Communication Studies and Mass Media Unit Meeting

12/02/22

Present: David Raskin, Sindhu Zagoren, Vaishali Sharma, Markeyia Ferguson, Marcus Shepard, Mary Conway, Nate House

Minutes:

1. Course-level assessment results from 2021-22
   1. Questionnaire from DCAF:
      1. For 115, higher incomplete rates on “Demonstrate receptive and critical listening skills” and “Assess respectful and ethical persuasive techniques.” Explanations?
         1. For the latter, persuasion is usually taught later in the semester, when there’s been some attrition
         2. Sindhu: The former is linked to written reviews; my online 10-week this semester just skipped those assignments in many cases; might have something to do with assignment structure and their awareness of what they need to do
            1. General attendance also affecting this
         3. Mary: I link this to assignments where they review online speeches, not from their peers
      2. For 116, success rates are very high (about 90%). What do we think that reflects about the course and teaching strategies?
         1. Marcus: Material that's a little more intuitive and easily applicable
      3. DCAF suggestion: *“Assess respectful and ethical persuasive techniques.” Has the highest number of APPRENTICE students (those in yellow) at 135. These are usually students that fell just short of the C grade range or proficiency level. What specific strategy could you use to decrease this number of apprentice students and shift more of them over to proficient?*
         1. David: Assessed through a quiz
         2. Sindhu: Assessed through the persuasive speech
2. AEFIS is again open for business, so please do your linking by the end of the term
   1. This is particularly important for people teaching classes other than 115
   2. We have lots of data for 115, and pretty good for 116, so prioritize the smaller classes if you’re teaching one of those
   3. AEFIS had a system reset, so this all needs to be done anew, but to do four classes shouldn’t take more than an hour
      1. At least one assignment linked to each CLO
      2. Think about one or two assignments that best fit that CLO; no need to overdo it with extraneous data
      3. [David should write to DCAF about delaying the assessment processing until January, to give more time]
3. Developing enrollment strategies, Spring events
   1. Magner-Nichols
      1. Mary, Vaishali
   2. Would anyone like to take over running a COMM/MAMD Student Canvas page?
      1. I can provide an email list of all majors, but then those need to get added into the course
         1. Vaishali can do this
         2. Marcus: This could also help with enrollment, that we can send the list of classes and professors to students – could even list by professors, send mass email during finals week
4. Other questions/concerns?
   1. There seems to be a real covid hangover happening for both faculty and students; don’t feel alone! Hopefully things will feel a little better in the spring.