

## **CJT 780: Instructional Assessment**

Instructor: Brandi N. Frisby  
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### **Course Description**

In instructional settings (e.g., training, workshops, teaching, online courses, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these instructional contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will conduct needs assessments research, present needs assessment results, and research and develop sound assessment plans to be implemented.

### **Learning Outcomes**

1. Students will understand, and be able to articulate, the importance of assessment in instructional communication and instructional contexts.
2. Students will understand potential outcomes of instructional communication as they relate to cognitive, affective, and behavioral dimensions of learning.
3. Students will be able to evaluate existing assessment measures.
4. Students will be able to design, implement, and interpret their own assessment plan.

### **Required**

Backlund, P. & Wakefield, G. (2010). *A Communication Assessment Primer*.  
(Available in PDF only; May be purchased at  
<http://www.natcom.org/ProductCatalog/Product.aspx?id=985>)

IRB Certification – must be on file with me by the first week of classes

Readings posted on Blackboard

## **POLICIES**

### **Attendance**

It truly is in your best interest to attend class every day in order to improve your chances of succeeding in this class. Given the limited number of days we have to meet, there should be NO unexcused absences. Excused absences, as defined by university policies or as determined by me on a case-by-case basis, will allow for work to be made up with no penalty to your grade.

### **Assignment Submission**

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due before class begins.

### **Late/Make Up Work**

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). Due dates will not be arranged around due dates in other courses.

### **Participation**

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and your own classroom experiences.

### **Student Behavior**

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

### **Plagiarism**

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also

includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

## **Major Project**

For this class, you will individually propose an assessment project to be conducted. This assessment project can include any of the pre-approved opportunities below or you may propose your own project. However, this decision must be made quickly, negotiated with the appropriate person, and negotiated with me by **January 28<sup>th</sup>**.

Pre-approved opportunities:

- Service learning courses (w/ Jami Warren)
- Interpersonal communication courses (w/ Molly Reynolds)
- CIS 110/111 traditional vs. online vs. hybrid (or some other negotiated assessment of 110/111/112 w/ Amy Gaffney)
- COMFORT curriculum for physicians (w/ Elaine Wittenberg-Lyles)
- K-12 Teacher Summer Workshops (grant application in progress w/ Frisby, Sellnow, Cupp, Kaufmann and potentially w/ Consulting Project w/ Sarah Kerckmar)
- MC3 Lab (w/ Jeff Van Cleave)

Although this project will not be completed during this semester, it is **expected that it will be completed during either the summer 2013 or fall 2013 semester** in collaboration with Dr. Frisby and to fulfill the professional and ethical obligations agreed upon with the administrator with whom you meet. Ultimately, this project will have a variety of outlets that may be appropriate for presentation (e.g., NCA Basic Course Division, NCA Communication Center Division; Basic Course Directors' Conference) or publication (e.g., Communication Education, Communication Teacher, Basic Communication Course Annual) and **it is expected that you will submit to at least one of these outlets.**

## **Assignments**

### **Needs Assessment Report (75 points)**

You should conduct a preliminary needs assessment to help guide your assessment plan design and implementation. Your needs assessment should include at least one meeting with the administrator(s) associated with your project. Based on this information and any existing data that you may access (e.g., previous assessment effort reports, existing data published through UK's office of assessment), you should develop a report that includes a) an executive summary, (b) an introduction that sets the context and establishes significance of assessment for this context, (c) the needs or expected learning outcomes of the students/course/program, d) a summary of the efforts currently being used to meet those needs, e) a summary of any existing assessment data, and f) conclusions that can be drawn about the current state of assessment and direction that assessment should take for your project. Your report should be 6-8 pages of text.

### **Assessment Measure Profile Presentation (50 points)**

You will be randomly assigned to either a cognitive, affective, or behavioral outcome and choose a communication measure that fits that outcome. You should choose a measure that has potential for inclusion in your own project proposal. You will prepare a 20 minute presentation to talk about the conceptualization and operationalization of the communication construct, reliability, validity, and brief examples of how it has been used to assess students, personnel, courses and/or programs in the past. A handout for each member of class is required; a powerpoint is optional.

### **Assessment Prospectus (100 points)**

Your assessment prospectus should include two major parts. First, include a rationale that sets the context (e.g., service learning, interpersonal communication course), establishes the importance of assessment in this particular context, reviews and critiques previous assessment efforts at other institutions and our own, and logically argues for and leads the reader to a series of research questions and/or hypotheses related to the assessment you will conduct (some of this may come from your needs assessment report). Second, you should include a method section that describes the assessment procedures, instrumentation, timeline, and data analysis plan you are proposing. The proposal should be 10-12 pages of text. Feedback on the prospectus should be incorporated (when relevant) to the IRB application.

### **Final Presentation (50 points)**

The administrators that you have been working with (and other key assessment personnel) will be invited to our class to hear about the assessment plan you have developed and plan to implement. You will have 20-25 minutes to make a “sales pitch” like presentation. Following the presentation, there will be a Q&A session. Any feedback from me, fellow students, or the administrators should be incorporated into IRB revisions.

### **Assessment Project IRB (25 points)**

Based on your prospectus, you should complete the appropriate IRB forms. IRB forms should be submitted during finals week to obtain approval by the summer or fall semester (depending on your proposal plan timeline).

**Tentative Class Schedule**  
CAP = Communication Assessment Primer

<b>Day</b>	<b>Topics, Assignments, and Readings</b>
	<b>Foundations of Assessment</b>
January 14	Course Introduction; What is assessment? Why assess? Assess who? Read: CAP 1, Goulden (1992), McCroskey (2007)
January 21	NO CLASS – MLK Day
January 28	Individual Student/Course Assessment Read: CAP 4, CAP 5, CAP 6, Kerby and Romine (2010)
February 4	Program/University Assessment Guest Speaker: Tara Rose, Director, UK Office of Assessment (2:30 pm) Read: CAP 2, CAP 3, Parks et al. (2011), Morreale et al. (1993)
	<b>Assessment Outcomes</b>
February 11	Cognitive Learning Read: King and Witt (2009); Chesebro and McCroskey (2000) <b><i>Due: Measure Profile Presentation</i></b>
February 18	Affective Learning Guest Speaker: Kristen LeBlanc Farris, Director Basic Communication Course at University of Texas – San Marcos (3 pm) Read: Richmond et al. Ch. 4 and 8, Anderson and Anderson (1982), Mottet and Richmond (1998) <b><i>Due: Measure Profile Presentation</i></b>
February 25	Skills/Behavioral Learning Read: Morreale et al. 2011; Cegala and Broz (2002) <b><i>Due: Measure Profile Presentation</i></b>
March 4	In Class workshop: Using Needs Assessment <b><i>Due: Needs Assessment Report</i></b>
March 11	NO CLASS – Spring Break
	<b>Assessment in Contexts</b>
March 18	Assessing General Education/Basic Course/Communication Centers Guest Speaker: Joe Valenzano, Professor at University of Dayton, Incoming Editor of Basic Course Annual Journal Read: CAP 9, CAP 10, Avanzino (2010), Helsel and Hogg (2006)
March 25	Assessing K-12 and Interventions Guest Speaker: Timothy Mottet, Dean of College of Fine Arts and Communication, Texas State – San Marcos (2:30 pm) Read: CAP 12, Weber et al. (2001); Mottet et al. 2008
April 1	Assessing Training, Orientation, and Development Read: CAP 7, CAP 8, Shepherd and Salembier (2011), Haviland et al. (2010); Appendix A in Barwani et al. 1997 <b><i>Due: Rationale Draft (Optional)</i></b>

	<b>Completing Assessment</b>
April 8	Assessment Design, Method, and Data Analysis Read: Weber et al. (2011); Parker and Geron (2007), Yu (2012)
April 15	Closing the Assessment Cycle: Implementing Change Read: Edgar and Hyde (2005) <i>Due: Assessment Prospectus</i>
April 22	<i>Due: Final Presentations</i>
April 29	<i>Due: Assessment Project IRB Due</i>