

FALL 2009 REPORT

COMMUNICATION

Written:

ENGL 1301, 1302

Oral:

COMS 1300, 2300, 3358

CFAS 2300

MGT 3373

COMMUNICATION

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

Exemplary Educational Objectives

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

SOURCE: http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

Communication Competency Statement

Students graduating from Texas Tech University should be able to demonstrate the ability to specify audience and purpose and make appropriate communication choices.

Student Learning Outcomes

- Demonstrate the ability to specify audience and purpose and make appropriate communication choices.
- Demonstrate the ability to apply appropriate form and content in written, visual, and oral communication.
- Demonstrate the ability to apply basic principles of critical thinking, problem solving and technical proficiency in the development and documentation of exposition and argument.

- **National Direct Assessment**

- College Learning Assessment (CLA)
- Collegiate Assessment of Academic Proficiency (CAAP) [to be administered]

- **National Indirect Assessment** (selected items related to writing and speaking)

- National Survey of Student Engagement (NSSE) [not included in this report]
- College Senior Survey (CSS) [not included in this report]

- **Local Direct Assessment**

- ENGL 1301 and 1302:
 - Percentage of all students scoring C or better on the final writing assignment in 1301 (1.2 drafts) and in 1302 (2.2 drafts).
 - A comparison of scores on start-of-semester and end-of-semester grammar diagnostic examinations.
- COMS 1300, 2300, and 3358; CFAS 2300, MGT 3373
 - Percentage of all students scoring C or better on the final speech assignment.
 - A comparison of scores on first speech and final speech.

- **Local Indirect Assessment** (selected items related to writing and speaking)

- TTU's IRIM Graduating Student Survey [not included in this report]

Collegiate Learning Assessment

Analytic Writing Task

- Make-an-Argument
- Critique-an-Argument

Performance Task

Collegiate Learning Assessment

Analytic Writing Task

- Make-an-Argument

“In our time, specialists of all kinds are highly overrated. We need more generalists -- people who can provide broad perspectives.”

Directions: In 45 minutes, agree or disagree and explain the reasons for your position.

Collegiate Learning Assessment

Analytic Writing Task

- Critique-an-Argument

“Butter has now been replaced by margarine in Happy Pancake House restaurants throughout the southwestern United States. Only about 2 percent of customers have complained, indicating that 98 people out of 100 are happy with the change. Thus, to avoid the expense of purchasing butter, the Happy Pancake House should extend this cost-saving change to its restaurants in the southeast and northeast as well.”

Directions: In 30 minutes, discuss how well-reasoned you find the argument.

Collegiate Learning Assessment

Performance Task

In the following real-world scenario, students have 90 minutes to advise the mayor on crime reduction strategies and evaluate two potential policies:

1. Invest in a drug treatment program or
2. Put more police on the streets.

Students are provided with a Document Library, which includes different types of information sources, such as memos, news reports, websites, graphs, data tables, crime statistics, and research briefs.

Collegiate Learning Assessment Seniors		
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2008-2009	Adjusted Percentile Rank	Performance Level
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Total CLA Score	89	Above
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Performance Task	84	Above
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Analytic Writing Task	83	Above
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Make-an Argument	67	At
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Critique-an-Argument	93	Well Above
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ENGL 1301

Assignment Title	Average Grade (w/o late penalty)	Percentage of students scoring above 70%	# of students turning in assignment
Brief Assignment 1: Pre-Semester Diagnostic	87	89.92	1915
Brief Assignment 2: Summary	75	77.15	1970
Brief Assignment 3: Article Evaluation	76	75.25	1894
Brief Assignment 4: Paraphrase	75	76.01	1925
Brief Assignment 5: Developing Thesis Statements	74	72.17	1872
Brief Assignment 6: Integrating and Evaluating Quotations	78	81.08	1728
Brief Assignment 7: Revisions of Introductions	82	88.81	1761
Brief Assignment 8: Revisions of Conclusions	82	88.31	1736
Brief Assignment 9: Revisions at the Sentence Level	79	83.38	1687
Critique 1.1a	84	92.22	1734
Critique 1.1b	83	90.42	1734
Draft 1.1 Analysis	70	59.56	1811
Draft 1.2: Revised Rhetorical Analysis	73	67.88	1741
Final Writing Review	85	93.65	1624
All assignments	78.79	81.13	1795
1301 Pre-Semester Diagnostic Average	75.29		
1301 Post-Semester Diagnostic Average	78.98		

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ENGL 1302

Assignment Title	Average Grade (w/o late penalty)	Percentage of students scoring above 70%	# of students turning in assignment
Brief Assignment 1: Pre-Semester Grammar Diagnostic	93	93.38	408
Brief Assignment 2: Theoretical Framework of Language	83	95.41	392
Brief Assignment 3: Language and Argument	80	91.67	396
Brief Assignment 4: Analysis of Literature Reviews	79	85.41	377
Brief Assignment 5	84	95.43	350
Brief Assignment 6	85	96.52	345
Brief Assignment 7	84	92.60	338
Brief Assignment 8	84	93.01	329
Brief Assignment 9	85	92.10	329
Critique 1.1	85	95.39	369
Critique 2.1a	88	99.70	333
Critique 2.1b	87	98.19	333
Draft 1.1: Literature Review	74	77.20	365
Draft 1.2: Revised Literature Review	75	78.27	359
Draft 2.1: Classical Argument	74	76.00	350
Draft 2.2: Revised Literature Review	75	73.68	343
Writing Review	83	94.32	317
All assignments	82.24	89.90	355
1302 Pre-Semester Diagnostic	75.14		
1302 Post-Semester Diagnostic	75.00		

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Analysis of findings on ENGL 1301 and 1302:

1. While 81% of students in 1301 and 89% of students in 1302 who submitted assignments scored 70% or better on those assignments, first-year students have more difficulties with longer (1200 – 2000 word) writing assignments. In 1301, 59% and 67% of students scored above a 70% on the major assignments, while in 1302, an average of 76% of students scored better than 70% on the four major drafts.
2. The attrition rate from the highest number of students turning in assignments (which occurs with either the first or second assignment submitted) to the last major draft is approximately 12% in ENGL 1301 and 15% in ENGL 1302. Both courses experienced an additional drop in the turn-in rate for the final assignment, a review of the semester's writing. Hypothesis for this drop is that students who realized that their course grade was determined and that neither submission or non-submission of the final assignment would change their final grade chose not to complete the final assignment.
3. Scores on the diagnostic rose almost 4 points in ENGL 1301 and stayed almost the same in 1302 (versus -2.3% in Fall 2008 and -5.5% in Spring 2009 in the 1302 scores).

Resulting adjustments to ENGL 1301 and 1302:

Given that Fall 2009 is the first semester we have examined the assignment-by-assignment data, we will collect again in Spring 2010 for both ENGL 1301 and 1302, analyze, and determine what actions, if any, are necessary.

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COMS 1300 <ul style="list-style-type: none">students scoring C or better on final speech assignment	88%
<ul style="list-style-type: none">comparison of scores on first speech and final speech	-0.29%
COMS 2300 <ul style="list-style-type: none">students scoring C or better on final speech assignment	91.5%
<ul style="list-style-type: none">comparison of scores on first speech and final speech	+1.00%
COMS 3358 <ul style="list-style-type: none">students scoring C or better on final speech assignment	92.5%
<ul style="list-style-type: none">comparison of scores on first speech and final speech	+1.52%

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CFAS 2300 <ul style="list-style-type: none">students scoring C or better on final speech assignment	93.8%
<ul style="list-style-type: none">comparison of scores on first speech and final speech	+22.2%
MGT 3373 <ul style="list-style-type: none">students scoring C or better on final speech assignment	96%
<ul style="list-style-type: none">comparison of scores on first speech and final speech	+2.1%

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Resulting adjustments to COMS 1300, 2300, 3358:

No changes are necessary at this time.

Resulting adjustments to CFAS 2300:

No changes are necessary at this time.

Resulting adjustments to MGT 3373:

MGT 3373 officially began participating in the university assessment for oral communication competency during the Fall 2009 semester. To prepare for assessment, the course's curriculum was modified. In previous semesters, students had given three presentations throughout the semester: (1) Informative Presentation, (2) Informative Presentation, and (3) Persuasive presentation. To allow for a more accurate comparison between the students' performance on their presentations, the third and final presentation, which had previously been designated as a persuasive presentation, was changed to be an informative presentation.

As a result of participating in the assessment during the Fall 2009 semester, the MGT 3373 lab schedule was changed for the Spring 2010 semester. Students had been receiving training before the first informative presentation, but principles of oral communication were not being revisited throughout the semester. Thus, in recognition of students' continuing need for instruction in this area, a "presentation workshop" is now included before all three of the oral presentations this semester (not just the first one).

