



Communication Studies



Persuasion & Propaganda Media Projects

Student media projects presented in public forum and formally evaluated by departmental faculty, non-departmental faculty, an industry professional, and peers.

The learning outcomes were derived from course objectives as well as departmental learning outcomes and college-wide student learning outcomes.

Further discussion was conducted:

- Within the Department
- In a Student Focus Group With Student Presenters
- With the Dean of Curriculum

Learning Outcomes Assessed

- ✓ Students demonstrate critical thinking in analysis of mediated images using theoretical perspectives commonly employed in the discipline and appropriate to the subject matter
- ✓ Students bring Christian ethics to bear on their analysis
- ✓ Students present ideas well in complex circumstances (complex both in terms of a public showing as well as subject matter)



Assessment Outcomes

Two student groups (five students total) opted to revise their media projects (see portfolio).

Instructor made modifications to assignment and plans for future public showings based upon feedback provided.

Sapientia et Eloquentia

In this timeless phrase promoted by Cicero, St. Augustine and others, we find our mission: To educate students toward the union of wisdom and eloquence, recognizing the limited impact of wisdom without eloquence and the social harm that comes from eloquence without wisdom.

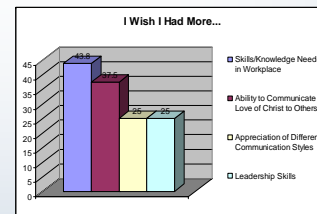
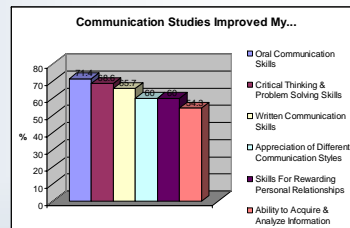
We are committed to helping students become wise analysts regarding the techniques and structures of human influence in a globally-oriented, media-saturated culture. We intend for our students to be informed by Scripture and able to draw upon resources in the historic discipline of Communication Studies.

We are committed to helping students become eloquent in mind and heart and speech, articulate and compassionate implementers of their wisdom. We intend for our students to be able to present ideas well in simple and complex circumstances, and to imitate Christ by practicing reconciliation.



Alumni Survey (Pilot Study, 2006)

Our assessment efforts over the past year included a pilot survey of alumni in communication studies. Eighty-five former students were invited to participate; 43 returned completed surveys. We think that some self-report data may help us in our ongoing assessment efforts, especially when it comes to judging long-term impacts. The charts below represent the top answers to questions asked regarding which skills were most carefully honed or positively impacted by the major, and which skills they found they were most lacking after graduating with a degree in communication studies.



Analysis of Student Writing

Using papers from the department's growing portfolio of student work, we drafted a rubric for examining student papers that would measure the quality of writing and transcendent individual assignments. We needed a rubric that would reflect our departmental mission statement while not being tied to any particular assignment or class. We used the drafted rubric for three papers, discussed both the student papers and the rubric, and revised the rubric. This is part of our ongoing assessment activities and reflects the systemic, organic nature of our efforts – we measure, adjust our efforts, re-measure, adjust our efforts.

Following are examples of student assignments (far right). The first set of papers (three total) represent the work of one student over the course of a semester. The assignment invites students to integrate personal experience and theoretical propositions, while thinking critically about the topic under study. Note the progress in the student's integrative ability. In the first essay she simply introduces the theory and then provides an example. The second set of papers represent one student's progress on an essay after receiving both instructor feedback and suggestions from a Writer's Corner tutor.

Writing Rubric For Departmental Discussion

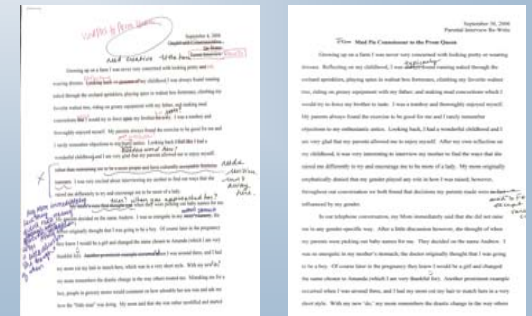
	Outstanding	Strong	Average	Flawed/Cluttered
Content	Clear, insightful (with defensible) Engagingly tied to claim Relevant, willing, detailed primary sources/examples	Insightful persuasive (convincing or counterintuitive) Tied to claim Knowledgeable (specific support)	Straightforward Relevant but unconvincing Limited, underdeveloped (support in general)	Confusing or Unrelated Irrelevant Inadequate
Organization	Compelling Clear, thoughtful, seamless Learner reader challenged	Creative Consistent Usually helpful Reveals questions raised	Clear Dispersible Somewhat abstract	Off-Task/Overlaid Disorganized Awkward or Missing
Style	Engaging Clear, thoughtful, well constructed (vary in length & structure)	Forceful Clear but precise Cohesive	Some appeal Self-sufficient Some lively, some stiff (trying to impress)	Blatant Dull/vague Choppy/rambling
Creativity	Inventive	Lively	Lacks flair	Absent
Conventions	Few grammatical Consistently used and consistent with Manual Professional Polished Follows all directions	Some edits Usually consistent with Manual Some Follows all directions	Moderate edits Inconsistent Moderate Follows some directions	Many edits Inconsistent or Absent Many Directions ignored

Paper Title: _____
Reviewer: _____ Comments: _____ Overall Grade: _____

Sample Student Progress (Course of Semester):



Sample Student Progress (Re-Write):



Sample Student Project – Press Play (Warning – Some Images May Be Disturbing)

