Communication and Theatre
Core Competencies
Spring 2017

Learning Outcome:
Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Critical Thinking	**N/A**	**81.8%**	**62.5%**	**63.0%**	**66.7%**

Conclusions Drawn from Data:
This year's graduating senior cohort missed the 70% target benchmark by just 3%, which represents a 4% increase in comparison to last year's senior cohort, which missed the target by 7%. The largest percentage decrease (19%) occurred between 2013-14 to 2014-15. In the future, it could be useful to see whether this is an actual pattern of decline – or whether these near-misses will plateau - for the critical thinking competency measured near graduation.

Changes to be Made Based on Data:
As our department rebuilds its assessment infrastructure and culture of evidence, it would be useful to pay attention to whether this shortfall below targeted goals continues, including what potential factors may've contributed to the percentage decrease between 2013-14 and 2014-15. Additionally, with the availability of further longitudinal analysis, our department will be more readily prepared to identify areas needing improvement, then design and implement appropriate curricular or other changes as necessary.

If such is the case, a decline may be partly attributable to a high turnover of full-time faculty in the last three years, in distinct contrast to a relatively low turnover rate in the prior decade. The resulting stop gap measure was to rely on less experienced adjunct instructors while the department searched for several full-time replacements.

The department recently hired two quality full-time professors at the doctorate level for this year, plus two new instructors who are in the part-time or super-adjunct level (teaching close to a full time load). These hires contribute more experience, enthusiasm, and commitment to the department. Additionally, the visiting professor (also holding a doctorate), who replaced two other full-timers, was upgraded to full-time status last year.

In 2017-2018, the department will also devote much time planning a possible redesign of the course offerings and majors, and may integrate rich critical-thinking signature assignments such as debating across the curriculum. The signature assignments are designed to improve critical thinking skills in select courses.

Finally, we are looking into a new method of teaching the basic communication course that has had remarkable results in several other schools. This challenging new format has been pioneered independently by two close friends of the Department Chair, who has been asked to provide a chapter for the upcoming textbook. We expect to explore a sample course or two in either the fall or spring, or perhaps both prior to making any decisions for the course across the board. This technique is unique in that it allows/ provides for the students to speak more frequently, but in groups and requires greater group assessment by each student of each speech. So instead of the student speaking three times per semester course, they will speak closer to 30 times.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Communication and Theatre
Core Competencies
Spring 2017

Learning Outcome:
Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Writing

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Writing	**N/A**	**81.8%**	**75.0%**	**67.4%**	**80.0%**

Conclusions Drawn from Data:
For academic year 2016-17 the Departments ETS Proficiency Profile Level 2 Writing rebounded by a significant 13% over the previous year's 67%, nearly a 20% improvement over the base from last year. Over the past three academic years, our senior-cohort proficiency in the written communication competency decreased by 7% and subsequently by 6% for successive senior cohorts. The decreasing percentages, occurring at nearly the exact same increments, may indicate a downward trend in written communication. In the future, it will be helpful to pay careful attention to contributing factors for missing the benchmark in this competency.

While this measure is one impacted greatly by what is done campus wide in many courses, the department is hopeful that there might have been some positive influence from stabilizing our full time employee turnover a bit. The three new full time hires have all had a strong influence on the improved education in our departmental courses. The department is still under staffed with full timers, and looking at one more retirement of a long term full time professor, and the maternity leave of a more recent full time hire, and of a significant part time adjunct or two.

Changes to be Made Based on Data:
As the department rebuilds its assessment infrastructure and culture of evidence, it will be useful to ascertain the impact of contributing factors to this apparent decline then improvement in writing skills, including the effects of faculty turnover and other department changes, as discussed with regard to the prior outcome.

It might also be useful to triangulate ETS PP data with PLO evidence related to writing skills to ascertain whether missing the 70% benchmark is consistent across the department's senior cohorts in various majors, and/or whether the type of measure (examination vs. research paper,

for instance) might affect the demonstration of proficiency with regard to this outcome. But the good news is that the Department has shown significant improvement in this area, and significantly exceeds the 70% target threshold that had been missed the past two years.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

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Spring 2017

Learning Outcome:
Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Mathematics

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Math	**N/A**	**63.6%**	**75.5%**	**63.0%**	**66.7%**

Conclusions Drawn from Data:
This year's senior cohort missed the target benchmark by 3%. Over the past three years, however, an obvious pattern of either improvement or decline is not evident: an increase of 11% occurred between 2013-14 and 2014-15, whereas a decrease of 11% occurred between 2014- 15 to 2014-16. And most recently an increase of approximately 4% occurred for 2016-17, fally just short of the targeted goal of 70% proficiency. Although the percentage increase and percentage decrease mirror each other closely, not enough longitudinal data is available to ascertain whether 2014-15 was an aberration (5% above the benchmark) or not, i.e. part of a trend. It could be useful to hypothesize what influential factors contributed to the 75% "marginal or proficient" results in 2014-15, in contrast to 2013-14 and 2015-16, or the nearly on target level for 2016-17. It is also hard to pinpoint a significant cause effect relationship to mathematical skills development in a department largely devoid of instruction in math properties or relationships.

Changes to be Made Based on Data:
Most of the courses offered in our department are of a qualitative nature and do not deal with quantitative matters, except for those few courses offering coverage in statistical research methods and measures, many of which are not required of all departmental students since the skills discussed are not viewed as essential for the proper mastery of targeted learning objectives. Because the curriculum in the department is particularly strong in the applied humanities rather than quantitative skills, one might expect weaker outcomes for this particular competency, in contrast to the written and oral communication competencies, for instance.

However, the senior cohort exceeded the 70% benchmark by 5% in 2014-15, then dropped to

64% in 2015-16, improving to nearly 67% in 2016-17. As the department rebuilds its assessment infrastructure and culture of evidence, it will be useful to ascertain whether the quantitative reasoning competency improves. Additionally, the department's quantitative courses are being taught by newly hired full time employees, who show much promise and strong instruction assessments by students, peers and the Chair. Given a chance to master their new teaching assignments and redesign their courses, there will hopefully be improved results in this content mastery area as well.

Overall, to enhance quantitative reasoning outcomes in Communication seniors, one potential change mentioned to rely upon a course in statistics for non-math majors offered by the Math Department, as we understand that some other departments are planning to do so. Of course, this is all preliminary to departmental analysis, and it should be noted that our department does not incorporate quantitative course work as part of its program learning outcomes, so these findings are considered less urgent in the context of our programming than in other academic units.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

Communication and Theatre
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Spring 2017

Learning Outcome:
Oral Communication: Student will be able to speak about their work with precision, clarity and organization.

Outcome Measure: COM 485 assignment with oral component

Note: In the future, all 5 WSCUC Core Competencies will be assessed in COM 485 Communications, Value, and Society. Instructor of record: Professor Wally Williams.

Criteria for Success (if applicable): 70% at or above 3.0 or above

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Critera				
	SP 17	**SU 17**	**SP 18**	**SU 18**	**SP 19**
	N = 16	**N = 6**			
Com 485 Oral Exam	**93.8%**	**66.7%**			

Conclusions Drawn from Data:
While still greater attention needs to be invested in collecting more comprehensive data, the preliminary results from 2016-17 exceeds the 70% threshold based on the Oral Exam for COM 485, a senior capstone course covering values and communication in society populated primarily by the Departments seniors. This is a foundational year for measuring these learning areas.

Changes to be Made Based on Data:
None this year due to the aforementioned context(s). Stronger efforts will be made to collect more comprehensive data from the Fall as well for future years.

Rubric Used: AAC&U Oral Communication Rubric – on next page.

ORAL COMMUNICATION VALUE RUBRIC

Communication and Theatre Core Competencies Spring 2017

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Communication and Theatre
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Learning Outcome:
Information Literacy: Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand.

Outcome Measure: COM 485 assignment with a research component

Note: Going forward, all 5 WSCUC Core Competencies will be assessed in COM 485 Communications, Value, and Society. Instructor of record: Professor Wally Williams.

Criteria for Success (if applicable): 70% at or above 3.0 out of 4.0

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Critera				
	SP 17	**SU 17**	**SP 18**	**SU 18**	**SP 19**
	N = 16	**N = 6**			
Com 485 Poster Presentation	**100%**	**100%**			

Conclusions Drawn from Data:
It would be premature to draw strong conclusions at a longitudinal level from one year of data, but the early findings are promising. The 70% targeted learning threshold has been significantly exceeded as evidenced in this particular assignment

Changes to be Made Based on Data:
No changes this year due to the aforementioned context(s). Stronger efforts will be made to collect more comprehensive data from the Fall as well for future years.

Rubric Used: AAC&U Information Literacy Rubric – on next page.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Association of Colleges and Universities

Communication and Theatre
Core Competencies
Spring 2017

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.