Strategic Communication B.A.
Core Competencies 2024-2025

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

Outcome Measure:
SMART Goal and Discussion rubric item (from CMT 4040 Final Presentation), scored out of 30 points and aligned with the AAC&U Critical Thinking VALUE Rubric using a translated 1–4 scale (Capstone, Milestones, Benchmark levels).

Criteria for Success (how do you judge if the students have met your standards):
75% or more of students will achieve at least the Milestone (Level 3) level or higher (equivalent to ≥24/30 points).

Aligned with DQP Learning Areas (highlight 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:

	Number of students	% scoring 3 or higher	Criteria met?
2024-2025	14	93%	Yes

Conclusions Drawn from Data:
The data indicate strong performance in critical thinking, with 93% of students demonstrating Capstone-level performance. All students met or exceeded the success criteria (Milestone level or higher). This suggests that students are effectively able to define SMART goals and articulate well-reasoned, critical plans to meet them. The one student at Milestone Level 2 may benefit from additional support around depth of reasoning and synthesis.

Changes to be Made Based on Data:
Given the high performance, no major curricular changes are required at this time.

Rubric Used:
Assignment rubric item

SMART Goal and Discussion	30 pts Distinguished	25.5 pts Proficient	22.5 pts Basic	18 pts Below expectations	0 pts Non-Performance	
	Excellent definition of SMART goal and discussion on how your plan will effectively meet your goal.	Good definition of SMART goal and discussion on how your plan will effectively meet your goal.	Adequate definition of SMART goal and discussion on how your plan will effectively meet your goal, but definition and/or discussion require greater detail and/or conciseness.	Does not adequately define the SMART goal and/or discuss how your plan will effectively meet your goal. Requires much greater detail.	No submission or does not define the SMART goal and/or discuss the plan.	30 pts

SMART Goal and Discussion rubric item was assessed using a translated version of the AAC&U Critical Thinking VALUE Rubric. Performance levels were aligned as follows:

AAC&U Level	Score Range (0–30)	Description
Capstone (4)	27–30	Excellent SMART goal definition and reasoning; strong synthesis.
Milestone (3)	24–26.9	Good definition and discussion; competent reasoning.
Milestone (2)	21–23.9	Adequate but underdeveloped; emerging critical thinking.
Benchmark (1)	0–20.9	Incomplete or unclear; limited reasoning.

Students who do not submit are excluded from the analysis.

Strategic Communication: CC Data, 2024-2025

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

Outcome Measure:
Writing Mechanics rubric item (from the CMT 4040 Final Presentation), scored out of 10 points and aligned with the AAC&U Written Communication VALUE Rubric using a translated 1–4 scale (Capstone, Milestones, Benchmark levels).

Criteria for Success (how do you judge if the students have met your standards):
75% or more of students will achieve at least the Milestone (Level 3) level or higher (equivalent to ≥8/10 points).

Aligned with DQP Learning Areas (highlight 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:

	Number of students	% scoring 3 or higher	Criteria met?
2024-2025	14	100%	Yes

Conclusions Drawn from Data:
All students achieved the Capstone (Level 4) level on the Writing Mechanics criterion, demonstrating high-quality grammar and spelling with no distracting errors. This indicates that students are consistently able to express their ideas clearly and effectively in writing. The 100% success rate reflects strong writing preparation and editorial skills.

Changes to be Made Based on Data:
Given the outstanding performance, no curricular changes are necessary at this time.

Rubric Used:
Assignment rubric item

Writing Mechanics	10 pts **Distinguished** Grammar and spelling are high quality with no distracting errors in the text.	8.5 pts **Proficient** Grammar and spelling are generally high quality, with only a few minor errors in the text.	7.5 pts **Basic** Grammar and spelling are of adequate quality, but the text contains several distracting typos.	6 pts **Below Expectations** Grammar and spelling do not meet the requirements-- there are either many small typos or several significant errors that distract from the overall writing.	0 pts **Non-Performance** No submission or the text contains numerous distracting mistakes in grammar and/or spelling.	10 pts

The Writing Mechanics rubric item was assessed using a translated version of the AAC&U Written Communication VALUE Rubric. Performance levels were aligned as follows:

AAC&U Level	Score Range (0–10)	Description
Capstone (4)	9–10	Grammar and spelling are of professional quality; no distracting errors.
Milestone (3)	8–8.9	Minor errors present, but they do not impede clarity or distract the reader.
Milestone (2)	7–7.9	Several noticeable typos or grammar issues that affect readability.
Benchmark (1)	0–6.9	Many errors or several significant issues; writing is frequently unclear.

Students who do not submit are excluded from the analysis.

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

Outcome Measure:
Data Representation rubric item (from the CMT 4040 Final Presentation), scored out of 20 points and aligned with the AAC&U Quantitative Literacy VALUE Rubric using a translated 1–4 scale (Capstone, Milestones, Benchmark levels).

Criteria for Success (how do you judge if the students have met your standards):
75% or more of students will achieve at least the Milestone (Level 3) level or higher (equivalent to ≥16/20 points).

Aligned with DQP Learning Areas (highlight 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:

	Number of students	% scoring 3 or higher	Criteria met?
2024-2025	14	64%	No

Conclusions Drawn from Data:
Only 64% of students achieved Milestone Level 3 or higher, falling short of the 75% success criterion. While 9 students (64%) demonstrated Capstone-level performance by clearly and effectively representing quantitative data with clear titles, labels, and relevant analysis, 5 students (36%) received a score of 0, indicating work that lacked any meaningful attempt at quantitative reasoning (data not presented in a visual graph format). This significant performance gap highlights a need for stronger instructional support around data literacy and representation.

Changes to be Made Based on Data:
To improve student performance in quantitative reasoning and increase engagement with the data visualization component, the instructor is going to introduce scaffolded assignments earlier in the course that focus on graph creation, interpretation, and storytelling with data. Also, the course will be adjusted to provide visual examples of well-executed data representations and poorly constructed ones, paired with explanation.

Rubric Used:
Assignment rubric item

Data Representation	20 pts Distinguished	17 pts Proficient	15 pts Basic	12 pts Below Expectations	0 pts Non-Performance	
	The display of the data has meaningful and direct titles as well as directive labels. The data is represented clearly and correctly in the chosen graph which enhances the understanding of the data. In addition, includes a thorough response of the following: 1) Explain the visual data you have created. 2) Share why you chose to illustrate this data 3) Share what evidence the data provides in creating an effective campaign.	The graph has a meaningful and direct title as well as directive labels. The data is presented correctly. In addition, includes a response of the following: 1) Explain the visual data you have created. 2) Share why you chose to illustrate this data 3) Share what evidence the data provides in creating an effective campaign.	The graph has a meaningful and direct title or directive labels. The graph may not be accurately in line with the data and lead to incorrect conclusions. Is missing a response to one of the following questions: 1) Explain the visual data you have created. 2) Share why you chose to illustrate this data 3) Share what evidence the data provides in creating an effective campaign.	The graph is not titles and does not connect with the data. The graph does not match the data provided and is not represented well in the graph. Is missing two of the following questions: 1) Explain the visual data you have created. 2) Share why you chose to illustrate this data 3) Share what evidence the data provides in creating an effective campaign.	No submission or the graph is significantly lacking.	20 pts

The Data Representation rubric item was assessed using a translated version of the AAC&U Quantitative Literacy VALUE Rubric. Performance levels were aligned as follows:

AAC&U Level	Score Range (0–20)	Description
Capstone (4)	18–20	Graph enhances understanding with appropriate titles, accurate representation, and a thorough explanation addressing all required prompts.
Milestone (3)	16–17.9	Graph is accurate and labeled correctly with responses to all prompts, though less developed than Capstone.
Milestone (2)	14–15.9	Some accuracy and clarity issues; graph may mislead. Missing one of the required responses.
Benchmark (1)	0–13.9	Multiple issues with graph accuracy or clarity; missing two of the required responses.

Students who do not submit are excluded from the analysis.

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

Outcome Measure:
Presentation – Visual and Speaking Skills rubric item (from the CMT 4040 Final Presentation), scored out of 50 points and aligned with the AAC&U Oral Communication VALUE Rubric using a translated 1–4 scale (Capstone, Milestones, Benchmark levels).

Criteria for Success (how do you judge if the students have met your standards):
75% or more of students will achieve at least the Milestone (Level 3) level or higher (equivalent to ≥40/50 points).

Aligned with DQP Learning Areas (highlight 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:

	Number of students	% scoring 3 or higher	Criteria met?
2024-2025	14	86%	Yes

Conclusions Drawn from Data:
A strong majority (86%) of students scored at or above the Milestone (Level 3) threshold, with most reaching Capstone-level performance. This suggests that students are generally effective in using professional tone, body language, and audience engagement in oral presentations. Students scoring in the Basic or Below Expectations range may need more targeted feedback or rehearsal time to build confidence and delivery fluency.

Changes to be Made Based on Data:
To increase the percentage of students reaching Milestone 3 or higher, the course will be modified to offer more content focused on verbal delivery, audience awareness, and non-verbal communication.

Rubric Used:

Assignment rubric item

Presentation Visual and speaking skills	50 pts Distinguished	42.5 pts Proficient	37.5 pts Basic	30 pts Below Expectations	0 pts Non-Performance	50 pts
	Tone and voice are highly professional and demonstrate a high level of engagement with the audience. Language is polite and respectful, demonstrating a high level of authenticity. Video demonstrates excellent eye contact with the camera and expert use of positive body language to reinforce points for the audience.	Tone and voice are professional and generally tailored to the audience's expectations. Language is polite and respectful, demonstrating authenticity. Video demonstrates strong eye contact with the camera, and body language generally supports the spoken points.	Tone and voice are professionally but would benefit from much more focus on the audience's expectations. Language is polite and respectful. Video demonstrates adequate eye contact with the camera, though increased eye contact and/or positive body language would be more effective for conveying the spoken message.	Tone and voice would require increase professionalism and connection to the audience. Video does not meet the requirements for eye contact and/or body language does not support what is spoken.	No submission or the tone/voice are highly unprofessional or disregard the audience entirely. No submission or the student reads from notes rather than looking at the camera or body language is incredibly distracting from the spoken points.	

The Presentation – Visual and Speaking Skills rubric item was assessed using a translated version of the AAC&U Oral Communication VALUE Rubric. Performance levels were aligned as follows:

AAC&U Level	Score Range (0–50)	Description
Capstone (4)	45–50	Highly professional delivery; clear and engaging.
Milestone (3)	40–44.9	Strong presentation with minor areas for improvement.
Milestone (2)	35–39.9	Adequate delivery with some distracting elements.
Benchmark (1)	0–34.9	Delivery lacks professionalism or clarity.

Students who do not submit are excluded from the analysis.

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:

Research & Citations rubric item (from the CMT 4040 Final Presentation), scored out of 20 points and aligned with the AAC&U Information Literacy VALUE Rubric using a translated 1–4 scale (Capstone, Milestones, Benchmark levels).

Criteria for Success (how do you judge if the students have met your standards):

75% or more of students will achieve at least the Milestone (Level 3) level or higher (equivalent to ≥16/20 points).

Aligned with DQP Learning Areas (highlight 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:

	Number of students	% scoring 3 or higher	Criteria met?
2024-2025	14	93%	Yes

Conclusions Drawn from Data:

The data indicates strong performance in information literacy, with 93% of students scoring at or above the Milestone (Level 3) threshold. Most students demonstrated high-quality research practices and accurate citation using APA format. One student scored in the Below Expectations range, suggesting a possible misunderstanding of APA formatting or a lack of research depth.

Changes to be Made Based on Data:

Given the high performance, no major curricular changes are required at this time. However, there is an opportunity to offer targeted support to students who show early citation issues in drafts or discussion posts.

Rubric Used:

Assignment rubric item

| Research & Citations | 20 pts Distinguished Submission displays evidence of high-quality research to acquire data for your presentation. All sources are cited completely and accurately using proper APA format. | 17 pts Proficient Submission displays evidence of high-quality research to acquire data for your presentation. All sources are cited completely and with minimal errors using proper APA format. | 15 pts Basic Submission displays some evidence of high-quality research to acquire data for your presentation. All sources are cited many errors using proper APA format. | 12 pts Below Expectations Submission displays evidence of low-quality research to acquire data for your presentation. All sources are not cited completely or have significant errors using proper APA format. | 0 pts Non-Performance No submission or no evidence of quality research for the presentation. | 20 pts |

The Research & Citations rubric item was assessed using a translated version of the AAC&U Information Literacy VALUE Rubric. Performance levels were aligned as follows:

AAC&U Level	Score Range (0–20)	Description
Capstone (4)	18–20	High-quality research; all sources cited accurately in APA format.
Milestone (3)	16–17.9	Good research; citations are mostly accurate with minimal APA errors.
Milestone (2)	14–15.9	Adequate research with noticeable citation issues or gaps.
Benchmark (1)	0–13.9	Weak research and/or citation errors that reduce credibility.

Students who do not submit are excluded from the analysis.