Communication Studies is a broad based major that teaches students how to use communication in multiple areas. The field has a solid foundation in rhetoric (persuasion) and public speaking, but also draws heavily from the areas of psychology, sociology, mass media and English to understand and explain how communication happens in everyday life, and how we can use that knowledge to improve our daily communication.

Communication is an aspect that no one can escape in daily life. No matter what professions our graduates enter into, they are always using communication. This major is unique in that understanding the processes of communication can help our graduates not only in their professional lives, but in their personal lives as well. Communication is such a ubiquitous part of life, in fact, that it is often undervalued or overlooked as a “real” major. Unlike most majors, however, the skills that are developed in this major are highly valued in nearly all aspects of our students’ lives.

Communication, and different skills related to communication studies are often cited as the most important skills employers seek in job applicants (Tugend, 2013; NACE, 2013). Written communication skills, presentational speaking skills, ability to work in teams, interpersonal skills and leadership ability are all named as important skills for employers in the NACE Job Outlook report for 2013. All of these are skills that are specifically addressed in the communication studies major.

At the core of Communication Studies is truly understanding the communication process, and how both interpersonal and intrapersonal, can affect this process. Within the major, we look at how various theories of communication can help our graduates in various contexts of their world - from working in teams to building interpersonal relationships to understanding how various organizational structures might affect communication in the workplace. Communication requires a perspective that considers all aspects of the communication process, from interpersonal to organizational, incorporating the understanding of culture, persuasion, nonverbal communication and technology.

Mission: The Mission of the National Communication Association (2013) is to advance communication as the discipline that studies all forms, modes, media and consequences of communication through humanistic, social scientific and aesthetic inquiry. The Communication Studies major embraces the concepts outlined here within its own mission: To help students learn the processes of effective communication, collaboration and critical evaluation so that they are successful as productive, creative, ethical, engaged citizens and leaders with an informed global perspective.
Coursework: The goals we examine in our coursework emphasize the ability to examine communication as a whole rather than in pieces. Students are taught creative thinking and problem solving through research processes. They are taught to implement strategies of persuasion, leadership and teambuilding by first having a strong understanding of the theoretical bases of these concepts, and then being able to apply these concepts in various situations - hypothetical (such as case studies) and real (through class projects). The coursework provides students with the skills necessary to carry projects from initial concept to completion of individual or group research, proposals or analyses. The program prepares students for a variety of careers both in industry and for graduate study.

Learning Outcomes

A graduate with a degree in Communication Studies will be able to:

(1) Effectively collaborate with others. In completing this goal, students are able to demonstrate that they understand and can exemplify the ability to work in teams. This goal is measured in a number of classes, examining how students interact during group assignments and/or having students examine/analyze case studies and other examples of collaborative interaction.

(2) Be innovative, strategic and effective communicators. Students who successfully complete this goal are able to communicate effectively in a variety of situations and in a variety of ways. They understand not only effective public speaking skills, but also understand how contexts can influence communication. Further, they understand not only how to effectively communicate in various situations (example - able to communicate effectively with technology), but also understand the implications these contexts (such as technology) have for how communication happens. These concepts are explored in the classroom as students analyze the relationship between their communication options/choices and the various contexts within which communication occurs.

(3) Comprehend communication literacy. Successfully completing this goal means that students understand communication principles and theories, and recognize how they apply to human interaction. These are measured in the classroom as students apply theories to case studies and to their own individual research.

(4) Communicate ethically. In communication, there is no ability to “unring the bell” so to speak. Communication can never, truly, be “taken back.” Through this goal students demonstrate that they understand the ethical implications involved in all aspects of communication. This includes the ethics of inclusivity. Students demonstrate these skills in classes as they analyze the ethical implications of various situations, as well as analyzing
the ethical implications of their own communication through self-reflection. Students also understand the ethical implications of their research through learning how to complete Human Subjects forms.

(5) Complete individual research. Through the core of communication classes our majors are required to take, students are led through the research process of creating a literature review, understanding research methodologies and understanding the process of completing and writing up research. This is measured through the scaffolded learning and application of necessary aspects of this process, which are completed in the courses, as well as the final capstone research project.

Learning Outcomes and External Stakeholders

Job Market Relevance
Communication is central to work processes, from the setting of goals to developing and executing plans that reach those goals. As a result, the ability to communicate effectively is one of the leading skills required by employers. Each of the goals for the degree in Communication Studies prepares students to apply their knowledge of effective communication in the workplace.

Goal One - Nearly every job requires people to work effectively with others to achieve a desired outcome. In learning how to collaborate, students are prepared to be team players and maximize cross-functional skill sets in the workplace.

Goal Two - In the global economy, work is increasingly performed across multiple cultural contexts. Students will recognize how various communication channels/tools impact understanding both within and across cultures. They also will be competent in selecting the appropriate communication avenue for maximizing workplace relationships and opportunities.

Goal Three - Theoretical principles are foundational to understanding what makes communication effective in a variety of contexts. Students will use their understanding of theory to recognize the impact of communication on work processes. This theoretical knowledge will also help to illuminate misplaced assumptions and contribute to their ability to adapt accordingly.

Goal Four - Students will appreciate the persuasive power of communication and recognize the importance of not using it to mislead or misrepresent. They also will understand that ethical communication is a vital component of good public citizenship and a stable and mutually productive workplace environment.
Goal Five - Work is ever evolving, and the ability to both recognize and adapt to change is vital to ongoing workplace effectiveness. Understanding and thinking critically about the contributions of research will help them to apply relevant knowledge to their work. Also critical to being responsive contributors is knowing what questions to ask. Students will have the skills to investigate dynamic situations and to identify opportunities through the generation of new knowledge.

Graduate School Relevance
Communication is central to a number of graduate programs. This degree prepares our students for graduate coursework in programs such as Communication Studies, Leadership, Student Affairs, Counseling and School Psychology to name a few. Understanding how communication processes and the implications of various communication situations is vital to each of these areas. Each of the goals for the degree in Communication Studies prepares students to apply their knowledge of effective communication in these graduate programs.

Goal One - Though graduate school can often be a place where one works “alone,” it is vital to be able to work with others - if not directly on the surface. Being able to interpersonally connect with a cohort, professors and other support systems, working through the challenges of graduate school often spells the difference between a successful experience and an unsuccessful one. Indirectly, the graduate programs that our students enter have as their end-focus the ability to connect with multiple groups in a variety of collaborative settings.

Goal Two - Understanding various contexts is vital for many of the graduate programs our students apply to. Student affairs professionals must work with students from a wide range of cultural contexts. Communication is a vital component for working with a wide variety of students successfully. Similarly, students who enter into programs for School Psychology, or Leadership also gain an understanding of communicative contexts, which can only help them in their understanding of those they will be working with in the future.

Goal Three - When students understand the theories behind how they are communicating, they are more adaptive to the rapid changes in the environment. If we teach students merely skills, we are only teaching them to interact within a specific context that the skills are taught in. But when students understand the theories behind those skills - the reasons why we do what we do, students are able to adapt as their context changes, understanding that the skill is not the goal, but the end result that is achieved by the skill is what counts.

Goal Four - Students will understand the vital importance of ethical behavior in their program. Certainly the importance of ethics within their research - issues such as plagiarism and human subjects - but also important when it comes to ethically communicating with others. Many of our graduates end up in “helping professions” after graduate school (e.g. school counseling,
student affairs, etc.) and ethical communication with others is vital to success in those professions.

**Goal Five** - Doing research is the ultimate goal of many graduate programs. Being able to ask critical questions, understand those questions in light of relevant literature, investigate those questions, and bring one’s findings out in writing, subject to the scrutiny of others, is the heart of any graduate program. Our students already have a taste of that in their undergraduate program.

**Learning Outcomes and UWRF Strategic Goals**

**Global** - Students graduate with an informed global perspective.

**Goal One** - the ability to collaborate: Students are skilled in self-awareness and recognizing perceptual differences, both of which are critical to communicating effectively across cultural contexts. The ability to understand people from different cultural backgrounds is essential to developing a more global perspective and collaborating internationally. To meet this goal, students are encouraged to participate in a study abroad experience and to consider achieving a “Global Scholar Certificate.” Also, university sponsored workshops and global-oriented campus events, such as the “Year of…” initiative, are incorporated into the curriculum of many COMS courses wherever applicable.

**Goal Two** - the ability to be innovative, strategic, and effective communicators. One size does not fit all in the vastly interconnected world we live in. Students have the ability to effectively adapt their communication to the situation, the people involved, and the channels available. These skills are vital to successfully engaging others on a more global scale. In addition to incorporating campus events that broaden student perspective (as stated above), many COMS courses are adopting an active learning approach that not only taps into more innovative teaching and learning but also models the variety of communication modes/technologies from which to choose.

**Goal Four** - the ability to communicate ethically. Given the cultural variations in what is valued around the world, students learn the importance of empathy and ethnorelativism when communicating with others. This ethical approach to communicating allows for a more open and accepting perspective of other cultures. To that end, students are encouraged (through extra credit or class assignments) to actively participate in University programming, such as the Peer Empowerment and Community Education (PEACE) programs and Talking Circles conducted by Student Life.

**Innovative** - research and scholarly activity
Goal Five - the ability to complete individual research. Students learn how to raise questions, identify gaps in knowledge and actively pursue the answers. Research-based problem solving skills, as well as knowing how to communicate the knowledge gained, enables our students to respond in innovative ways to a variety of challenges in their future. The COMS curriculum encourages exemplary research-based projects that contribute to the URSCA initiative, as well as qualify for presentation at regional and national conferences, such as the Central States Communication Association and National Communication Association.

Distinctive Excellence - foster an inclusive, challenging, learner-centered environment

Goal Three - the ability to comprehend communication literacy and Goal Five - the ability to complete individual research. Students graduate with a strong theoretical foundation in Communication Studies. This academic base is strengthened and made relevant both in their coursework, research projects, and internship experiences. Students are encouraged to challenge themselves through collaborating with faculty on research projects, participating in strategic initiative opportunities, such as the Ideas and Innovation Incubator, and contributing where applicable in the broader community.

LEARNING PROFILE

The knowledge, skills, and application ability needed to achieve the program learning goals are developed in the classroom as well as through a group-consulting project completed over the last two semesters in the program.

Course Work:
Appendix A contains the course map showing the relationship between learning outcomes, courses, and assessment artifacts. All students take the same upper division courses to earn their undergraduate degree. The program does not have any options. As noted in Appendix A, assessment artifacts are embedded in all courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Standing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 106 - Interpersonal Communication</td>
<td>Freshman</td>
<td>Provides students with an introduction to the basic concepts of each of the goals. Students engage in a beginning research project.</td>
</tr>
<tr>
<td>COMS 286 - Introduction to Communication Studies</td>
<td>Sophomore</td>
<td>Provides students a more developed foundation in theory and research, engaging all of the goals in the process</td>
</tr>
</tbody>
</table>
**OUT OF CLASSROOM EXPERIENCES**

**Internships:** Internships allow students to directly apply what they’re learning in the classroom to the workplace. The internship experience accomplishes the following goals: 1) Understand and practice how communication concepts are applied in the work environment; 2) Learn new skills as they relate to communication-based jobs; 3) Prepare for the transition from academic to professional life; 4) Begin developing a professional network. Most (if not all) of the five Learning Outcomes should be addressed to some degree during the internship.

**Conference Presentation/Attendance:** Conference presentations and attendance are important aspects of understanding the discipline of communication. Through conference attendance students are able to accomplish 3 goals: 1) Understand communication as a broader area of study than what UWRF is able to offer; 2) Improve public speaking and/or networking skills through presentations and attendance; 3) Gain a more clear perspective of graduate school, and the possibilities of careers within academe.

**International Experience:** While students are not required to study abroad specifically, they are highly encouraged to incorporate an intercultural experience into their Communication Studies education. Students can choose from a range of international programs (a full year, to one semester, to a few weeks over J-Term), but living and learning in another country/cultural context is central to achieving more globally educated and engaged graduates. In addition to experiencing a new culture, students develop an appreciation for the intersection of culture and communication and are better prepared to participate in increasingly global organizations.

**Community/Civic Involvement:** One goal of communication studies is to cultivate informed, democratic citizens who feel they have the capacity to contribute meaningfully in their communities and influence
public opinion/policy. As such, we understand community/civic engagement as any involvement students have on the University of Wisconsin – River Falls campus or their own communities where they donate their time to enact social justice and/or influence public policy. Activities that fall under this category include voluntary participation with on-campus and/or community organizations that raise awareness of and seek to resolve social justice issues. Social justice is conceived broadly but refers generally to the idea of creating an egalitarian society/institution based on principles of equality and solidarity.

**ASSESSMENT VENUES**

Both formative and summative assessment venues are used. As part of its formative direct assessment, the program electronically maintains data for each of the assessments listed in Appendix A. As it is gathered, aggregate trend data from courses associated with each learning outcome will be included in assessment reports.

**Direct Assessment**

**Senior Capstone Exam:**
This exam is given when students take the senior capstone course, typically the semester before they graduate. This exam is an essay exam given during the final exam period. Students are asked integrative questions that address all five of the program goals. These exams are then assessed by all tenured/tenure-track COMS faculty. Results, as well as exemplary samples, will be kept by the department. This exam is also given in our COMS 106 course, which is the first of the core courses in the discipline. Students take this course in either the first or second semester of their entry into the major.

**Senior Capstone Project:**
This is a research project undertaken by all COMS students in the senior capstone course. This project addresses four of the five goals set out by COMS faculty. This project is presented to and assessed by the COMS tenured/tenure-track faculty, those IAS who teach COMS courses in the major, and COMS alumni who attend the Graduating Senior event. The evaluation rubrics are presented in Appendix B.

**Senior Capstone Portfolio**
Professional Portfolio: All students develop a professional portfolio of their work, experiences, and learning. As part of their graduation requirements, they create their own professional learning and career readiness story through this portfolio. It is expected that their portfolio reflect quality design. The content and quality of the portfolio is assessed by tenure/tenure track faculty; alumni and Career Services professionals. The evaluation rubrics are presented in Appendix C.
Internships
Students develop professional reflections based on their internships. These are included in their professional portfolio. Companies sponsoring the internships are asked to complete an evaluation of the student’s professionalism, work quality, and how effectively the student met the organization’s needs. They are also asked to evaluate the student on a version of the departmental goals that they may have encountered in the internship. These evaluations will be sent directly to the internship supervisor on site and that person will send the evaluation directly back to the academic advisor for the internship. All data will be calculated and scores will be sent to the Assessment Coordinator. The forms are presented in Appendix D.

Indirect Assessment

Student Learning Outcome Feedback Survey
The following survey obtains an annual snapshot of how effectively graduating students perceive the program’s learning experiences/courses are help them to meet their needs. This survey is taken by graduating seniors the semester that they graduate.

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<thead>
<tr>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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<td>I am able to collaborate effectively</td>
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<td>I understand communication principles</td>
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<td>and theories and recognize how they</td>
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<td>apply to human interaction.</td>
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<td>I practice ethical communication</td>
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<td>I can successfully complete research</td>
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<td>projects and am able to understand</td>
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<td>incorporate it into my work.</td>
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</tbody>
</table>
Student Satisfaction Survey
Graduating seniors are asked to take an anonymous online survey regarding their satisfaction with the university and the COMS program. The survey is presented in Appendix E.

Alumni Survey
Every three years, the program sends an electronic survey to students who have graduated in the past 5 years. The survey asks about the relevance and effectiveness of the program’s curriculum in preparing them for their entry and current position and/or graduate education, the relevance and effectiveness of the mix of learning experiences in preparing them to be professionals and/or graduate students, what they see as trends in their chosen (or current) profession, and how the program could enhance its curriculum and learning opportunities for students. The survey is in Appendix F.

COMS is very active in maintaining contact with its graduates following graduation. Alumni receive an invitation to the Alumni Facebook page where they receive news on events happening in the COMS program. We often contact our alumni to share their experiences with our current students. Alumni are invited to “Alumni Day” in the COMS 286 class where they are invited to speak to new COMS majors about their careers and their career path. Alumni are also invited to the two “Graduation Celebration” Days (one each semester) where students in the senior capstone class present their projects for evaluation by professors and alumni. After this presentation, alumni, capstone students and the graduating seniors are invited for refreshments to celebrate the students who are graduating.

Graduate School Survey
Every 5 years, the program conducts a survey of graduate programs that offer advanced degrees or certificates in design or closely aligned areas. The electronic survey is presented in Appendix G.

Professional Community Survey
Every three years, the program conducts an electronic survey of regional organizations who have hosted our COMS students in internships. The survey is presented in Appendix H.

Alumni Focus Groups
The COMS department has an alumni focus group which is comprised of recent graduates (from the last 5 years). This focus group meets yearly to discuss changes in the curriculum, changes in the job market, and how the skills of the alumni match with what is needed in the job market. Because COMS grads enter into such a range of careers, we try to maintain some balance of career paths within this focus group.
PROCESS FOR ASSESSMENT

- The Communication Studies major does not have a professional accreditation

- The primary stakeholders for the Communication Studies program are the students enrolled in the program, Department faculty and the College of Arts & Sciences. Secondary stakeholders for the program are: the companies who employ our graduates, the regional business community, UWRF, and the Communication Studies profession.

- The program uses a three-year assessment cycle. The term “year” equates with the academic calendar. Assessment plans are submitted to the UWRF assessment committee as part of its three year cycle of review. Aggregate assessment reports are submitted to the campus consistent with its 3-year cycle of review.

- By the end of 2013/2014, the program will include the assessment plan on the webpage, available to all stakeholders. By the end of 2016/2017 the information will also include a summary of key assessment result findings and actions taken as a result of those findings. This page will also include an explanatory briefing of the information, as well as copies of all rubric, surveys and other tools used to gather assessment information.

- All faculty are actively involved in the program’s assessment process. The assessment coordinator for COMS is responsible for gathering all rubrics, scores, feedback, etc, and generating aggregate reports. The program assistant for the CSTA department acts as the safeholder of all these documents for perusal by any faculty member. The program assistant will also assist the assessment coordinator in creating and maintaining the assessment portion of the webpage.

- A complete review of the program is completed every six years in this manner:
  - Years 1-3: Data is gathered as stated throughout the assessment plan. Each summer the tenured_tenure-track faculty will meet to review the data from the immediate past year and make comparisons to data gathered previous years.
  - Year 4*: The alumni group and the internship employers group will meet with the tenured_tenure-track faculty to go over the data and brainstorm about how to make improvements.
  - Year 5: The tenured_tenure-track faculty will design curricular changes for the program as a whole, as well as changes in individual courses based on gathered assessment data.
  - Year 6: The Assessment Coordinator for COMS will submit curricular changes through the appropriate college/university committees for approval.

* Note that during years 4-6, data is also collected, so the cycle overlaps onto itself. Therefore, Years 4, 5 & 6 occur every 3 years.
- Faculty members teaching a course that is part of the assessment process will prepare an assessment report each semester the course is offered. The report will summarize the artifact(s) used to measure the learning outcomes addressed in assessment and present findings. These reports are submitted electronically to the program chair and to the department program assistant no later than January 31st (fall numbers) and June 1st (spring numbers) of each year. Reports will be made available to all faculty members via Falcon Share.

- No later than August 24th of each year, the Assessment Coordinator will prepare an aggregate report of performance based on the various reports submitted by faculty teaching courses in the program. The report will be shared with all faculty and will be part of the material used at the annual assessment meeting. The full report will be housed on Falcon Share and made available to all faculty members.

- The COMS faculty will hold an assessment meeting during Opening Week of UWRF each August. At this meeting faculty will review the status of action plans from the prior year’s retreat. The central focus will be for faculty to discuss the assessment findings and recommendations from the prior year, as well as the data (through both direct and indirect assessments) gathered in the assessment process.

- Based on this data, the faculty will identify areas of strength and areas that need improvement. An action plan will be prepared outlining actions that need to be taken, as well as a timetable attached to those actions.
### Appendix A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
<th>Goal 5</th>
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<tbody>
<tr>
<td>COMS 106</td>
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<td></td>
<td>Introductory Research Project</td>
</tr>
<tr>
<td>COMS 206</td>
<td>Group Reflection</td>
<td>Essay Question on Exam</td>
<td>Final Project</td>
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<td>COMS 211</td>
<td></td>
<td>Overall Presentation Scores</td>
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<td>Ethics Measure on Rubric - 2 speeches</td>
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<tr>
<td>COMS 213</td>
<td>Case Study Response</td>
<td>Essay Question</td>
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<td>Case Study Response</td>
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<tr>
<td>COMS 216</td>
<td>Collaborative Project</td>
<td>Essay Question</td>
<td>Essay Question</td>
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<td>COMS 286</td>
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<td></td>
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<td>Literature Review</td>
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<td>COMS 306</td>
<td>Group Member Survey</td>
<td>Case Study Analysis</td>
<td>Essay Question</td>
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<td>COMS 308</td>
<td>Final Project</td>
<td>Reflection Paper</td>
<td>Midterm &amp; Final Exams</td>
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<td>COMS 312</td>
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<td>Parliamentary Debate</td>
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<td>Ethics Rubric in Balloon Debate</td>
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<td>Analysis portion of Final paper</td>
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<td>Ethics Portion of Analysis #3</td>
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<td>Midterm Exam</td>
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<td>Ethics Portion of Social Transformation Speech</td>
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<td>Collaborative Project</td>
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<td>Exam Essay Questions</td>
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<td>Reflection Paper</td>
<td></td>
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<td>Ethics Portion of Leadership Development Plan</td>
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<td>Course</td>
<td>Description</td>
<td>Description</td>
<td>Description</td>
<td>Project Proposal</td>
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<td>COMS 386</td>
<td>Needs Assessment</td>
<td>Explanation and Application of Theory in Needs Assessment</td>
<td>Ethics portion of Training Document and Delivery of Training Plan</td>
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<tr>
<td>COMS 416</td>
<td>Needs Assessment</td>
<td>Explanation and Application of Theory in Needs Assessment</td>
<td>Ethics portion of Training Document and Delivery of Training Plan</td>
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<td>COMS 440</td>
<td>Collaborative Presentation</td>
<td>Midterm and Final Exam</td>
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<td>COMS 486</td>
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<td></td>
<td>Final Capstone Project</td>
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<tr>
<td>CRITERIA</td>
<td>Exceeds the standard</td>
<td>Meets the standard</td>
<td>Almost meets the standard</td>
<td>Does not meet the standard</td>
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<tr>
<td>Research Questions</td>
<td>Research questions address an insightful aspect of communication</td>
<td>Research questions address communication</td>
<td>Research questions address communication tangentially</td>
<td>Research questions do not address communication</td>
<td></td>
</tr>
<tr>
<td>Research Design</td>
<td>The research design makes sense and very clearly addresses the research questions raised.</td>
<td>The research design makes sense and addresses the research questions raised.</td>
<td>The research design has some parts that are confusing, addresses the research questions raised but not in a clear manner</td>
<td>Research design is very confusing. Research questions are either not addressed or not addressed fully.</td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td>Literature Review addresses the concept being discussed in great detail and from a number of perspectives.</td>
<td>Literature review addresses the concept being discussed from a number of perspectives.</td>
<td>Literature review addresses the concept being discussed from a few perspectives</td>
<td>Literature review addresses the concept being discussed from only one or two perspectives</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Student makes a strong argument for his/her analysis. Data from the research is effectively used to support the analysis</td>
<td>Student makes a good argument for his/her analysis. Data from the research is used to support the analysis</td>
<td>Student makes a fair argument for his/her analysis. Data from the research is only occasionally used to support the analysis.</td>
<td>Student makes a poor argument for his/her analysis. Data for the research is rarely or never used to support the analysis.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion is solid and pulls the entire paper together strongly,</td>
<td>Conclusion is solid and pulls the entire paper together,</td>
<td>Conclusion attempts to pull the entire paper together, but</td>
<td>Conclusion is poorly constructed and only marginally</td>
<td></td>
</tr>
<tr>
<td>Writing Proficiency</td>
<td>connecting back to the research questions as well as the introductory remarks</td>
<td>connecting back to the research questions.</td>
<td>there are some holes. Research questions are not fully addressed.</td>
<td>addresses the research questions, if at all.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Paper is well written and well organized. There are no grammatical or typographical errors. All sections have headings, and references are in correct APA format.</td>
<td>Paper is well written and well organized. There are almost no grammatical or typographical errors. All sections have headings, and references are in APA format</td>
<td>Paper is fairly well written and somewhat organized. There are some grammatical or typographical errors. Most sections have headings, and references are in APA format</td>
<td>Paper is poorly written and poorly organized. There are many grammatical and/or typographical errors. Many sections have no headings, and references are not in APA format or are not correctly done in APA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>Exceeds the standard</td>
<td>Meets the standard</td>
<td>Almost meets the standard</td>
<td>Does not meet the standard</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Overall presentation of Portfolio</strong></td>
<td>The student provides a portfolio with their contact information in plain view, a table of contents. The portfolio is neat and organized.</td>
<td>The student provides a portfolio with their contact information and a table of contents. The portfolio is organized and fairly neat.</td>
<td>The student provides a portfolio with their contact information somewhere inside. The table of contents is sparse and the portfolio is not well organized.</td>
<td>The student does not have a portfolio and their contact information is not provided. The table of contents is missing and the folder is poorly organized.</td>
<td></td>
</tr>
<tr>
<td><strong>Cover Letter</strong></td>
<td>The cover letter discusses the student’s interests, goals and experience. The letter is in an appropriate format and contains no spelling or grammatical errors.</td>
<td>The cover letter discusses the student’s interests, goals and experience. The letter is in an appropriate format and contains no more than 3 spelling and grammar errors.</td>
<td>The cover letter discusses the student’s interests and goals, but is not in an appropriate business letter format. Letter contained spelling and grammar errors.</td>
<td>Cover letter does not discuss student’s interests, goals or experience. Letter is in an inappropriate format and contains numerous errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Resume</strong></td>
<td>The student presents a complete, neat, typewritten resume, which describes education and experience in professional language. The format was consistent across.</td>
<td>The student presents an incomplete typewritten resume, which adequately describes education and experience. The format is consistent across.</td>
<td>The student presents an incomplete typewritten resume using an inconsistent format. The student was able to partially describe education and experience.</td>
<td>The student presents an incomplete typewritten resume using no real formatting. Education and experience are poorly described, if at all.</td>
<td></td>
</tr>
<tr>
<td>Samples of Work</td>
<td>Student provides a large variety of samples of work and experience throughout his/her portfolio. Each of these is clearly tied to some skill the student has mastered.</td>
<td>Student provides a good variety of samples of work and experience throughout his/her portfolio. Most of these are tied to some skill the student has mastered.</td>
<td>Student provides samples of work and experience throughout his/her portfolio. A few of these are tied to some skill the student has mastered.</td>
<td>Student provides a few samples of work and experience throughout his/her portfolio. None of these are tied to some skill the student has mastered.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Student Satisfaction Survey

This is an anonymous evaluation for graduating seniors to reflect upon your experience as a student of the communication studies program on the UW – River Falls campus. We encourage you to share suggestions that you have with regard to aspects of the program that you feel are working or need improvement. Your responses will be used to improve the quality of educational services we will provide future students who elect to become communication majors.

I found my communication studies courses valuable

1  2  3  4  5

The communication studies faculty were available to me outside of the classroom

1  2  3  4  5

The communication studies faculty were invested in my cultivation as an engaged citizen

1  2  3  4  5

The communication studies faculty were invested in my professional development

1  2  3  4  5

The communication studies faculty were invested in my cultivation as an informed consumer of information

1  2  3  4  5

I would recommend communication studies as a possible area of concentration for persons making the decision to attend university

1  2  3  4  5

What particular classes did you find most beneficial?

What particular Classes did you find least beneficial?

What specific suggestions do you have for the communication studies that you would like to see implemented that we may not have considered?
Appendix G

Graduate Student Evaluation

This evaluation is for graduate students admitted to your department from the University of Wisconsin – River Falls. We ask humbly that you take a moment to provide some comments on the performance of our student(s) so that we may incorporate your suggestions into how we prepare our current and future students for graduate study.

Student has conceptual grasp of course material:

1  2  3  4  5

Quality of student’s writing

1  2  3  4  5

Quality of student’s oral proficiency:

1  2  3  4  5

Student contributes meaningfully to seminar discussions:

1  2  3  4  5

Student contributes meaningfully to the department climate:

1  2  3  4  5

Qualitative Assessment (Optional):
Appendix H

Professional Community Survey

The following survey asks you to reflect on your recent experience working with a Communication Studies student intern. Your responses will provide valuable feedback toward ensuring UWRF students are prepared for their internship experiences. In addition, it will help to better align future coursework development with the needs of the workplace. Thank you for taking a few minutes to complete the survey.

Please rate the following statements on a scale of 1-5. Write additional comments for any of the questions at the end of the survey.

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

We clearly understood the university’s expectations for the student’s internship experience.
1  2  3  4  5

Overall, the internship experience met our organization’s expectations.
1  2  3  4  5

The student’s major and career aspirations were a good fit with our organization.
1  2  3  4  5

The student was professional, motivated, and made a positive contribution to our organization.
1  2  3  4  5

The intern fulfilled his/her hours as expected (i.e. promptly notified us when couldn’t make a schedule appointment, rescheduled when necessary, arrived and left on time, etc).
1  2  3  4  5

The student had the necessary skill sets to perform his/her job successfully. (Please elaborate below if some skills were lacking)
1  2  3  4  5

If an appropriate job were open in this organization, we would hire this intern.
1  2  3  4  5

Additional Comments: