After completing a Professional Communication Major in the College of Professional Studies, students will be able to:

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| 1. Explain major theories of, approaches to, and perspectives on communication and apply to multiple professional contexts. | A. Demonstrate knowledge of communication theories, approaches, and perspectives identified within the communication context areas* of the major.  
B. Identify the strengths and limitations of the theories, approaches and perspectives in understanding professional communication contexts. | o Professional Communication classes will have course learning objectives that tie to these outcomes, as relevant to the course content.  
 o Tasks or measures that will best demonstrate the extent to which students have achieved the program’s learning outcomes will be identified from course assignments.  (Course assignments, including but not limited to, exams and quizzes, case studies, research papers, in-class activities, reflection papers, online discussions, and oral presentations will be assessed.)  
 o Identification of measures is underway, and will be completed by the end of the 2013-14 academic year.  
 o Data collection will begin in fall, 2014. | For classes assessed in a given academic year, PRCO faculty, in consultation with a member of the undergraduate curriculum committee, will collect and analyze data for annual reporting. Reports will be shared with the PRCO faculty who will identify actions to modify the major and enhance student learning. |
| 2. Demonstrate communication competence** in professional interpersonal, group, public, organizational, and intercultural contexts. | A. Demonstrate self-awareness and understanding of own communication competence in professional communication context areas*.  
B. Identify factors that affect communication competence in professional communication context areas.  
C. Demonstrate communication competence in professional communication context areas. | o Professional Communication classes will have course learning objectives that tie to these outcomes, as relevant to the course content.  
 o Tasks or measures that will best demonstrate the extent to which students have achieved the program’s learning outcomes will be identified from course assignments.  (e.g., course assignments, including but not limited to, exams and quizzes, case studies, research papers, in-class activities such as role plays, reflection papers, online discussions, and oral presentations will be assessed.)  
 o Identification of measures is underway, and will be completed by the end of the 2013-14 academic year.  
 o Data collection will begin in fall, 2014. | For classes assessed in a given academic year, PRCO faculty, in consultation with a member of the undergraduate curriculum committee, will collect and analyze data for annual reporting. Reports will be shared with the PRCO faculty who will identify actions to modify the major and enhance student learning. |
### 3. Evaluate and conduct research.

| A. Explain the various research methods commonly utilized in professional contexts. |
| B. Evaluate the appropriateness of conclusions derived from research in applied contexts. |
| C. Design and conduct primary research to identify and address professional communication issues and problems using appropriate and ethical research methods. |

- Professional Communication classes will have course learning objectives that tie to these outcomes, as relevant to the course content.
- Tasks or measures that will best demonstrate the extent to which students have achieved the program’s learning outcomes will be identified from course assignments. (Examples include but are not limited to design, conduct, evaluate and report on primary research that addresses professional communication issues and problems.)
- Identification of measures is underway, and will be completed by the end of the 2013-14 academic year.
- Data collection will begin in fall, 2014.

For classes assessed in a given academic year, PRCO faculty, in consultation with a member of the undergraduate curriculum committee, will collect and analyze data for annual reporting. Reports will be shared with the PRCO faculty who will identify actions to modify the major and enhance student learning.

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*Includes interpersonal, group, organizational, public, and intercultural communication contexts.

**Communication Competence is related to understanding the context of interaction. Communication behaviors (or norms) that might be successful (i.e., competent) in one situation might not be perceived as competent in a different setting, with other individuals or groups, or with a particular audience.

***The six criteria for assessing communication competence (CC) are: adaptability; conversational involvement; conversational management; empathy; effectiveness; and appropriateness. Effectiveness and appropriateness are the key criteria for CC; the remaining criteria, for our purposes, are subsumed within.

**Effectiveness:** the extent to which interactional goals (preferred outcomes for the communicators) are achieved.

**Appropriateness:** the extent to which the expectations of a given situation are upheld, which includes ethical communication. Pursuing personal goals must take into account the expectations of others. Competence will depend on selecting the particular path(s) that are most appropriate to the other parties in the context.

**Adaptability (flexibility):** the ability to change behaviors and goals to meet the needs of interaction; includes participation in various social interactions (social experience); keeping calm through accurate perception (social composure); acknowledgement of partner’s goals (social confirmation); being sensitive to the amount and type of information disclosed (appropriate disclosure); ability to express ideas through language (articulation); ability to use humor in adapting to social situations and ease tensions (wit).

**Conversational involvement:** behavioral and cognitive activity; cognitive involvement demonstrated through interaction behaviors—responsiveness (knowing what to say, know roles, interact); perceptiveness (be aware of how others perceive you); and attentiveness (listen, don’t be pre-occupied).

**Conversational Management:** how communicators regulate their interactions; adaptation and control of social situations; who controls the interaction ebb and flow and how smoothly the interaction proceeds; how topics proceed and change.

**Empathy:** the ability to demonstrate understanding and share emotional reactions to the situation; cognitive understanding; parallel emotions.