

Form E-1-A for Boston College Departments/Programs

Department/Program Communication Department (2018)

- 1) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

No Change

- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

No Change

- 3) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Papers from seven writing intensive classes were evaluated by three faculty members, and on a scale of 1 (low) to 5 (high) the total average is a 3.7. The highest average, 4.3, was for "Error Free Spelling", "Appropriate Format" and "Appropriate Bibliography" while the lowest, 3.3, was for "Opinion Supported by Adequate Evidence". A copy of the rubric and the results can be found in Appendix A.

- 4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

No Change

- 5) **What changes have been made as a result of using the data/evidence?** (Have there been any recent changes to your curriculum or program? Why were they made?)

During the upcoming fall semester, the faculty have agreed to participate in a "Writing: Best Practices" meeting to discuss current assignments that aid in developing writing skills while participating in a discussion of how we can improve student writing skills. Students have improved in the areas of formatting, using a bibliography and error free spelling. However, the area of supporting opinions with adequate evidence continues to score the lowest points. The faculty will address these issues in the meeting next semester.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

Spring 2018

APPENDIX A

Clear and thought-provoking thesis. = 3.5

worst	1	2	3	4	5 best
Effective Rhetorical Plan of Development for the Whole = 3.5					

worst	1	2	3	4	5 best
Clear and Well-Planned Organization = 3.5					

worst	1	2	3	4	5 best
Logical Development of Ideas = 3.4					

worst	1	2	3	4	5 best
Opinions Supported by Relevant Evidence = 3.4					

worst	1	2	3	4	5 best
Opinions Supported by Adequate Evidence = 3.3					

worst	1	2	3	4	5 best
All Generalizations Explained by Specifics = 3.4					

worst	1	2	3	4	5 best
Mature Sentence Structure = 3.7					

worst	1	2	3	4	5 best
Full Paragraph Development = 4.2					

worst	1	2	3	4	5 best
Originality of Conception = 3.6					

worst	1	2	3	4	5 best
Insight into Subject = 3.7					

worst	1	2	3	4	5 best
Error Free Spelling, Grammar, and Diction = 4.3					

worst	1	2	3	4	5 best
Appropriate Format = 4.1					

worst	1	2	3	4	5 best
Appropriate Citations = 4.1					

worst	1	2	3	4	5 best
Appropriate Bibliography = 4.3					

worst	1	2	3	4	5 best
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