

**ECTA Assessment Plan/Report**  
**November 2010**

**1. Departmental mission statement**

The English, Communication, Theatre Arts and Modern Foreign Languages Department educates language scholars & communicators for service, personal growth, and professional development.

**2. Departmental Learning Goals**

- A. Strong skills in the production, presentation, and interpretation of language
- B. Effective analysis of language and its applications
- C. Acquisition and application of knowledge about the nature and functions of language and language theory
- D. Acquisition and application of select skills needed for placement in professional fields or post-baccalaureate education
- E. Appreciate the aesthetics of language as a means of understanding and expressing human experience.

**3. Student Learning Outcomes**

- A. Students will effectively access, review and analyze reference sources unique to the upper level work in the field of their major.
- B. Students will use appropriate source material to write and publicly present a research-based project that meets the standards of their discipline of study and effectively adapts to their audience.
- C. Students will summarize and use a theory relevant to their area of study in an assignment (e.g. a theory of public persuasion, attitude change, crisis communication, organizational management, literary analysis or aesthetics).

**4. Assessment of the Learning Outcomes**

Classes will be identified in which each learning outcome is emphasized. An artifact set for one learning outcome will be collected from two of these classes each year. Ideally, the artifact sets should come from two different major areas each year (such as Spanish and journalism one year and theatre and English the next year). Performance will be evaluated through a rubric written for each learning outcome. The rubrics will be used by at least two department members to score each artifact. The scorers will be chosen on the subject matter of the artifacts that are going to be scored. The results of the scoring will be summarized. These summaries will be discussed with the entire department. The department will establish a baseline of rubric scores and then complete a longitudinal review as more data are available. The department will make course and program adjustments based on the results.

**5. Implementation**

- August, 2009: Assessment of persuasive speeches related to Learning Outcomes A and B continues. See appendix A for rubric designed for this assessment. The department also determined to examine Learning Outcome A in the department for current capstone type courses as indicated in our May 2009 Planning Document. We decided to examine Learning Outcome B at this time as well. See appendix B for the rubric for these assessments.
- September-October, 2009: As we determined to do in the May 2009 planning document, we identified CTA 400 and Eng 342 as the two courses in which we would collect artifacts to examine written communication in the outcomes. We continued to collect data from CTA 211 to examine oral communication outcomes as we have been since 2008.
- October-December, 2009: As indicated that we would, in December of 2009 we collected final projects from each of the students in the courses listed above and from CTA 211.
- January, 2010: In early 2010, as projected in our May 2009 planning documents, we scored the artifacts collected. See attached spreadsheets for summary data.
- February, 2010: We summarized and discussed findings within the department as indicated.
- March, 2010: Although in the plan, at this point we didn't see an immediate need to revise the rubric.
- Summer, 2010: We will continue to collect data next year for Learning Outcome A and B. We will follow the same time frame for this and for the next outcomes (as indicated in earlier plans.)

### **General Education Assessment Conducted by ECTA**

- 1. Goal:** To demonstrate effective communication skills for personal, academic and professional purposes.
- 2. Student Learning Outcomes for Assessment:** Students will be able to create well-organized and well-supported argumentation in written and oral forms.
- 3. Assessment:** In written communication, we will do holistic scoring of a common writing assignment administered to a lower-level general education class and an upper-level general education class. Performance will be evaluated through a rubric developed by the ECTA and general education faculty. Anchor papers for a 1 (low) to 5 (high) scale will be identified by two independent, experienced raters. Scorers will be trained in using the rubric and anchor papers. They will then meet together to score the papers independently, using the approach to holistic scoring of Myers (1980) and White (1984). The results will be read as qualitative description data. The results will be shared with the faculty for further discussion and curriculum adaptation. In oral communication, we will collect a sample speech from each first year student in Eng 102 for holistic scoring for presentation skill development against a later presentation collected in major areas.
- 4. Implementation:**

- July, 2009: Replicating the procedures from 2008-2009, in the fall we identified classes in which to collect artifacts and finalized development of the writing assignment. In addition, we developed the Eng 102 labs which will ultimately serve as a means to assess listening, group communication skills and effective presentation.
- August-May, 2009: Production of artifacts—We collected samples from fall classes in writing/general education and from upper level courses in the social sciences to use for holistic scoring. We also started collection of Eng 102 oral presentation samples. The public speaking (CTA 211) was applied to a test sampling of these documents, but full analysis would require comparative data.
- December-January, 2010: Scoring of artifacts from fall classes.
- January, 2010: Summary of results and discussion of fall results
- January-March, 2010: Production of artifacts; collection from spring classes
- April-May, 2010: Scoring of artifacts from spring classes
- May, 2010: Summary of results and discussion of results from fall and spring
- June, 2010: See comments in report section of this document.
- Fall, 2010: We will continue to collect data as indicated and start collecting additional assessment data for overall communication competence for purposes of general education assessment. We will use an adaptation of the McCroskey self-report as an initial assessment of overall communication competence.

We will replicate these procedures again next year. The oral communication assessment data will be collected for use when major areas have ascertained their oral communication assessment procedures.

## **5. Summary of Findings from 2009-10 Assessment**

Direct Assessment

### **Learning outcomes within the department:**

Results: As indicated in the appendixes, students scored a mean of 3.43 overall in the documents. Qualitative review indicates that the biggest shortcoming was that students were using texts from our library rather than e-texts which are more current. Students had some difficulty in documentation. Many tended toward mixing documentation styles. Students integrated research to support claims but needed to use more and more variation in source material. Students are good historical and biographical criticism and discussion. Students are good at using researched websites. They have an adequate ability to draw warrants but only adequate.

The results of the CTA 211 assessments are consistent with the work done previously and reflect similar need areas to those found for the written work in the two capstone courses.

Interpretation: We need to reinforce documentation styles, encourage the use of e-texts, continue to encourage focus and sustained study of topics. We need to work with

students to help them see the need for and cite more and more varied sources. We need to stress and reinforce the use of good argumentation in written as well as oral argument.

Response: We are revising select material in the capstone courses in which these assignments were taken. As a department, we will review where else in the curriculum we are hitting these issues.

### **Learning outcomes within general education:**

Results: See also Dr. Mueller-Roebke's descriptions of holistic scoring processes for writing in general education overall. Holistic scoring of written samples repeatedly shows that students are scoring higher as first year students in writing intensive, writing focused courses. Upper level students appear to be less effective in oral presentation. Hard data sent to Dr. Roebke.

A random sampling of speeches collected from first year students and applying the rubric used in CTA 211 data assessment shows that students are lacking in some elements of oral communication skills. Qualitative reports from lab instructors indicate that listening and interpersonal competence are seriously lacking in the incoming students. (This data is being saved until such a time as departments have the information they need for comparative developmental assessment.)

Interpretation: Although there may be some test bias that is leading to these results in the area of written communication, we are hoping that the writing intensive courses will help students to see and understand the significance of focused development of communication skills throughout their education.

Response: The department anticipates that general education restructuring will enable students to develop these competencies throughout their academic life at Concordia University, Nebraska.

See Also Next Section: Qualitative Feedback from Recent Alumni

## FEEDBACK FROM ALUMNI SURVEY 2010

### Questions:

- In your first job, what were the three things you/others needed to know or understand in order to be successful?
  - What one or two classes did you think that you would "never use" but really helped you? What one or two classes did you think would be critical but are used minimally now?
  - If you were hiring for your company, what two or three skills would you most look for in an entry-level employee in your area of work/vocation?
  - If a student with your career goals had room to add 3-4 elective classes what classes or kinds of classes would you tell them to take and why?
  - If you could design a class called "the perfect employee/student in my profession" what kinds of material would you include.
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### From Andrew Swenson, 2007, Current Position: Marketing Specialist

**First Job:** You may have to work your butt off to get hired, and once your hired, to get your ideas implemented. I got my first job from an organization that wasn't planning to hire anyone in my position. I called them, talked to them, told them who I was, pointed to my digital footprint and asked them to consider me if they had anything open up. I did this for probably twenty organizations. I talked to people, I met with the chamber of commerce presidents, I got involved with the local business and marketing association. Looking for a job became a full time job.

But within a month I had a callback, an interview, and a job offer. I started as a copywriter at my first organization, but I saw a need for their organization to better execute their marketing communication duties (not marketing) and their campaign analysis. So, I worked my butt off to do my work and more. I programmed a corporate blog at home so that I had a prototype to show my boss before we launched (which, when we did had more traffic in a week than our regular site did in a month). I wrote detailed reports of campaign results at home.

And it paid off. Within the year that I was there I saw my salary increase 40% and I got a promotion to Director of Marketing Communication. I got to be part of a pitch meeting for a job worth \$600,000. But it didn't come for free. I had to work at least 50-60 hours every week to make it happen. I make sacrifices—I don't own a TV. I rarely have weekends free from work. If you don't put in the work, don't expect success to come knocking at your door.

Hard work by itself isn't enough. You must understand how people work and have strategies for getting someone to listen to you and getting your voice heard. If you haven't read Seth Godin's "Free Prize Inside" yet, you need to. This book talks about how to make soft innovation (the free prize, your good idea) happen when you aren't at the C-level.

Have a digital footprint. Do you blog on something other than how wonderful your walk in the park is? Are you on Twitter? Are you on LinkedIn, Tumblr, FriendFeed? Do you use a service like Google Reader or Netvibes or Bloglines and share your feeds? Do you have a Google profile?

I wrote a post on my blog about this once (shortened link: <http://bit.ly/lQwAv>). I think that if I were to go back and write it again, I would say that having a digital footprint allows you to tell your story in a way that a resume doesn't. Resumes are HORRIBLE for telling stories. They're a collection of dry bullet points and facts. Gross. If you want to engage your future employers, hook them with your story.

Also, being involved in the online community gives you the chance to form professional relationships and LEARN a ton about the emerging face of your business, whatever it is. I recently went to LA for a Twitter

conference (#140conf), where I had my conference fees (\$895) waived because I had collaborated with and done some work for one of the presenters. When you're involved online, you never know what kind of serendipitous opportunities await.

**Classes at Concordia:** The advanced creative writing class (I don't remember the title). When I took the class I was really just pursuing a personal interest, since there is an entirely different mode of thinking for creative writing than for academic writing or business writing or even creative copywriting. But the fact that creative writing offered another way of think through complex issues gave me another tool of expression and examination. I really think it's less about the concrete stuff you learn in class and more about what skills you build, like the ability to shift to another mode of thinking. The never really used question is more difficult. I'm really not sure...

### **Entry Level Employees:**

Critical thinking. Seeing beyond the surface of a problem or challenge is essential for any kind of higher-level / management function.

Be decision oriented. (Full disclosure, I also wrote this on my blog: <http://bit.ly/D4LjI> ) Countless job ads ask for applicants who are detail oriented. Because it's used so much, in my opinion, "detail oriented" has become just another piece of resume word vomit. [Don't take this as me saying you shouldn't be detail oriented]

Moreover, I don't think it's enough to be detail oriented. Sure it's important to take the time to learn which details to look for, thus "orienting" yourself toward "detail" in the abstract, but I think **the higher skill is the ability to make solid decisions from the details you see.**

We often spend a lot of energy on the big picture decisions—which products to develop, which campaigns to create, but I think the sum of our little decisions can be just as important...

The post goes on to talk about how I see dissecting details.

Commitment to hard work and continuous learning: I'm a passionate person, and while I understand that some may not be as willing as I am to throw their lives into their careers, I still would want someone who has a record of going beyond expectations. Many times going above and beyond requires a "do-it-yourself" attitude, and a commitment to learning new skills.

**Recommended Electives/Other:** This will be unabashedly biased, but here goes--

1. Philosophy - Philosophy forces you to understand logical reasoning in a way that transcends "if p then q". If you really want push your thinking about problems and expand your critical thinking ability, then you must wrestle with the philosophers.

2. Rhetoric, Comm Theory, Comm Research - These classes allow you to better understand argument and persuasion, but it also allows you to take a critical look at communication in general (and perhaps if you're feeling edgy the decentered constitution and reconstitution of what has typically been considered static "identity" in theories that rely on a centered subject...okay I'm going to stop now). As business becomes more involved on the social/ real-time web, determining ROI for any kind of PR or marketing campaign is going to move away from quantitative "X dollars spent generated Y dollars in sales." ROI will become an increasingly qualitative measure of customer engagement. And the only way that you measure customer engagement qualitatively is to analyze what they're saying—hence the need for some kind of framework to do that.

3. English Language and Linguistics - Understanding how language works will not only inform your understanding of philosophy and communication, it will make you a better writer. So I'd say, suck it up, ignore the classes reputation, do the work, and you will reap the benefits.

**The Perfect Employee:** I asked this question to my followers on Twitter (if you're on, you can find me @wordpost) and the response I got was something like this:

Leadership, diversity, ethics, strategy, psychology, new technologies, positive thinking, analytical thinking...

The trend, I would say is that all of these things are not about concrete knowledge in the sense of facts, but about building up skill sets. I think these skills though can be developed in other classes. For marketing specifically, I would include the following:

Understanding the basic language of marketing: ROI v. ROMI; marketing v. MarCom; the difference between strategy, objectives, and tactics; the difference between top and bottom line, gross margin, etc. You'd be surprised how many people don't get this basic stuff.

An understanding of how to integrate old principles into new technology. For example, marketing used to be about product, place, price, and promotion. Any more you have to add a fifth "p": people. And advertising used to be about AIDA (attention, desire, interest, action), but now you have to add engagement (like person-to-person engagement) and shareability (so now it's A+IDEAS). New marketers must understand the real time web AND the old way of doing things. No small challenge.

An understanding of BASIC marketing best practices. For example in email marketing, you should test subject line, date/time of message delivery, creatives, click through, and conversion. But you'd be surprised at how many organizations don't do this (and thus piss their email marketing dollars down their legs).

And lastly, an understanding of how to build a digital footprint and engage an online community. This, of course, takes a lot of hard work and dedication, but building your personal brand is a similar process to building a corporate brand.

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FROM: Julie (Kult) Meyer, 2004, 410 Creative LLC, 702.505.5112, [www.410creative.com](http://www.410creative.com)

**First Job:** I've come to understand this more now that I own a business, but it helps immensely to understand business. Once you can view your role as a business transaction rather than a personal relationship, you'll learn better how to negotiate a situation that benefits both parties and how to be an asset to the company for which you work.

Professionalism is severely lacking in the pool of potential workers. If you can present yourself as an educated individual, you propel yourself above a huge percentage of that pool. Learn the industry you're in so you can 'talk the talk' and do so to the right people.

Don't be afraid to approach management. Talk to the people in the company who have the decision making power and make yourself memorable. Shift your focus from the trivial matters like whether you got a full 15 minute break, to those that affect the company as a whole. That, again will set you apart from the rest of the pool.

You look young! You ARE young; probably young enough to lose respect if you reveal your age. So be smart enough not to reveal it. Until you don't look like a teenager, compensate with extra professionalism. Wear a jacket, have ready reasons for every decision you make, know terminology that your peers don't, and get as much experience as you can prior to leaving college.

**Classes at Concordia:** Not that I didn't think I'd use them, but my writing and journalism classes were essential. I have taken multiple graphic design jobs and had dozens of interviews. At the start of 75% of my interviews and ALL of those for which I was hired, the interviewer told me, "What really stood out to us is your experience writing." Write for a school newspaper, submit short stories to a magazine, write for an internet blog. Write anything. Doesn't matter what it is. Get critiques and experience and then make it prominent on your resume.

Interpersonal communication classes and research helped me to understand the different personalities I worked for and with. You can classify people into a few pretty consistent personality categories and once you learn to work with each category and identify them quickly, you'll be able to meet the expectations of people you've just met because you know how they think.

**Entry Level Hiree:** Reliability, reliability, reliability and consistency. I want someone who I can count on. I don't even ask that you're fabulous at what I'm hiring for. I just need to be able to count on you.

You should be an asset to my company. If you're there for breaks and paychecks, it shows. If you are there to promote the company's success doing something you love, that shows too, and that's what makes YOU successful. The first group of people are the ones chasing the raises and promotions who never seem to get them. The second group is the people who don't have time to think about raises and promotions and find them falling into their laps.

**Elective Classes/Other:** Take writing classes for the aforementioned reasons. Write for the paper because it counts as experience and is a gold mine on your resume. Take a business class and get into the business mindset. Take a communication theory, interpersonal or psych class and learn how to recognize communication patterns and personalities. For the girls, learn how to speak "male."

**The Perfect Employee:** I'm a graphic artist and the main comment I get is that I'm not like the other artists people have worked with. They usually guardedly tell me that I don't have dreadlocks and I don't tell them they are murdering my art if they request a change. So...be the type of person businesses want to do business with. Professional, memorable, friendly and competent.

A perfect employee for me knows design principals, knows how to sell those principals to a client, and knows when to allow them a change that may not be best from a design perspective. I want an employee to explain the pros and cons and then let the client make the decision they want to make.

I'd want an employee to know their facts (but that applies to WHATEVER you're in). When the owner of a multi-billion dollar project asks me why I made a design decision, having a ready reason, based in scientifically proven principles gives me credibility and usually convinces the client to trust me even if they would've done it differently.

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FROM: Alicia Foley, 2009, Marketing and Communication Coordinator

**First Job:** I needed to know that people viewed me as a student/intern still even though I had completely taken over the position I had been training for in my first 3 weeks. This meant that I had to think about how I presented myself to my coworkers and everyone on campus (i.e. dress professionally, sound professional in conversations and email, etc.). I found out I needed to ask a lot of questions. Things that are "common knowledge" to someone who has been at this place for years isn't common knowledge to someone who just stepped into the picture. People needed to know that I WASN'T my predecessor. She was her own woman who did things her own way. I was new and trying to figure out how to get the job done, and I came at it my own way. Just because I got a little training didn't mean that everything was going to be done exactly the same way.

**Classes at Concordia:** I didn't think I'd really use Digital Imaging but that class TOTALLY helps in the marketing world! I took it just for fun but God made me do it because he KNEW I'd learn so many useful things that relate to printing. Things that when I was learning them seemed pointless. But all that knowledge comes into play pretty much every day for me. The rest of my classes are all pretty relevant because they worked together to build me into the communicator that I am today.

**Entry Level Employee:** I would look for someone with the right attitude. Someone can be smart and have all the right skills but be unwilling to do what is necessary or play well with others. Attitude is so key. Also, communication skills. Someone who can write a professional email, lead a meeting and sound like they



graduated college. Another skill I would look for is the ability to read people and figure out how they have to interact with each person differently to get things done best. A certain self-awareness and awareness of what's around you is important.

**Elective Courses/Other:** Take anything with graphic design. That is SO helpful in communications, marketing, etc. You never know which pieces will come in handy. Maybe you never need design skills in your job but you'll need to know about printing color and sizing, etc. Also, take any class that makes you write. Extra (fun) writing that's not centered on communication, media, and journalism helps round your writing ability. Take Shakespeare, poetry, or creative nonfiction to get in extra writing time. Writing, design, communication theory, psychology, presentations...

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### **Gerri (Osborn) Peterson, 2007, Newspaper Publisher**

**First Job:** People skills, dealing with conflict, personal goals - know that I couldn't expect too much of myself - have realistic goals.

**Classes at Concordia:** Accounting - took it for fun, didn't think I'd use it so much! If you're a communications major you never know when you'll use it (especially you know, if you get the chance to own your hometown newspaper...) :) I know I wish I would've taken more business classes - but I never guessed I would actually own a business. More accounting classes or whatever business classes are along those lines. I knew all of my writing classes would be critical - and they are for a journalist/newspaper owner! :) And any creative writing, etc., classes that aren't required for your major, but are offered.

**Perfect Employee:** Spelling/punctuation/writing skills, public relation skills. Lots and lots of homework so they learn to multi-task and manage time well... ok, not really. :) But that is an important aspect of the perfect employee in my mind. Maybe have something where the class has to work with people who are nothing like themselves on a project - like maybe a communication class working w/ a health & human performance class, or a music class, art class, etc. Working with people who have some different interests, etc. would help open up their minds to change and different personalities.

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### **Kenneth Kahl, 2003, Real Estate Title Agent**

#### **First Job:**

1. Understanding of elderly co-workers/volunteers goals.
2. Coordinating a Board of Directors (15 people distributed across the country, most of which didn't agree with each other)
3. The value of my business to others.

#### **Concordia Classes (helped):**

1. Debate
2. Nutrition
3. Health & Wellness
4. Working the special event catering staff.

#### **Concordia Classes (less used):**

1. Ling & Lang
2. Greek
3. Hebrew

Explanation: I didn't enter the ministry. These classes are great to brag that I took, as long as nobody challenges me to recall information.

**Entry Level Employee:** I run a real estate title business, with one and two-halves employess who I share with a law office.

1. Flexibility to learn different things, the ability to do nearly everything required in the business at one time or another.
2. Courtesy
3. Database programming. I'm terrible at that.

**Elective Classes:**

1. Intro to Graphic Design, because even if you don't become a designer, you'll need to know what makes a good one.
2. Personality Theory, Small Group Theory, and/or Animal Behavior, because the ability to understand your co-workers is paramount.
3. Nutrition, because good health helps you cope with stress.

**Perfect Employee:**

1. Completely random spur-of-the-moment group projects, much like those I had in Small Group Theory. One time I had to choreograph a lip-sync with 3 classmates to the song "Betty Davis Eyes" and we kicked butt.
  2. Dress code days and formal dining practice.
  3. Phone and personal greetings, and the routine of taking a good message. It seems like a simple task, but I take incomplete phone messages a lot because I forget to ask every detail in my brief conversation.
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**Violet Spader Kirk, 2007, Journalist**

**First Job:** Communicate with your co-workers/supervisors. If you're going out of the office, let them know where you're going and when you'll be back (approximately). Respond to e-mails/phone messages promptly; not only does it show courtesy to the person you're contacting, it shows you're a responsible and organized employee. Learn the filing/organizational system at your workplace. Don't be afraid to ask questions — you're new and no one should expect you to know everything your first day on the job. Allow at least three months to adjust to a new job; there will be ups and downs, but after a while, you'll get a feel for if the job is a good fit for you.

**Classes at Concordia:** I didn't think I'd ever use my theory classes, like Rhetorical Theory and Communication Theory. But now I pick up on nuances in conversations and publications I wouldn't have been sensitive to before taking those classes. For my major (journalism, PR and interpersonal communication), the classes that seemed critical but really weren't were photography and business communication.

**Entry Level Employee:** If I were hiring for my business, I'd look for entry-level employees who were flexible, enthusiastic and skilled in their areas. As a new employee, you can't expect the best hours or the most desirable assignments. I'd want someone who understands that, is willing to take on the challenge, but who won't become stagnant doing the entry-level jobs.

**Electives:** Definitely take as many Web design courses as you can, plus all the classes you can take for maintaining office computer networks! As a young person entering a workforce of primarily aging employees, it's vitally important you know how to maintain computer systems. You will become the go-to person in your office for all technical/computer questions, simply by virtue of your age. Have at least a general idea of how to answer basic troubleshooting questions and you'll be set. Plus, most businesses will either have or will be developing a Web site and if you have the skills to design and maintain a site, that greatly increases your desirability as a prospective employee.

**Perfect Employee:** You can have the best credentials/experience/references on your resume, but if your attitude stinks, so will your work experience. Positivity is an incredibly rare, but truly valuable, trait found in

offices (especially mine). Every time you complain about your job, think of three positive things about it, even if those are just that it brings in a paycheck every couple of weeks, ditto, ditto. Train yourself to think positively about your job and I guarantee people will notice. Be the person who makes the room seem brighter and happier when you walk in. As to more concrete "perfect employee" skills, learn to maintain a professional demeanor in everything: dress, behavior, correspondence, phone conversations, table manners. Even when you're not on the clock, your conduct reflects the company/business you work for. It's good to have boundaries between your professional and your personal life. I don't think you can completely divorce the two realms, but as much as possible, keep business about business. Basically, be upbeat, timely, efficient, skilled at what you do and flexible.

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**Emily Barlean, 2009, Marketing Professional**

**First Job:** Three things I needed to know. 1) how to organize my time 2) how to deal with people who don't exactly see eye to eye with you on issues 3) how to be tactful and professional

**Concordia Classes** I thought I would never use: Consumer Behavior, Social Psychology, Sales and Sales Management, Public Speaking.... Classes I thought I'd need that I don't really: Marketing, Advertising, other business classes...

**Entry Level Employee:** Interpersonal Communication Skills, Composure and Confidence, Writing/Speaking/Listening Skills (I think that counts as more than 3.... but, still! What I really want to get across is that the things that you learn in a field related class (like accounting classes for an accountant) are obviously helpful, but... I think you can learn whatever you need to do a job, but you can't fake being able to relate to people and being able to make smart decisions.)

**Electives:** Small Group Theory -- the ability to work in groups/teams is essential. Some kind of class about social networking/networking in general -- it's the future, and its usefulness in the business world is unlimited.

**Perfect Employee:** How to be charismatic, confident, professional, to write well, to be concise in the right moments and exhaustive in others (and when and why!). Know to find the part of the story that will relate to your customer and how to get that across best. And know the best vehicle it is to get what type of information out on. Oh, and know how to use Twitter--It's totally necessary in the PR world. And how to deal with difficult people.

## APPENDIX A:

Persuasive Speech Assessment for General Education Assessment: ID No. \_\_\_\_\_

Rate each item for each student speech on a scale of 1-5 (1 excellent-5 poor)

### A. Identify the components of a topic

1. The student divides the speech into a clear introduction (including thesis and preview), body and conclusion (including review of topic and points).

1                      2                      3                      4                      5

2. The student clearly divides the topic into 2-3 major points.

1                      2                      3                      4                      5

3. The student identifies 2-3 sub-points with the major points.

1                      2                      3                      4                      5

### B. Identify evidence, assumptions, opinions, and perspectives related to the topic.

1. The student uses sources for examples, statistical data, or expert opinion in supporting points.

1                      2                      3                      4                      5

2. The student cites sources for examples, statistical data or expert opinion in supporting points.

1                      2                      3                      4                      5

3. Evidence used incorporates multiple perspectives and sources of different types in supporting points.

1                      2                      3                      4                      5

### C. Assess relationships among components.

1. Points incorporate internal summaries that provide clear warrants for claims made.

1                      2                      3                      4                      5

2. Transitions offer synthesis of ideas and lead to subsequent points/conclusions.

1                      2                      3                      4                      5

3. Arguments illustrate an understanding of the sources of disagreement or points of controversy in the topic.

1                      2                      3                      4                      5

D. Integrate information into meaningful interpretations, conclusions, models, or products.

1. Final points and/or conclusion provides a clear understanding of what the student seeks in terms of attitude or behavioral change.

1                      2                      3                      4                      5

2. The audience is left with a clear course of action in response to the topic.

1                      2                      3                      4                      5

## Appendix B:

Research Project Assessment for General Education Assessment: ID No. \_\_\_\_\_

Rate each item for each student speech on a scale of 1-5 (1 excellent-5 poor)

### A. Structure

1. The student divides the paper into appropriate divisions for subject matter: an introduction (including thesis and preview), body (including appropriate review or background literature, appropriate methodological or analytical tools, conclusions, et al) and conclusions.

1                      2                      3                      4                      5

2. The student logically develops each division.

1                      2                      3                      4                      5

3. The student has a cogent argumentative structure throughout the paper.

1                      2                      3                      4                      5

B. Identify evidence, assumptions, opinions, and perspectives related to the topic.

1. The student uses sources for examples, statistical data, or expert opinion in supporting points.

1              2                      3                      4                      5

2. The student cites sources for examples, statistical data or expert opinion in supporting points.

1              2                      3                      4                      5

3. Evidence used incorporates multiple perspectives and sources of different types in supporting points.

1              2                      3                      4                      5

C. Assess relationships among components.

1. Points incorporate internal summaries that provide clear warrants for claims made.

1              2                      3                      4                      5

2. Transitions offer synthesis of ideas and lead to subsequent points/conclusions.

1              2                      3                      4                      5

4. Arguments illustrate an understanding of the sources of disagreement or points of controversy in the topic.

1              2                      3                      4                      5

D. Integrate information into meaningful interpretations, conclusions, models, or products.

1. Final points and/or conclusion provides a clear assessment of or conclusions about the topic.

1                      2                      3                      4                      5

3. The audience is left with a clear understanding of what this paper offers to the academic community overall.

1                      2                      3                      4                      5