

## **Program-Level Continuous Improvement Process (CI-Process) Basics**

### **BA/BS Degrees in (Speech) Communication**

**Program Name:** State formal program name from list of ADHE or UCA recognized programs.

BA: (Speech) Communication

BS: (Speech) Communication

**Program Purpose:** State WHY this program exists.

The BA/BS programs in Communication provide students with the theoretical and practical knowledge required to analyze and evaluate diverse communication situations, and respond effectively to those situations in socially responsible ways.

**Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.**

**Goal 1:**

Communication graduates will demonstrate understanding of multiple theoretical perspectives.

**Goal 2:**

Communication graduates will demonstrate knowledge of systematic inquiry.

**Goal 3:**

Communication graduates will demonstrate the ability to deliver professional presentations.

**Goal 4:**

Communication graduates will demonstrate the ability to communicate ethically.

**Goal 5:**

Communication graduates will create practical communication-based responses to contemporary social issues.

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #1: Communication graduates will demonstrate a basic understanding of a representative number of major rhetorical theories.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #1</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A separate exam will be dedicated to this theoretical perspective in SPCH 2308, Perspectives in Communication.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The exam answer key will be used to determine scores for this activity.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this exam. This grade demonstrates students have a fundamental understanding of theories in this perspective.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 2308, Perspectives in Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring semester SPCH 2308 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #2: Communication graduates will demonstrate a basic understanding of a representative number of major scientific theories.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #1</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A separate exam will be dedicated to this theoretical perspective in SPCH 2308, Perspectives in Communication.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The exam answer key will be used to determine scores for this activity.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this exam. This grade demonstrates students have a fundamental understanding of theories in this perspective.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 2308, Perspectives in Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring semester SPCH 2308 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #3: Communication graduates will demonstrate a basic understanding of a representative number of major interpretive theories.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #1</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A separate exam will be dedicated to this theoretical perspective in SPCH 2308, Perspectives in Communication.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The exam answer key will be used to determine scores for this activity.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this exam. This grade demonstrates students have a fundamental understanding of theories in this perspective.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 2308, Perspectives in Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring semester SPCH 2308 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #4: Communication graduates will demonstrate a basic understanding of a representative number of major critical theories.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #1</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A separate exam will be dedicated to this theoretical perspective in SPCH 2308, Perspectives in Communication.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The exam answer key will be used to determine scores for this activity.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this exam. This grade demonstrates students have a fundamental understanding of theories in this perspective.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 2308, Perspectives in Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring semester SPCH 2308 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #5: Students will demonstrate the ability to select a topic, develop research questions, write clearly, synthesize and organize information.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #2</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A project in SPCH 2313, Introduction to Communication Research, will be dedicated to the fundamentals of systematic inquiry, as will a project in SPCH 4336, Advanced Communication Theory, which will also be dedicated to the fundamentals of systematic inquiry.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The rubric used to evaluate each project will be used.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on each project. This grade demonstrates students have a fundamental understanding of systematic inquiry.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 2313, Introduction to Communication Research and all students in SPCH 4336, Advanced Communication Theory.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring semester SPCH 2313 is offered. SPCH 4336 is offered every fall semester.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #6: Translating the skills acquired in SLO #5, students will further demonstrate proficiencies in topic selection, audience analysis, and information synthesis and organization by creating effective and appropriate verbal and nonverbal communication.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #3</p>
<b>Assessment Activity/Artifact/Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A major presentation in SPCH 4130, Communication Practicum, will evidence student proficiency in combining theory and research with presentational skills.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The rubric used to evaluate the project will be used.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this project. This grade demonstrates students have a more advanced understanding of systematic inquiry.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 4130, Communication Practicum.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every spring SPCH 4130 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

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<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #7: Students will demonstrate the ability to apply ethical principles to a variety of communicative situations.</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #4</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A course project in SPCH 3301, Organizational Communication, will be dedicated to the analysis of applying ethical principles to a communicative situation.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The rubric used to evaluate the project will be used.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this project. This grade demonstrates students have a fundamental understanding of how to apply ethical principles to a communicative situation.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 3301, Organizational Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring SPCH 3301 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>



## CI-Process Student Learning Outcome Information Sheet

### (REPEAT for EACH Student Learning Outcome)

<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p>SLO #8: Students will demonstrate the ability to analyze the uniquely communicative dimensions of contemporary social issues to evaluate (or create) practical communication-based responses. (In other words, put communication theory into practice (i.e., praxis).</p>
<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by the Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b></p> <p>Goal #5</p>
<b>Assessment Activity/Artifact/ Output</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome</b></p> <p>A course project in SPCH 3301, Organizational Communication, will be dedicated to the analysis of a contemporary social issue in order to evaluate (or create) practical communication-based responses.</p>
<b>Assessment Method</b>	<p><b>Explain how the above activity will be assessed.</b></p> <p>The rubric used to evaluate the project will be used.</p>
<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>Students will earn a C (70%) or higher on this project. This grade demonstrates students have a fundamental understanding of how to analyze contemporary social issues to evaluate (or create) practical communication-based recommendations.</p>
<b>Academic Course of Assessment</b>	<p><b>State who will be assessed using the above activity AND in which academic course the assessment will occur.</b></p> <p>All students enrolled in SPCH 3301, Organizational Communication.</p>
<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Every fall and spring SPCH 3301 is offered.</p>
<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
<b>Result</b>	<p>N/A</p>
<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Department Chair</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data.</b></p> <p>By the first Monday in June.</p> <p><b>Comments: Provide comments about the data from Responsible Authority.</b></p> <p>Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #1:** Communication graduates will demonstrate a basic understanding of a representative number of major **rhetorical theories**.

### Sample Exam Questions

Matching—Match each premise with its corresponding theory. You may use a theory more than once or not at all.

- A. The Rhetoric
  - B. Narrative Paradigm
  - C. Dramatism
46. Classified rhetoric as the counterpart of dialectic.
  47. Believes that language is a strategic human response to a specific situation.
  48. Ascertains that the task of the critic is to assess motives.
  49. Argues that the guilt-redemption cycle is the root of all rhetoric.
  50. Emphasizes that no communication is purely descriptive or didactic.

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #2:** Communication graduates will demonstrate a basic understanding of a representative number of major **scientific** theories.

### Sample Exam Questions

Matching—Match each statement with its corresponding theory. You may use a theory more than once or not at all.

- A. Communication Accommodation Theory
  - B. Face Negotiation Theory
  - C. Social Judgment Theory
  - D. Elaboration Likelihood Model
29. Results depend on the two mental routes to attitude change a listener happens to use.
  30. Focuses on how we make judgments about statements we hear.
  31. Helps to explain cultural differences in response to conflict.
  32. Explains how and why we adjust our communication behaviors to the actions of others.
  33. Assumes that people of all cultures are always negotiating their public self-image.

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #3:** Communication graduates will demonstrate a basic understanding of a representative number of major **interpretive** theories.

### Sample Exam Questions

Matching—Match each statement with its corresponding theory. You may use a theory more than once or not at all.

- A. Symbolic Interactionism
  - B. Coordinated Management of Meaning
  - C. Relational Dialectics
  - D. Interactional View
44. Used von Bertalanffy's ideas about life systems.
45. Proclaimed that "one cannot not communicate."
46. Humans act toward people or things on the basis of the meanings they assign to those people or things.
47. Believe that the quality of our personal lives and of our social worlds is directly related to the quality of communication in which we engage.

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #4:** Communication graduates will demonstrate a basic understanding of a representative number of major **critical** theories.

### Sample Exam Questions

Matching—Match each statement with its corresponding theory. You may use a theory more than once.

- A. Critical Theory of Communication Approach to Organizations
  - B. Muted Group Theory
  - C. Standpoint Theory
21. Suggests that what makes the theory critical are the questions of prosperity.
  22. Ascertains that all corporate communication is an outcome of political processes that are usually undemocratic and harmful to democracy.
  23. Believes that public decisions can be formed through strategy, consent, involvement, and participation.
  24. Claims that the perspective from the lives of the less powerful can provide a more objective view than the perspective from the lives of the more powerful.
  25. Works from the central tenet that all scholarly inquiry should start from the lives of women and others who are marginalized.

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #5:** Students will demonstrate the ability to select a topic, develop research questions, write clearly, synthesize and organize information.

### Sample Evaluative Criteria for Literature Review (SPCH 2313)

#### *Communication Research Literature Review Evaluative Criteria*

**Research** \_\_\_\_/10

- proper credit consistently and clearly given
- author shows clear understanding of how to share research findings
- evidence of learning and developing expertise beyond textbook/conference paper
- does not rely on textbook/conference paper
- complete match between reference page and sources used in paper
- proper APA format followed in paper
- proper APA format followed in references
- meets minimum source requirements (6) for assignment
- academic sources used (journal articles, books, book chapters)
- research sources appropriate to topic (relevance)

**Topic** \_\_\_\_/2

- Pertinent to the study of human communication
- Narrowed down appropriately

**Organization** \_\_\_\_/7

- Introduction
  - prepares reader for issue/topic being reviewed
- Body
  - flows smoothly
  - logical development
  - summarizes findings
- Conclusion
  - summarizes
  - relates back to introduction
  - ends with a research question

**Writing** \_\_\_\_/4

- Clear
- Concise
- Properly Edited
- Error Free (Typographical/Grammatical)

**Adheres to Instructor Guidelines** \_\_\_\_/2

- Timeliness
- Instructor Feedback

## APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #5:** Students will demonstrate the ability to select a topic, develop research questions, write clearly, synthesize and organize information.

### Sample Evaluative Criteria for Senior Thesis (SPCH 4336)

<b>Capstone in Communication Final Paper (Thesis) Evaluation</b>						
1. The purpose of the paper is stated clearly.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
2. The paper is organized effectively.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
3. The literature review is of a high quality.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
4. The research method is described in detail.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
5. The research method is appropriate and effective.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
6. The evidence is good and related to the purpose of the paper.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
7. The evidence is presented clearly.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
8. The conclusions are related directly to the purpose of the paper.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
9. The evidence supports the conclusions.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
10. The subject represents a significant direction for communication research.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
11. The document is well written.	NA	5	4	3	2	1
		Strongly Agree				Strongly Disagree
12. APA style is adhered to within text.		5	4	3	2	1
		Strongly Agree				Strongly Disagree
13. APA style is adhered on reference page(s).		5	4	3	2	1
		Strongly Agree				Strongly Disagree

# APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #6:** Translating the skills acquired in SLO #5, students will further demonstrate proficiencies in topic selection, audience analysis, and information synthesis and organization by creating effective and appropriate verbal and nonverbal communication.

## Communication Capstone Poster Presentation Evaluation Criteria

Student Author(s): \_\_\_\_\_ Judge's Initials: \_\_\_\_\_

**I. TECHNICAL** (Please score each item on a 1 – 5 scale, with 1 = marginally adequate and 5 = excellent)

<b>Legibility</b> (poster uses adequate font size, quality printing, etc.)	1	2	3	4	5
<b>Accuracy</b> (poster is free of typographical errors)	1	2	3	4	5
<b>Overall Visual Appeal</b> (poster & surrounding area create polished appearance)	1	2	3	4	5

(I) Total technical score: \_\_\_\_\_

**II. CONTENT** (Please score each item on 1 – 5 scale, with 1 = marginally adequate and 5 = excellent; OR select Yes/No for items thusly rated).

<b>Literature Review</b> (adequate information about previous research)	1	2	3	4	5
<b>Rationale</b> (adequate information about study's purpose)	1	2	3	4	5
<b>Method</b> (clear outline of procedures)	No	Yes		Not	Applicable
<b>Results</b> (adequate summary of findings)	No	Yes		Not	Applicable
<b>Discussion</b> (adequate summary of what was learned)	1	2	3	4	5
<b>Future Research</b> (adequate summary of future implications)	1	2	3	4	5

(II) Total content score: \_\_\_\_\_

**III. PRESENTATION** (Please score each item on 1 – 5 scale, with 1 = marginally adequate and 5 = excellent).

<b>Eloquence</b> (student/student's clearly conveyed understanding of the project)	1	2	3	4	5
<b>Engagement</b> (student/student's volunteered information about the project)	1	2	3	4	5
<b>Enthusiasm</b> (student/student's expressed passion for project/subject matter)	1	2	3	4	5

(III) Total presentation score: \_\_\_\_\_

**TOTAL SCORE (I + II+ III):**



FEEL FREE TO ADD COMMENTS ON THE BACK OF THIS FORM ➡



# APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #7:** Students will demonstrate the ability to apply ethical principles to a variety of communicative situations.

## Sample Evaluative Criteria for Crisis Case Study

### Assignment Overview

Students will work in groups to analyze the communication associated with an organizational crisis and present their findings to the class. Groups may choose any recent or ongoing organizational crisis that is not already in a textbook to analyze using Image Restoration Theory. In the paper the groups will (1) introduce the context of the situation and offer a rationale for viewing the event as a crisis, (2) provide a review of Image Restoration Theory, (3) identify any symptoms that a crisis was imminent, (4) identify routine and non-routine responses to the crisis, (5) discuss the social responsibility of the organization's response (ethical dimensions) and how the actions taken affect or may affect the organization (including individuals within the organization), its stakeholders and the environment, (7) offer conclusions regarding the effectiveness and/or ineffectiveness of the organization's crisis communication, and (8) create recommendations to improve crisis communication and prevent another similar crisis from occurring.

### Grading Rubric (100 points)

0      1      2      3      4      5

0 = Absent, 1= Poor, 2=Needs work, 3=Adequate, 4=Good, 5=Excellent \*values double for 10 point scale

**Name of Scholar:**

		Feedback
<b>Cleanliness: 10pts</b>		
Few typos, correct grammar, punctuation, active voice (additional 10 points may be deducted for papers obviously unrevised)	/5pts	
Accessible: Clarity, Simplicity, Interest	/5pts	
<b>Style: 10pts</b>		Feedback
APA format—in-text citations	/5pts	
APA format—bibliography	/5pts	
<b>Structure: 15pts</b>		Feedback
Intro: attention getter, clear thesis, engaging, explains case study's purpose and organization	/5pts	
Organization: Sections, Headings, Paragraphs, & Sentences	/5pts	
Concl: clear, no new info, summarizes entire study, ends with a clincher.	/5pts	
<b>Case: 10 pts</b>		Feedback
Justified why the crisis was chosen	/5pts	
Created an interesting narrative of the crisis	/5pts	
<b>Theory &amp; Crisis: 15 pts</b>		Feedback
Image Restoration is clearly explained.	/5pts	
Timeline clearly explains how the crisis transpired/Symptoms were addressed	/5pts	
Supported with multiple direct and paraphrased citations from credible sources	/5pts	
<b>Analysis: 20 points</b>		Feedback
Brief overview	/5pts	
Response strategy explained accurately and clearly	/5pts	
Clear descriptions and examples directly tied to the response & Image Restoration Theory	/10pts	
<b>Discussion: 20pts</b>		Feedback
Effectiveness adequately and clearly analyzed	/5pts	
Ethical implications adequately addressed at the individual, social, and environmental levels.	/5pts	

Recommendations are justified and based on the analysis  
Strengths and weaknesses/future research

/5pts

/5pts

**Total Points:**

**/100pts**

# APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

**SLO #8:** Students will demonstrate the ability to analyze the uniquely communicative dimensions of contemporary social issues to evaluate (or create) practical communication-based responses. (In other words, put communication theory into practice (i.e., praxis).

## Sample Evaluative Criteria for Crisis Case Study

### Assignment Overview

Students will work in groups to analyze the communication associated with an organizational crisis and present their findings to the class. Groups may choose any recent or ongoing organizational crisis that is not already in a textbook to analyze using Image Restoration Theory. In the paper the groups will (1) introduce the context of the situation and offer a rationale for viewing the event as a crisis, (2) provide a review of Image Restoration Theory, (3) identify any symptoms that a crisis was imminent, (4) identify routine and non-routine responses to the crisis, (5) discuss the social responsibility of the organization's response (ethical dimensions) and how the actions taken affect or may affect the organization (including individuals within the organization), its stakeholders and the environment, (7) offer conclusions regarding the effectiveness and/or ineffectiveness of the organization's crisis communication, and (8) create recommendations to improve crisis communication and prevent another similar crisis from occurring.

### Grading Rubric (100 points)

0      1      2      3      4      5

0 = Absent, 1= Poor, 2=Needs work, 3=Adequate, 4=Good, 5=Excellent \*values double for 10 point scale

### Name of Scholar:

<b>Cleanliness: 10pts</b>		<b>Feedback</b>
Few typos, correct grammar, punctuation, active voice (additional 10 points may be deducted for papers obviously unrevised)	/5pts	
Accessible: Clarity, Simplicity, Interest	/5pts	
<b>Style: 10pts</b>		<b>Feedback</b>
APA format—in-text citations	/5pts	
APA format—bibliography	/5pts	
<b>Structure: 15pts</b>		<b>Feedback</b>
Intro: attention getter, clear thesis, engaging, explains case study's purpose and organization	/5pts	
Organization: Sections, Headings, Paragraphs, & Sentences	/5pts	
Concl: clear, no new info, summarizes entire study, ends with a clincher.	/5pts	
<b>Case: 10 pts</b>		<b>Feedback</b>
Justified why the crisis was chosen	/5pts	
Created an interesting narrative of the crisis	/5pts	
<b>Theory &amp; Crisis: 15 pts</b>		<b>Feedback</b>
Image Restoration is clearly explained.	/5pts	
Timeline clearly explains how the crisis transpired/Symptoms were addressed	/5pts	
Supported with multiple direct and paraphrased citations from credible sources	/5pts	
<b>Analysis: 20 points</b>		<b>Feedback</b>
Brief overview	/5pts	
Response strategy explained accurately and clearly	/5pts	
Clear descriptions and examples directly tied to the response & Image Restoration Theory	/10pts	
<b>Discussion: 20pts</b>		<b>Feedback</b>
Effectiveness adequately and clearly analyzed	/5pts	

Ethical implications adequately addressed at the individual, social, and environmental levels.	/5pts	
Recommendations are justified and based on the analysis	/5pts	
Strengths and weaknesses/future research	/5pts	

**Total Points: /100pts**