



## Communication

<http://www.caspercollege.edu/assessment/index.html>

**Instructions:** To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to [kthatcher@caspercollege.edu](mailto:kthatcher@caspercollege.edu). For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

### CC MISSION:

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship.

The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

1. **Program: Communication**
2. **Department: Communication**
3. **School: Social and Behavioral Science**
4. **Person(s) Responsible for Developing Plan: Terry Rogers, Pete Van Houten, Gretchen Wheeler, Ebba Stedillie, Jessica Hurless, Grant Wilson**
5. **Email: trogers@caspercollege.edu**
6. **Phone: 307-268-2648**
6. **Date Submitted:**

1. Does this program offer distance learning ?  Yes  No
  - While we are not a distance learning program, we make use of distance education resources, like the Moodle Classroom Management System, to deliver free standing courses and blended courses. However, at this time a degree is not offered completely online.

(\*Note: Please complete a separate Assessment Plan form for each program.)

### A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *State the department or program mission in terms of educational purpose or goals*

#### **Department Mission Statement:**

In keeping with the mission of Casper College, the Department of Communication and Mass Media provides an excellent education to an increasingly diverse student population. The department serves students at Casper College in all academic, vocational, and professional programs with a wide range of communication skill development courses while offering advanced theory and technical training for Communication majors.

The Department provides a program parallel to the first two years of baccalaureate education in three areas: Human Communication, Journalism, and Media Studies. In support of this, the Department strives to maintain excellence in its faculty and resources necessary to be responsive to student needs.

**Departmental Goals:**

1. To provide a two-year Communication curriculum paralleling those offered in the first two years by most baccalaureate degree granting institutions for the Associate of Arts degree.
2. To provide institutional service by offering communication courses that meet degree requirements in other majors' programs at the college.
3. To service the community's needs for continuing education by providing for: the development of life skills professional enrichment development and training other vocational, educational, and leisure time needs.
4. To provide for learning, development, and enhancement of communication skills and theories utilizing "state of the art" environments and pedagogies including equipment, regional and national program representation (Student Newspaper and Forensics), the Oral Communication Lab for by appointment assistance, Learning Communities and Service-Learning.

2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*

<b>Formulate content appropriately for the intended purpose, including selection, adaptation and arrangement.</b>	<b>Detect and develop communication skills appropriate to the relationship.</b>	<b>Evaluate and recommend effective delivery techniques for various channels of communication.</b>	<b>Determine the impact of communication technologies on the creation and transaction of messages.</b>	<b>Integrate increased confidence in a variety of contexts.</b>
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3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

The student learning outcomes are based in the mission and goals of the Communication Department, with each outcome linked to each outcome being tied to sound communication theory and principle. Student outcomes are related to training students to be prepared to communicate in any context or relationship, under a variety of conditions. Our outcomes are directly linked to the inherent philosophy of the department, that communication is at the

crossroads of all human activity and that the competent communicator must be able to analyze, adapt and perform in a wide variety of “real-world” situations.

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be reviewed at the end of each year in department meetings and/or department retreats, in order to create change for the upcoming academic year. Individual instructors will reflect on assessment findings, goal setting and implement appropriate change in their individual courses thereby positively affecting student learning at the individual, course, program and department levels.

### B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

	<b>A</b> How/Where is outcome learned?	<b>B</b> Evidence/ Indicator(s) of Learning	<b>C</b> Collection method(s) for each source of evidence	<b>D</b> Analysis method(s) for each source of evidence	<b>E</b> Feedback Procedures (Faculty, staff & students)
<b>Formulate content appropriately for the intended purpose, including selection, adaptation and arrangement.</b>	CO/M 1010 Public Speaking, CO/M 1030 IPC, CO/M 1040 Comm. Theory	70% of the sampled students will average a score of 80% or higher in that rubric category	Presentation by Faculty Panel Review, Random Sample of Chapter Papers by Faculty Panel Review, Random Sample of Contextual Assignment Paper by Faculty Panel Review	Faculty Panel Review	Department website with assessment data, conversations with students at department rallies, Department meetings and

					retreats, Updated assessment and program review reports
<b>Detect and develop communication skills appropriate to the relationship.</b>	CO/M 1010 Public Speaking, CO/M 1030 IPC, CO/M 1040 Comm. Theory	70% of the sampled students will average a score of 80% or higher in that rubric category	Presentation by Faculty Panel Review, Random Sample of Chapter 8, SL and/or Movie Analysis Papers by Faculty Panel Review, Random Sample of Contextual Assignment Oral Report by Multiple Evaluators in class	Faculty Panel Review	Department website with assessment data, conversations with students at department rallies, Department meetings and retreats, Updated assessment and program review reports
<b>Evaluate and recommend effective delivery techniques for various channels of communication.</b>	CO/M 1010 Public Speaking, CO/M 1040 Comm. Theory	70% of the sampled students will average a score of 80% or higher in that rubric category	Presentation by Faculty Panel Review, Random Sample of Contextual Assignment Oral Report by Multiple Evaluators in class	Faculty Panel Review	Department website with assessment data, conversations with students at department rallies, Department meetings and retreats, Updated assessment and program review reports
<b>Determine the impact of communication technologies on the creation and transaction of messages.</b>	CO/M 1000 Mass Media, CO/M 1010 Public Speaking, CO/M 1030 IPC,	70% of the sampled students will average a score of 80% or higher in that rubric category	Current Events Quizzes, Midterm, and Final Test Questions, Presentation by Faculty Panel Review, Test	Faculty Panel Review, Embedded test questions evaluated by	Department website with assessment data, conversations with students at department

	CO/M 1040 Comm. Theory		questions on IPC and communication mediated communication on Midterm Exam., Test Questions in Mass Media Unit.	individual faculty members	rallies, Department meetings and retreats, Updated assessment and program review reports
<b>Integrate increased confidence in a variety of contexts.</b>	CO/M 1010 Public Speaking, CO/M 1030 IPC	Noteable movement in pre scores to post scores in the areas of confidence(increase) and apprehension (decrease)	Personal Report of Communication Apprehension “PRCA” pre and post tests, Interactive Media Package for the Assessment of Communication and Critical Thinking “IMPACT” pre and post test (when available)	National Survey data comparison, faculty and assessment coordinator	Department website with assessment data, conversations with students at department rallies, Department meetings and retreats, Updated assessment and program review reports

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan. The Chairperson for the Communication Department will be responsible for calling a meeting at the end of each academic year with assessment plan concerns being the specific purpose. Each faculty member in the department will contribute to the accomplishing of the plan, as related to the gathering of data from their specific classes, and outcomes measurement as a whole. Thus, each outcome will be evaluated at the end of each academic year, by the members of the department, in an assessment retreat scheduled by the department chair.

### C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

*Include:*

- a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*
- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

- c. *What external sources were consulted in the development of this assessment plan?*
- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

The assessment plan for the Department of Communication at Casper College has been created through an evolutionary process over a number of years. The members of the Department value collegiality and to that end have worked in true collaboration to develop this plan which all members have contributed to, approve of and believe in. The development of this plan involved the Department, articulation conferences with communication departments in the state of Wyoming and consultation with members of other faculties from campuses from across the United States as well as consultation with members of the National Communication Association. Members of the Communication Department have attended workshops and conferences dealing with assessment in communication. The department has also collaborated with campus and national accreditation experts.

This plan is intended to be adaptable based on student and department feedback and evaluation. Student feedback is continually sought out as we poll, survey, and discuss how learning is happening in each class and how that learning might be improved upon. We intend to review the plan at the end of every year the last department meeting / assessment retreat. Due to the nature of the plan, resourcing and managing it into the future seems very sustainable in terms of both financial and personnel resources.