one which, when unsuccessfully completed by a student, often has a significant effect on the final course grade and success on other objectives. |  |  81% pass19% fail |  Pass rate met  |
| *Create* a presentation appropriate to the communication context and *deliver* it within field-appropriate standards. |  |  | 94% pass6% fail |  Pass rate met  |
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