

# ASSESSMENT PROGRAM

## W/ DATA ANALYSIS & IMPLEMENTATION REPORT



# Professional Values and Competencies

for students completing Communication degrees at Buffalo State College

*The Communication Department has adopted the following competencies, based on those of the Accrediting Council on Education in Journalism and Mass Communications. ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and should be able to meet the following competencies in designated key areas:*

## **1. Law**

Understand and apply First Amendment principles and the law appropriate to professional practice relevant to the major

## **2. History**

Demonstrate an understanding of the history and role of professionals and institutions in shaping communication relevant to the major

## **3. Diversity**

Demonstrate an understanding of the diversity of groups in a global society in relationship to communications professions

## **4. Visual Communication**

Understand concepts and apply theories in the use and presentation of images and information relevant to the major

## **5. Ethics**

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

## **6. Critical Thinking**

Think critically, creatively and independently

## **7. Research**

Conduct research and evaluate information by methods appropriate to the communications professions in which they work

## **8. Writing**

Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

## **9. Editing**

Critically evaluate their own work and that of others for accuracy and fairness, clarity, grammatical correctness, and professional style appropriate to the major

## **10. Statistics**

Apply basic numerical and statistical concepts appropriate to the major

## **11. Technology**

Apply tools and technologies appropriate to the major

## **12. Public Speaking**

Demonstrate competence in professional speaking and presentational skills appropriate to the major

## Competency 1: Law

Understand and apply First Amendment principles and the law appropriate to professional practice relevant to the major.

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	210, 308	450
Journalism	100	210, 302, 400	450
Media Production	100	210, 304, 400	450
Communication Studies	100	210	450

### Assessment Measures

Direct 1. "Communication Law" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss one of the following topics: First Amendment, defamation, freedom of information, or intellectual property. Specifically (1) provide a definition or outline the provisions of the legal principal, (2) discuss the significance of the topic to society and professional practice, and (3) apply the legal issue to your major or to your intended professional practice."

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

### Criteria / Rubrics for Senior Essay

1. Definition or provisions of the legal principal
2. Significance of the topic to society and professional practice
3. Application of the legal issue to major or professional practice

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting evident knowledge of legal issues underpinning responsible professional practice at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

## Competency 1: Law ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 62% (meets standard)

Post-Test: 72% (meets standard)

#### Senior Essay (2007)

68% meet/exceed standard

(4% fail, 28 approach, 36 meet, 32 exceed)

### **Indirect Measures**

#### Survey of Graduating Students (2008, 2007)

Legal aspects of communication

3.3 on 4.0 scale (2008)

2.8 (2007)

#### Alumni Survey (2007)

84% positive contribution re: "Understand my rights, responsibility & privileges as a citizen"

(0% no contribution, 0 little, 38 moderate contribution, 23 large, 23 very large)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance legal component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Adopt common text for COM 100 with significant legal/regulatory context (2007)
4. Develop Web/Angel legal resources for multi-course use (2008-09)
5. Faculty in-service seminar re: incorporating law competency within COM/SPC courses (29 Jan 2010 department meeting)
6. Enhance student exposure to legal issues via guest lectures, speakers, presentations and programming (ongoing)

## Competency 2: History

Demonstrate an understanding of the history and role of professionals and institutions in shaping communication

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	215, 301	450
Journalism	100	215, 302	450
Media Production	100	215, 312	450
Communication Studies	100	215, 410	450

### Assessment Measures

Direct 1. "Communication History" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss a historical figure, event or period associated with your major or with the communication disciplines in general and relate it to a contemporary issue of professional practice."

Indirect 1. Graduating Student Survey

### Criteria / Rubrics for Senior Essay

1. Understanding of the role of key figures, events or periods associated with the major
2. Understanding of a contemporary issue within a historical context

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting an ability to relate professional history to contemporary issues related to the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

## Competency 2: History ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 45% (approach standard)

Post-Test: 48% (approach standard)

#### Senior Essay (2007)

57% meet/exceed standard (2007)

(0 fail, 43 approach, 37 meet, 20 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Historical aspects of communication

3.4 on 4.0 scale (2008)

3.1 (2007)

**Response Goal:** The department will implement a series of action steps to achieve higher levels of competence

### **Action Steps**

1. Revise course outlines to include/enhance history component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Revise Senior Essay question and rubrics for assessment with stronger focus on competency (2009-10)
4. Develop Web/Angel historical resources for multi-course use (2008-09)
5. Adopt common text for COM 100 with significant historical context (2007)
6. Faculty in-service re: incorporating history competency within COM and SPC courses (12 Mar 2010 department meeting)

## Competency 3: Diversity

Demonstrate an understanding of the diversity of groups in a global society in relationship to communication

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	215, 301	450
Journalism	100	215	450
Media Production	100	215	450
Communication Studies	100	215, 309, 311	450

### Assessment Measures

Direct 1. "Diversity" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, discuss an aspect of either diversity or of international or intercultural communication as it relates to your major. Select one of the following themes: gender, race/ethnicity, intercultural, globalism, other issue of diversity/inclusiveness. Specifically, discuss the significance of the issue and apply it to your major or area of professional practice."

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

### Criteria / Rubrics for Senior Essay

1. Definition and significance of the relevant principal
2. Application of the principal to the major or to professional practice

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application; work product reflecting an awareness and appreciation for issues of diversity and inclusiveness in relationship to communication at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

## Competency 3: Diversity ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 56% (approaches standard)

Post-Test: 58% (approaches standard)

#### Senior Essay (2008)

90% meet/exceed standard

(0% fail, 10 approach, 60 meet, 30 exceed)

#### Senior Essay (2007)

64% meet/exceed standard

(0% fail, 36 approach, 64 meet, 0 exceed)

### **Indirect Assessment Measures**

#### Survey of Graduating Students

Global and international aspects of communication

3.1 on 4.0 scale (2008)

2.8 (2007)

Diversity and multicultural aspects of communication

3.4 on 4.0 scale (2008)

3.1 (2007)

#### Alumni Survey

76% positive contribution re: "Understand and appreciate ethnic/cultural diversity and individual differences" (2007)

(0% no contribution, 0 little, 17 moderate, 17 large, 42 very large)

**Response Goal:** The department generally is pleased with the results of the senior essay, less so with the knowledge testing. The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance diversity/multicultural component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel diversity/multicultural resources for multi-course use (2008-09)
4. Endorse common text for COM 100 with significant diversity/multicultural context (2007)
5. Enhance student exposure to diversity issues via guest lectures, speakers, presentations and programming (ongoing)



## Competency 4: Visual Communication

Demonstrate an understanding of concepts and apply theories in the use and presentation of images and information relevant to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	215	215	322, 450
Journalism	215	215	405, 450
Media Production	215	215	312, 450
Communication Studies	215	215	322, 336, 329, 450

### Assessment Measures

Direct 1. Portfolio samples: "Include at least two samples of visual communication elements in a professional format appropriate to your major"

Direct 2. Senior Essay: "In an essay of about 500 words, discuss an aspect of visual communication as it relates to your major. Specifically, identify an example of visual communication and discuss it from three perspectives: (1) its aesthetics or its practical ability to inform, persuade or otherwise communicate, (2) its social significance, including issues such as representation or stereotyping, and (3) ethics issues, including bias, honesty or the use of manipulation."

Indirect 1. Graduating Student Survey

### Criteria / Rubrics for Senior Essay

1. Visual literacy: aesthetics, persuasion
2. Social significance: representation, stereotypes
3. Ethics: bias, manipulation, honesty

### Criteria / Rubrics for Portfolio Review

1. Execution of visual message appropriate to message, audience interest, personal/organizational/client objectives
2. Aesthetic execution including elements such as composition, balance, editing style, editing pace, cropping, simplicity, use of space, color, font, etc.
3. Technical execution appropriate to medium and equipment/materials
4. Creativity in design

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and/or application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and/or application, work product reflecting an application of principles of visual communication through media appropriate to the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and/or application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and/or application

## Competency 4: Visual Communication ... Assessment Results

### **Direct Measures**

#### Portfolio Review (2008)

Data collected; currently being reviewed

#### Senior Essay (2009)

75% meet/exceed standard

(0% fail, 25 approach, 69 meet, 6 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Visual aspects of communication

3.7 on 4.0 scale (2008)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance visual communication component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Require online portfolio with visual samples effective for Spring 2013 graduates (2009-10)

## Competency 5: Ethics

Demonstrate an understanding professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	100	210, 301	450
Journalism	100	210, 302	450
Media Production	100	210, 304	450
Communication Studies	100	210	450

### Assessment Measures

Direct 1. "Ethics" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "In an essay of 500-700 words, identify an aspect of communication ethics as it relates to your major, or discuss the ideals and effectiveness of one of the professional codes of ethics. Provide background on the issue; identify the principles relevant to analyzing the issue and the principals on which decisions are made"

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

### Criteria / Rubrics for Senior Essay

1. Identification of relevant issue and explanation with effective supporting information
2. Identification and explanation of the ethical principles that are brought into play in analyzing the issue
3. Identification and explanation of the ethical principals on which decisions are made
4. Presentation of the subject with integrity, honesty and balance

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, displays evident regard for accuracy and fairness, work product reflecting a conscientious and aware member of society at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

## Competency 5: Ethics ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 58% (approaches standard)

Post-Test: Data not yet collected

#### Senior Essay (2009)

42% meet/exceed standard

(19 fail, 39 approach, 26 meet, 16 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

3.7 on 4.0 scale(2008)

3.2 (2007)

Ethical aspects of Communication

#### Survey of Internship Supervisors

3.3 on 4.0 scale for current intern (2008)

3.5 on 4.0 scale for all BSC interns (2008)

#### Alumni Survey

91% positive contribution re: "Developing self-understanding, self-discipline and mature attitudes, values and goals" (2007)

(0% no contribution, 0 little, 38 moderate, 38 large, 15 very large)

**Response Goal:** The department is pleased with the results of the indirect measures. We will implement a series of steps to achieve higher levels of competence through direct measures.

### **Action Steps**

1. Revise course outlines to include/enhance ethics component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel ethics resources for multi-course use (2008-09)
4. Adopt common text for COM 100 with significant ethics context (2007-08)
5. Formalize a Media Ethics course as recurring elective (2007-08)
6. Enhance student exposure to ethical issues via guest lectures, speakers, presentations and programming (ongoing)

## Competency 6: Critical Thinking

Think critically, creatively and independently

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	205	205450	450
Journalism	205	205	450
Media Production	205	205	450
Communication Studies	205	205	450

### Assessment Measures

Direct 1. Senior Essay: "In an essay of 500-700 words, examine an issue that relates to your major and evaluate the strengths and limitations of arguments relevant to the issue"

Indirect 1. Graduating Student Survey

Indirect 2. Alumni Survey

### Criteria / Rubrics for Senior Essay

1. Identification of relevant issue for critical analysis
2. Analysis of issue with examination of major pro/con arguments
3. Assessment of strengths and limitations of major arguments

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, work product reflecting an analytical, creative and independent thinker at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, low level of critical analysis & application

Fails to Meet Standards: Poor, needs much revision, no critical analysis & application

## Competency 6: Critical thinking ... Assessment Results

### **Direct Measures**

#### Senior Essay (2008):

40% meet/exceed standard  
(20% fail, 40 approach, 20 meet, 30 exceed)

#### Senior Test Item (2009)

67% meet/exceed standard  
(10 fail, 22 approach, 54 meet, 13 exceed)

### **Indirect Measures**

#### Survey of Graduating Students:

Theoretical aspects of communication  
3.5 on 4.0 scale (2008)  
3.2 (2007)

Skills in analysis and critical thinking  
3.3 on 4.0 scale (2008)  
3.3 (2007)

#### Alumni Survey

91% positive contribution re: "Acquired information, ideas, concepts and analytical thinking" (2007)  
(0% no contribution, 0 little, 38 moderate, 38 large, 15 very large)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance critical thinking component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Two-day faculty in-service w/ Dr. Gerry Nosich based on *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum* re: incorporating critical thinking competency within COM and SPC courses (Spring or Fall 2010)

## Competency 7: Research

Conduct research and evaluate information by methods appropriate to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	301	401, 450
Journalism	210	302	405, 450
Media Production	210	304	450
Communication Studies	210	401	450

### Assessment Measures

Direct 1. "Research" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Senior Essay: "Include an example of research that you conducted using a methodology appropriate to your major. In an essay of 500 words or less, write a critical review of this research, analyzing its strengths and limitations and addressing how it might have been improved."

Indirect 1. Graduating Student Survey

Indirect 2. Survey of Internship Supervisors

### Criteria / Rubrics for Senior Essay

1. Identification and explanation of research methodology appropriate to major
2. Analysis of strengths and limitations of research process

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of critical analysis and application

Meets Standards: Good, needs minor revision, displays some insight and moderate level of critical analysis and application, work product reflecting credible research at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of critical analysis and application

Fails to Meet Standards: Poor, needs much revision, displays no critical analysis and application

## Competency 7: Research ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 65% (meets standard)

Post-Test: 76% (meets standard)

#### Senior Essay (2008)

20% meet/exceed standards

(0% fail, 80% approach, 20% meet, 0% exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Skills in research

3.3 on 4.0 scale (2008)

3.3 (2007)

#### Survey of Internship Supervisors

3.6 on 4.0 scale for current BSC intern (2008)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance research component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel research resources for multi-course use (2008-09)
4. Revise senior essay and rubrics for assessment with stronger focus on competency (2009-10)



## Competency 8: Writing

Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	210	308, 418
Journalism	210	210	303, 325, 337, 405
Media Production	210	210	450, 304
Communication Studies	210	210	450, 304, 308, 325, 337, 390

### Assessment Measures

Direct 1. Writing test (punctuation, language usage, spelling)

Direct 2. Stylebook test

Direct 3. Portfolio: "Include at least three samples of writing in a professional format appropriate to your major:

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

### Criteria / Rubrics for Portfolio Review

1. Language usage: spelling, syntax, punctuation, and grammatical correctness
2. Stylebook: capitalization, punctuation, etc. appropriate to the profession
3. Presentation of information: content, order, flow, and completeness
4. Professional format: layout, physical appearance, and presentational style appropriate to the profession
5. Writing appropriate to professional objectives and to target audience/public

### Standards

Exceeds Standards: Excellent, needs little polish or correction, virtually error free

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product appropriate for submission to editor/supervisor at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision and more work before it can be presented, includes some errors affecting credibility or clarity

Fails to Meet Standards: Poor, unsatisfactory, needs significant revision, includes unacceptable level of errors

## Competency 8: Writing ... Assessment Results

### **Direct Measures**

#### Portfolio Sample 210 Media Writing (2006)

13% meet/exceed standard  
(26% fail, 61 approach, 13 meet, 0 exceed)

#### Portfolio Sample Summary Data (Advanced Courses)

27% meet/exceed standard  
(23% fail, 50 approach, 26 meet, 1 exceed)

#### Portfolio Sample 308 PR Writing (2009)

30% meet/exceed standard  
(40% fail, 30 approach, 30 meet, 0 exceed)

#### Portfolio Sample 302 Interviewing (2006)

36% meet/exceed standard  
(7% fail, 57 approach, 29 meet, 7 exceed)

#### Portfolio Sample 308 PR Writing (2006)

6% meet/exceed standard  
(25% fail, 69 approach, 6 meet, 0 exceed)

#### Portfolio Sample 325 Feature Writing (2006)

36% meet/exceed standard  
(43% fail, 43 approach, 14 meet, 0 exceed)

#### Portfolio Sample 405 News Lab (2006)

50% meet/exceed standard  
(0% fail, 50 approach, 50 meet, 0 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Skills in professional writing  
3.3 on 4.0 scale (2009)  
3.5 (2007)

Skills in academic writing  
3.3 on 4.0 scale (2008)  
3.3 (2007)

#### Survey of Internship Supervisors

3.5 on 4.0 scale for current intern (2008)

#### Alumni Survey

92% positive contribution re: "Writing clearly and effectively" (2007)  
(0% no contribution, 0 little, 31 moderate, 23 large, 38 very large)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance writing component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel writing resources for multi-course use (2008-09)
4. Develop general writing skills exam; pilot pending (2009-10)
5. Develop AP Stylebook skills exam; pilot pending (2009-10)

## Competency 9: Editing

Critically evaluate their own work and that of others for accuracy and fairness, clarity, grammatical correctness, and professional style appropriate to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210	308	308
Journalism	210	319, 337	319, 337
Media Production	210	304	304
Communication Studies	210	304, 308, 337	303, 304, 308, 337, 390

### Assessment Measures

Direct 1. Edit skills test (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Stylebook test

Direct 3. Portfolio: "Show a piece of work appropriate to your field of study before and after you edited it, and in a cover sheet explain how you approached the editing task, what major changes you made, and the basis of standards for making those changes"

Indirect 1. Graduating Student Survey

### Criteria / Rubrics for Portfolio Review

1. Language usage: spelling, syntax, punctuation, and grammatical correctness
2. Stylebook: capitalization, punctuation, etc. appropriate to the profession
3. Principles: accuracy, fairness
4. Clarity: easy of understanding, simplicity, and logical flow
5. Presentation: layout, physical appearance, and professional style appropriate to the major

### Standards

Exceeds Standards: Excellent, needs little polish or correction, virtually error free

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product appropriate for submission to editor/supervisor at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision and more work before it can be presented, includes some errors affecting credibility or clarity

Fails to Meet Standards: Poor, unsatisfactory, needs significant revision, includes unacceptable level of errors

## Competency 9: Editing ... Assessment Results

### **Direct Measures**

#### Freshmen Edit Skills Testing (2009)

66% meet/exceed standard  
(2% fail, 33 approach, 55 meet, 11 exceed)

#### 3xx Edit Skills Testing (2009)

78% meet/exceed standard  
(3% fail, 19 approach, 72 meet, 6 exceed)

#### Senior Edit Skills Testing (2009)

30% meet/exceed standard  
(0% fail, 71 approach, 24 meet, 6 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Ability to evaluate your own and other's work  
3.3 on 4.0 scale (2008)  
3.2 (2007)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence, with particular focus of carrying editing skills learned in introductory and mid-level writing courses through to advanced courses.

### **Action Steps**

1. Revise course outlines to include/enhance editing component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel editing resources for multi-course use (2008-09)
4. Develop and implement edit skills test (2009-10)
5. Develop general writing skills exam; pilot pending (2009-10)
6. Develop AP Stylebook skills exam; pilot pending (2009-10)

## Competency 10: Statistics

Apply basic numerical and statistical concepts appropriate to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	Math, 210	210, 401	308, 401
Journalism	Math, 210	210	303, 337, 405
Media Production	Math, 210	210	304
Communication Studies	Math, 210	210, 401	303. 308. 337

### Assessment Measures

Direct 1. "Statistics" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Portfolio "Include a sample of your professional work that demonstrates your competence in writing about or otherwise using statistical or financial information"

Indirect 1. Graduating Student Survey

### Criteria / Rubrics for Portfolio Review

1. Accuracy: mathematical and semantic correctness in the use of statistical or financial information
2. Simplicity: representation of audits/charts/budgets/statistics with clarity and easy of understanding
3. Statistical literacy: appropriate inference and implication of statistical or financial information
4. Context: use of statistics in context showing trends and wider view
5. Ethics: accuracy, reliability, validity, and avoidance of misinformation/bias/deception

### Standards

Exceeds Standards: Excellent, virtually error free, insightful, displays high level of analysis and application

Meets Standards: Good, needs minor revision, includes minimum errors without affecting credibility or clarity, work product reflecting professional and audience-friendly use of statistics at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, some errors affect credibility or clarity, displays low level of analysis and application

Fails to Meet Standards: Poor, unsatisfactory, needs much revision, includes unacceptable level of errors, displays no analysis & application

## Competency 10: Statistics ... Assessment Results

### **Direct Measures**

#### Knowledge Testing (2008)

Pre-Test: 58%

Post-Test: 64%

#### Portfolio Review (2008)

40% meet/exceed standard

(0% fail, 60 approach, 40 meet, 0 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Ability to use statistics appropriate to communication field

2.6 on 4.0 scale (2008)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revised course outlines to include/enhance statistics component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Added section on statistics for journalists/media writers in textbook used for introductory media writing courses
4. Develop Web/Angel statistics resources for multi-course use (2008-09)

## Competency 11: Technology

Apply tools and technologies appropriate to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	210, 215	322	418
Journalism	210, 215	303, 337, 405	405
Media Production	210, 215	312, 328, 329	428,429,431,432,433,434
Communication Studies	210, 215	322, 329, 336	450

### Assessment Measures

Direct 1. "Technology" section of Knowledge Testing (pre-test of incoming students v/v post-test of graduating seniors)

Direct 2. Portfolio: "Include a sample of your professional work that demonstrates your competence in applying tools and technologies appropriate to your major"

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship Supervisors

Indirect 3. Alumni Survey

### Criteria / Rubrics for Portfolio Review

1. Implicit use of tools and technology in preparing work related to major
2. Explicit use of tools and technology in preparing work related to major

### Standards

Exceeds Standards: Excellent, virtually error free, displays high level of technical proficiency

Meets Standards: Good, needs minor revision, displays moderate level of technical proficiency, work product reflecting an ability to apply current technology associated with the major at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of technical proficiency

Fails to Meet Standards: Poor, needs much revision, displays no evident technical proficiency

## Competency 11: Technology ... Assessment Results

### **Direct Measures**

#### Knowledge Testing

Pre-test: 67% meets standard

Post-Test: Data not yet collected

### **Indirect Measures**

#### Survey of Graduating Students

Technological aspects of communication

3.0 on 4.0 scale (2008)

3.3 (2007)

#### Survey of Internship Supervisors

Preparation in technological aspects important to your profession (meets standard)

3.3 on 4.0 scale (2008)

#### Alumni Survey

84% positive contribution re: "Using computer technology" (2007)

(0% no contribution, 0 small, 31 moderate, 38 large, 15 very large)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance technology component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Develop Web/Angel technology resources for multi-course use (2008-09)
4. Revise Media Production major and develop new COM 312 Basic Media Production course (requirement for Media Production majors; elective for others) to provide opportunity for all students to enhance skills in audio-video-digital technology (2008-09)
5. Revise COM 322 Communication Graphics course (requirement for Public Communication majors; elective for others) and CO 336 (requirement for Communication Studies majors; elective for others) to increase student proficiency in technology (2009-10)
6. Revise News Lab Course (requirement for Journalism majors) to increase student proficiency in technology
7. Faculty in-service re: technology of social media and introduction or enhancement of this in required courses (2009-10)



## Competency 12: Public Speaking

Demonstrate competence in professional speaking and presentational skills appropriate to the major

### Required Courses Resulting in Learning Outcomes

	<i>Awareness</i>	<i>Understanding</i>	<i>Application</i>
Public Communication	205	205, 307	450
Journalism	205	205, 302	450
Media Production	205	205	450
Communication Studies	205	205, 306, 307, 315	450

### Assessment Measures

Direct 1. Performance in public speaking presentations (SPC 205 and COM 450)

Indirect 1. Graduating Student Survey

Indirect 2: Survey of Internship supervisors

Indirect 3. Alumni Survey

### Criteria / Rubrics for Speech Presentations

1. Content: audience-appropriate material and topic, originality, audience interest, comprehensibility, examples and evidence, AV support
2. Organization: distinct introduction/body/conclusion, clear and compelling introduction, logical order, effective transitions, summary and closure
3. Style: appropriate language for speech and audience, speaker enthusiasm, avoidance of slang and clichés, effective use of stylistic devices
4. Delivery: speaker poise and confidence, professional dress and demeanor, eye contact, posture, body language, speaking pace, appropriate use of notes, voice variation, vocal utterances and verbal crutches, appropriate length, evident preparation

### Standards

Exceeds Standards: Excellent, virtually error free, displays high level of verbal proficiency

Meets Standards: Good, needs minor revision, displays some insight and moderate level of verbal proficiency, demonstration of competency in public speaking skills at a level appropriate for a graduating senior

Approaches Standards: Fair, needs revision, displays low level of verbal proficiency

Fails to Meet Standards: Poor, needs much revision, displays no apparent verbal proficiency

## Competency 12: Public Speaking ... Assessment Results

### **Direct Measures**

#### Performance Capstone (2009)

76% meet/exceed standard

(0% fail, 24 approach, 50 meet, 26 exceed)

### **Indirect Measures**

#### Survey of Graduating Students

Ability to evaluate your own and other's work

3.5 on 4.0 scale (2008)

3.2 (2007)

#### Survey of Internship Supervisors

3.9 on 4.0 scale for current BSC intern (2008)

#### Alumni Survey (2007)

77% contribution via department: Speaking clearly and effectively"

(0% no contribution, 0 little, 31 moderate, 8 large, 38 very large)

**Response Goal:** The department will implement a series of steps to achieve higher levels of competence.

### **Action Steps**

1. Revise course outlines to include/enhance public speaking component appropriate to course (2006-07)
2. Review syllabi to ensure that revision is being implemented (2008-09)
3. Implement department-wide rubrics for in-class critique of speeches and presentations (2009-10)

## MISCELLANEOUS ASSESSMENT MEASURES

### Survey of Graduating Students:

3.4 (2008), 3.3 (2007): Professional and career aspects of communication  
3.5 (2008): Overall level of challenge & high standards in department  
3.5 (2008), 3.5 (2007): Experience as a Communication student  
2.8 (2008): Academic advisement  
3.2 (2008): Access to faculty

### Survey of Internship Supervisors

3.3 on 4,0 scale (2008) Basic professional skills for all interns  
3.5 on 4.0 scale (2008) Basic professional skills for current intern  
3.1 on 4,0 scale (2008) Management/leadership skills for all interns  
94% would hire current intern for entry-level job

### Alumni Survey

75% positive contribution re: "Acquired knowledge and skills needed for a career" (2007)  
(0 %no contribution, 0 little, 0 moderate, 37 large, 42 very large)

76% positive contribution re: "Develop leadership skills" (2007)  
(0 %no contribution 0 little, 15 moderate, 15 large, 46 very large)

84% positive contribution re: "Acquired knowledge and skills for further academic study" (2007)  
(0% no contribution, 0 little, 38 moderate, 15 large, 31 very large)

63% Employment relates to major (within first year following graduation) (2007)  
45% Directly relates  
18% Somewhat relates

69% are attending or planning to attend graduate school (2007)  
15% Attending  
54% Planning to attend

84% "Academic advising was available to me when I needed it" (agree and strongly agree) (2007)

76% "Buffalo State helped me meet the goals I went there to achieve" (agree and strongly agree) (2007)

## METHODOLOGY

### Knowledge and Skills Testing

#### *Skill-based Competencies: Research, Writing, Editing, Statistics, Technology, Public Speaking*

Administered according to Assessment Plan schedule. As Pre-Test & Post-Test, administered to incoming students and near-graduation students. Assessment calculation is consistent with national professional competency exams (such as the APR program of PRSA).

Exceeds Standard	81-100%
Meets Standard	61-80%
Approaches Standard	41-60%
Fails to Meet Standard	0-40%

### Senior Essay

#### *Concept-based Competencies: Law, History, Diversity, Visual Communication, Ethics, Critical Thinking*

Papers are assigned to students in the department capstone course COM 450, which is required of all seniors and taken generally in the final semester. Assessment calculation is based on averages of both faculty and alumni/media professionals serving as readers, using 4.0 rating scales. In the 2006 and 2007 pilot, assessment was done only by faculty readers. Since 2008, the department also has used outside readers (alumni and WNY media professionals) to the assessment teams.

4 Exceeds Standard	3.5 - 4
3 Meets Standard	2.5 - 3.4
2 Approaches Standard	1.5 - 2.4
1 Fails to meet Standard	0 - 1.4

### Portfolio Review

#### *Skill-based Competencies: Research, Writing, Editing, Technology*

Each student develops a portfolio in the academic capstone course COM 450 and/or in the professional capstone courses (418, 405, and one of the advanced media production courses of 428-434). Each portfolio includes examples of professional writing, editing, visual communication, professionally-oriented research, and technology appropriate to their major. In 2009-10, the department moved to require a digital portfolio for new students who will graduate in Spring 2013 or later. The portfolio is assessed by teams involving both faculty and outside professionals (alumni and WNY media practitioners), using 4.0 rating scales.

4 Exceeds Standard	3.5 - 4
3 Meets Standard	2.5 - 3.4
2 Approaches Standard	1.5 - 2.4
1 Fails to meet Standard	0 - 1.4

Survey of Graduating Students: This online survey is administered by the department following each semester. Items are based on 4.0 scale of poor/fair/good/excellent.

Survey of Internship Supervisors: This survey is administered at end of each internship experience. It is based on 4.0 scale labeled poor to excellent. Current report (June 18) n=171. Supervisors report current/past association with average 2.7 BSC interns (n=161) and 3.7 interns from other institutions (n=224).

Alumni Survey: This survey is administered annually by the college with departmental breakout data. The current data from 2007 report; n=13

Assessment Protocols: Prior to the end of each academic year (no later than June 30), the Assessment Committee will identify the categories for assessment for the upcoming academic year and will indicate the number of both faculty and external reviewers needed for each of the categories for assessment. Faculty assigned to courses in which assessment artifacts are to be gathered should be notified before the beginning of each semester, so they can make arrangements to include the artifacts in the list of student assignments.