

**Assessment Plan
2005-6 to 2009-10
Beginning 2005-2006
Speech Communication Department
Minnesota State University Mankato
Submitted December, 2004**

Additional Assessment

- Starting in 2001-2002 and every four years following, the Department will conduct a survey of alumni from the previous five years. (2005-2006)
- Starting in 2003-2004 and every four years following, the Department will conduct a survey of employers of speech communication graduates from the previous two years. (2007-2008)

Programs: **Bachelor of Science**

Bachelor of Arts (includes the successful completion of one year of a language)

Speech Communication

November, 2005

Student Learning Outcome	University Goal	College Goal	<u>Department Goal</u>	Method of Assessment	Assessment Date	Standard of Mastery	Persons (Courses) responsible
Students will:							
LO 1 know communication theories, principles, concepts, and the development of the field of communication.	MSU 1: engaged and inclusive learning community; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative	Dept SLG 1 and 7	Completion of selected assignments from “theory” block (403, 409, 412, 413, 415) for theory portion; abstracts and annotated bibs from 190 for development portion; 485 research project	2005-6	See rubric below	SP 485 Instructor and student

		expression; A&H 4: engage in meaningful practice					
LO 2 apply communication theories and principles to construct appropriate messages in a variety of settings.	MSU 1: engaged and inclusive learning community; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Dept. SLG 1, 2, 3, and 4	Portfolio reflection and artifact #1, 2, 3, 4	2006-7	See rubric below	SP 485 Instructor and student
LO 3 apply communication theories and principles to describe, analyze, and evaluate communication messages.	MSU 1: engaged and inclusive learning community; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Dept. SLG 2, 3, 5, 7	Portfolio reflection and artifact #2, 3, 5, 7	2007-8	See rubric below	SP 485 Instructor and student
LO 4 explain the transactional nature of communication; how our communication influences others and how the communication of others influences us.	MSU 1: engaged and inclusive learning community; MSU 2: prepared for careers and	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical	Dept. SLG 2, 3, 5	Portfolio reflection and artifact #2, 3, 5; Exit Interview (online database)	2008-9	See rubric below	SP 485 Instructor and student

	for life-long learning	thinking and creative expression; A&H 4: engage in meaningful practice					
<u>LO 5</u> apply critical thinking, communication proficiency, and knowledge of methodology to conduct a scholarly project utilizing a critical, humanistic or social scientific perspective.	MSU 1: engaged and inclusive learning community; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Dept. SLG 5 and 7	Portfolio #5, 7; assignments from 290	2009-10	See rubric below	SP 485 Instructor and student

****These are in addition to standard assessment techniques such as discussion, quizzes and exams, which are utilized in all classes.**

Learning Outcome 1: know communication theories, principles, concepts, and the development of the field of communication.

1	Student activities and/or assignments demonstrate knowledge of basic theories/concepts/skills, or the ability to use that knowledge. This knowledge is demonstrated through activities and/or assignments that show students are able to define key theories and concepts, or are able to utilize basic skills.
2	Student activities and/or assignments demonstrate knowledge of basic theories/concepts/skills, as well as the ability to use that knowledge. This knowledge is demonstrated through activities and/or assignments that show students are able to define key theories and concepts, and are able to utilize basic skills.
3	Student activities and/or assignments demonstrate knowledge of basic theories/concepts/skills, as well as the ability to use that knowledge. This knowledge is demonstrated through activities and/or assignments that show students are able to define key theories and concepts, are able to utilize basic skills, and are able to analyze and evaluate these theories and concepts.
4	Student activities and/or assignments demonstrate knowledge of basic theories/concepts/skills and their development in the

communication discipline, as well as the ability to use that knowledge. This knowledge is demonstrated through activities and/or assignments that show students are able to define key theories and concepts, are able to utilize basic skills, and are able to analyze and evaluate these theories and concepts, including showing how these concepts have developed over time.
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Level of Mastery: 90% of assessed population meets or exceeds level 2; 75% of assessed population meets or exceeds level 3.

Learning Outcome 2: apply communication theories and principles to construct appropriate messages in a variety of settings.)

1	Student assignments/activities/critique sheets or presentations demonstrate that students are able to organize and present individual public speeches, to take part in group communication activities, and to engage in interpersonal communication.
2	Student assignments/activities/critique sheets or presentations demonstrate that students are able to organize and present competent individual public speeches, to take part in group communication activities, and to demonstrate interpersonal communication skills.
3	Student assignments/activities/critique sheets or presentations demonstrate that students are able to organize and present competent individual public speeches, taking into consideration the needs and expectations of the audience and the occasion, to take part in group communication activities and demonstrate effective group communication skills, and to demonstrate effective interpersonal communication skills.

Level of Mastery: 100% of assessed population meets or exceeds level 1; 75% of assessed population meets or exceeds level 2.

Learning Outcome 3: apply communication theories and principles to describe, analyze, and evaluate communication messages.

1	Student assignments/activities demonstrate that student is able to use communication theories and principles to describe a communication message.
2	Student assignments/activities demonstrate that student is able to use communication theories and principles to describe and analyze a communication message.
3	Student assignments/activities demonstrate that student is able to use communication theories and principles to describe, analyze and evaluate a communication message.

Level of Mastery: 100% of assessed population meets or exceeds level 1; 80% of assessed population meets or exceeds level 2; 50% of assessed population meets or exceeds level 3.

Learning Outcome 4: explain the transactional nature of communication; how our communication influences others and how the communication of others influences us.

1	Portfolio reflection statements and exit interview demonstrate students are aware of the influence his or her communication has on others.
2	Portfolio reflection statements and exit interview demonstrate are aware of the influence his/her communication has on others, and how the communication of others influence them.

Level of Mastery: 100% of assessed population meets or exceeds level 1; 80% of assessed population meets or exceeds level 2.

Learning Outcome 5: apply critical thinking, communication proficiency, and knowledge of methodology to conduct a scholarly project utilizing a critical, humanistic or social scientific perspective.

3	Student plans, researches and carries out a scholarly project. The project requires that the student demonstrate the ability to work with at least one methodology as it relates to at least one communication phenomenon, and to use that methodology to critically evaluate that phenomenon. The project also requires that the student use and correctly cite appropriate academic sources. The project must have both a written and oral component. The written component demonstrates proficiency in written communication evidenced by few if any grammatical errors, correct citation style, and well-constructed paragraphs that develop a central thesis. The oral component demonstrates proficiency in oral communication through the use of appropriate verbal and nonverbal skills, and the ability to effectively synthesize written communication for an oral format.
2	Student plans, researches and carries out a scholarly project. The project requires that the student demonstrate the ability to work with at least one methodology as it relates to at least one communication phenomenon, and to use that methodology to critically evaluate that phenomenon. The project also requires that the student use and correctly cite appropriate academic sources. The project must have both a written and oral component. The written component demonstrates sufficiency in written communication evidenced by a writing style in which the form and content allows the reader to identify central claims and supporting evidence. The oral component demonstrates sufficiency in oral communication through the use of appropriate verbal and nonverbal skills, and the ability to synthesize written communication for an oral format.
1	Student plans, researches and carries out a scholarly project. The project requires that the student demonstrate the ability to work with at least one methodology as it relates to at least one communication phenomenon. The project also requires that the student use appropriate academic sources. The project must have both a written and oral component. The written component demonstrates minimal sufficiency in written communication evidenced by a writing style in which the form and content does not prevent the reader from identifying central claims and supporting evidence. The oral component demonstrates minimal sufficiency in oral communication evidenced by audience

being able to identify a central focus and follow a progression of that focus to a conclusion.
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Level of Mastery: 100% of assessed population meets or exceeds level 1; 75% of assessed population meets or exceeds level 2; 50% of assessed population meets level 3.

Program: **Bachelor of Science-Teaching**
 Speech Communication
 November, 2005

Student Learning Outcome Students will:	University Goal	College Goal	Method of Assessment	Assessment Date	Standard of Mastery	Persons (Courses) Responsible
<u>LO 1</u> - be able to organize communication content needed to teach public communication.	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	404 portfolio 430 clinical/internship in forensics Content area courses	2004-5 2008-9	See rubric below	Department faculty; Methods faculty
<u>LO 2</u> - demonstrate sufficient pedagogical and professional skills to succeed as a teacher of public communication	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression;	Clinical reflections 404 and 430 Micro-reflection Choice project 404 Philosophy of speech ed 404	2005-6 2009-10	See rubric below	Methods faculty

		A&H 4: engage in meaningful practice				
LO 3 - be able to assess student learning in the area of public communication.	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Micro teaching 404 Coaching clinical/internship 430; CATS and Learning activities Rubrics 404	2006-7	See rubric below	Methods faculty
LO 4 - be able to administer extracurricular speech, debate and theater programs.	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Philosophy of coaching 430, Clinical/internship 430; 430 topics and selections lists	2007-8	See rubric below	Department faculty; Methods faculty

***NCATE, MNBOT, ISTE and NCA K-12 standards are embedded in the broader learning outcome statements. Specific learning outcomes will indicate which broader standards are embedded in the outcomes. These standards are available by linking to the following websites:**

- **NCATE 2000:** <http://krypton.mankato.msus.edu/~gorgias/NCATE2000standards.pdf>
- **MNBOT: Communication Arts and Literature:** http://cfl.state.mn.us/teachbrd/8710_4250.html
- **ISTE:** <http://cnets.iste.org/index3.html>
- **NCA K-12:** http://www.natcom.org/InstrResour/TeacherEd/DRAFT_.HTM

Learning Outcome 1: Students demonstrate content knowledge sufficient to teach public communication.

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 3-15; B: 3-5; C: 3-7; ISTE Category 1; NCA K-12: Standard 3

3	Student activities and/or assignments demonstrate superior knowledge of communication theories, principles and processes as evidenced by routine correct use of communication content knowledge as well as reflection on the strengths and weaknesses of that knowledge, and its appropriateness to particular audiences.
2	Student activities and/or assignments demonstrate acceptable knowledge of communication theories, principles and processes as evidenced by routine correct use of communication content knowledge.
1	Student activities and/or assignments demonstrate minimal knowledge of communication theories, principles and processes as evidenced by routinely missing or incorrectly using communication content knowledge.

Level of Mastery: 90% of assessed population meets or exceeds level 2; 25% of assessed population meets level 3.

Learning Outcome 2: Students demonstrate pedagogical and professional skills sufficient to teach public communication.

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 3-6; 8-13; 15; ISTE Categories 1, 2, 3, and 5; NCA K-12: Standards 4.11 and 4.12

1	Student activities and/or assignments demonstrate minimal pedagogical and professional skills as evidenced by poorly planned and supported teaching activities, insufficient knowledge of content involved in the teaching activities, lack of or misapplication of assessment and evaluation techniques, and lack of or misapplication of teaching methods.
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2	Student activities and/or assignments demonstrate acceptable pedagogical and professional skills as evidenced by adequately planned and supported teaching activities, sufficient knowledge of content involved in the teaching activities, correct application of assessment and evaluation techniques, and use of acceptable teaching methods.
3	Student activities and/or assignments demonstrate superior pedagogical and professional skills as evidenced by well planned and supported teaching activities, superior knowledge of content involved in the teaching activities, correct and continuous application of assessment and evaluation techniques, and use of teaching methods suitable to a variety of learning styles.

Level of Mastery: 90% of assessed population meets or exceeds level 2; 25% of assessed population meets level 3.

Learning Outcome 3: Students demonstrate sufficient knowledge and skills to assess student learning in the area of public communication.

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards C: 3; ISTE Category 4; NCA K-12: Standards 4.15

1	Student unit plans and learning activities contain minimally acceptable assessment and evaluation tools as evidenced by poorly constructed rubrics and/or poorly created objective and essay questions and other assessment and evaluation tools.
2	Student unit plans and learning activities contain acceptable assessment and evaluation tools as evidenced by well constructed rubrics and successfully created objective and essay questions and other assessment and evaluation tools.

Level of Mastery: 100% of assessed population meets or exceeds level 1; 80% of assessed population meets level 2.

Learning Outcome 4: Students demonstrate the knowledge and skills to administer extracurricular speech, debate and theater programs.

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 16; B: 6; C: 4-7; ISTE Categories 1 and 5; NCA K-12: Standards 3.17, 3.22, 3.23

1	Student activities and assignments demonstrate minimal ability to administer extracurricular speech activities as evidenced by a lack of or misapplication of knowledge concerning these activities, limited ability to develop and administer a speech program and run a tournament, and limited ability to direct large-group speech activities.
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2	Student activities and assignments demonstrate acceptable ability to administer extracurricular speech activities as evidenced by sufficient knowledge concerning these activities, acceptable ability to develop and administer a speech program and run a tournament, and acceptable ability to direct large-group speech activities.
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Level of Mastery: 100% of assessed population meets or exceeds level 1; 80% of assessed population meets level 2.

Programs: **Master of Science**
Master of Arts
Master of Fine Arts
 Speech Communication
 November, 2005

Student Learning Outcome Students will:	University Goals	College Goals	Method of Assessment	Assessment Date	Standard of Mastery	Persons (Courses) responsible
LO 1 - demonstrate professional competence in written communication.	MSU 1: engaged and inclusive learning community; MSU 3: major provider of graduate education	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Qualifying exam; thesis, internship paper or APP	2004-5 2008-9	See rubric below	Graduate faculty in the Speech Communication Department
LO 2 - demonstrate professional competence in oral communication.	MSU 1: engaged and inclusive learning community; MSU 3: major provider of graduate education	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative	Student oral presentations in departmental colloquium assessed by graduate faculty (using departmentally developed checklist)	2005-6 2009-10	See rubric below	Graduate faculty in the Speech Communication Department

		expression; A&H 4: engage in meaningful practice				
LO 3 - construct a research proposal using appropriate research techniques and methodology.	MSU 1: engaged and inclusive learning community; MSU 3: major provider of graduate education	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	exams or thesis/alternate plan paper	2006-7	See rubric below	Graduate faculty in the Speech Communication Department
LO 4 - apply communication theories within their area of expertise to construct messages in a variety of settings.	MSU 1: engaged and inclusive learning community; MSU 3: major provider of graduate education	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	Successful completion of sp 600 course Successful completion of capstone/thesis/internship/app	2007-8	See rubric below	Communication Theory course instructor

Learning Outcome 1: Upon completion of the graduate program in Speech Communication, all graduate students will be able to demonstrate professional competence in written communication.

3	Student writing in the thesis or alternate plan paper, or in the qualifying or comprehensive exams, demonstrates that the student is able to develop a central thesis, support that thesis with appropriate and credible evidence, defend that thesis against other interpretations by critically analyzing evidence for and against the stated thesis and the other interpretations, and present all of this information in a written style with few if any grammatical or mechanical errors, and in a style that allows the audience to easily follow the organizational pattern of the communication.
2	Student writing in the thesis or alternate plan paper, or in the qualifying or comprehensive exams, demonstrates that the student is able to develop a central thesis, support that thesis with appropriate and credible evidence, defend that thesis against other interpretations by critically analyzing evidence for and against the stated thesis, and present all of this information in a written style with few grammatical or mechanical errors, and in a style that does not hinder the audience from following the organizational pattern of the communication.
1	Student writing in the thesis or alternate plan paper, or in the qualifying or comprehensive exams, demonstrates that the student is able to develop a central thesis and support that thesis with appropriate and credible evidence and present this information in a written style that does not hinder the audience from understanding the content and following the organizational pattern of the communication.

Level of Mastery: 100% of the assessed population meets or exceeds level 1; 90% of the assessed population meets or exceeds level 2; 75% of the assessed population meets or exceeds level 3.

Learning Outcome 2: Upon completion of the graduate program in Speech Communication, all graduate students will be able to demonstrate professional competence in oral communication.

1	Student oral defense of thesis or alternate plan paper and/or oral presentation in public setting demonstrates that the student is able to adequately synthesize information in a written form of communication for presentation in an oral format. Student is able to highlight the thesis, the key supporting evidence, the key theoretical elements, and the conclusion and present these in a manner that does not hinder the audience from following and understanding the content and the organizational structure. The student uses appropriate verbal and nonverbal skills in the presentation, and attempts to defend statements made in the oral presentation.
2	Student oral defense of thesis or alternate plan paper and/or oral presentation in public setting demonstrates that the student is able to successfully synthesize information in a written form of communication for presentation in an oral format. Student is able to highlight the thesis, the key supporting evidence, the key theoretical elements, and the conclusion and present these in a manner that helps the audience

follow and understand the content and the organizational structure. The student uses appropriate verbal and nonverbal skills in the presentation, and is able to successfully defend statements made in the oral presentation.
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Level of Mastery: 100% of the assessed population meets or exceeds level 1; 90% of the assessed population meets level 2.

Learning Outcome 3: Upon completion of the graduate program in Speech Communication, all graduate students will be able to demonstrate mastery of a research methodology.

1	Student writing in exams or in thesis/alternate plan paper shows that the student is able to describe the development of a specific research methodology, compare and contrast that methodology with other approaches to the study of communication, and successfully apply that methodology to a communication phenomenon.
2	Student writing in exams or in thesis/alternate plan paper shows that the student is able to describe the development of a specific research methodology, compare and contrast that methodology with other approaches to the study of communication, defend the choice of that research methodology as the most appropriate choice for studying a specific communication phenomenon, and successfully apply that methodology to a communication phenomenon.

Level of Mastery: 100% of the assessed population meets or exceeds level 1; 90% of the assessed population meets level 2.

Learning Outcome 4: Upon completion of the graduate program in Speech Communication, all graduate students will be able to demonstrate mastery of communication theories within their area of emphasis.

1	Student performance on papers written in 600 or the student thesis will demonstrate mastery of specific communication theories through writing that shows students are able to define these relevant theories, compare and contrast these theories, and apply these theories to at least one communication phenomenon.
2	Student performance on papers written in 600 or the student thesis will demonstrate mastery of specific communication theories through writing that shows students are able to describe the development of relevant theories in their area of emphasis, define these relevant theories, compare and contrast these theories, defend these theories as relevant to their area of emphasis, and apply these theories to at least one communication phenomenon.

Level of Mastery: 100% of the assessed population meets or exceeds level 1; 90% of the assessed population meets level 2.

Department Student Learning Goals

Speech Communication is a field of study inviting students to engage in the theoretically-informed practice of communication in their personal, professional, and public lives. Students who succeed in Speech Communication can expect to meet the following goals:

1. Presentations: Increased confidence and competence in public presentations.
2. Relationships: knowledge of the manner in which communication creates, maintains and transforms relationships, and the ability to engage in effective and productive relational communication.
3. Contexts: knowledge of the crucial role communication plays in community, professional and civic contexts, and the ability to use communication behaviors ethically and effectively in various contexts.
4. Diversity: Knowledge and respect for the role of culture and diversity in communication, and the ability to effectively communicate within and across cultures.
5. Influence: Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.
6. Technology: Ability to effectively use communication technology and to critically evaluate how technology affects communication.
7. Research: Competency in systematic inquiry, including the process of asking questions, systematically attempting to answer them, and understanding the limitations of the conclusions reached.