

COMMUNICATION SKILLS

Liberal Arts Core Description

Students should be able to speak, listen, read, write, and view effectively, adapting appropriately to the audience and material at hand. <http://www.uni.edu/vpaa/lac/goals.shtml>

The development of abilities in written and oral communications must be based upon critical thinking and logical reasoning. Students must have the opportunity to develop further their thinking, reasoning, writing, speaking, reading, and listening skills through practice and performance which is subjected to frequent and individual evaluation. They need to develop the ability to prepare messages for varied audiences, with varying purposes in a variety of contexts. As consumers of communication, they need to develop their abilities to interpret, analyze, evaluate, and enjoy messages they receive. <http://www.uni.edu/vpaa/lac/purposecategory.shtml>

Sources of Data

NSSE data are from the 2008 administration of the National Survey of Student Engagement. Under the 2008 columns are data for UNI students; under the Carnegie columns are data from a selected cohort of Carnegie classification peers: California State Polytechnic University-Pomona, Southeastern Louisiana University, Central Washington University, SUNY College at Cortland, East Central University, University of North Alabama, Eastern Kentucky University, University of West Georgia, Eastern Washington University, University of Wisconsin-Oshkosh, Missouri State University, University of Wisconsin-Whitewater, Pittsburg State University, Western Carolina University, Sam Houston State University, Western Connecticut State University, and Slippery Rock University of Pennsylvania. Graduating senior survey data are from the 2007-8 administration by Office of Institutional Research. See tables below for sources of MAPP data.

Speaking

Experience

NSSE <i>The top percentage is for the combined responses for very often or often; the lower percentage is the response for never.</i>	Classification	2008	Carnegie
1b. In your experience at your institution during the current school year, about how often have you made a class presentation?	First-year	37% 13%	31% 17%
	Seniors	65% 3%	65% 4%

Self-Rating of Competence

NSSE <i>The top percentage is for the combined responses for very much or quite a bit; the lower percentage is the response for very little.</i>	Classification	2008	Carnegie
11d. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?	First-year	73% 3%	64% 7%
	Seniors	76% 3%	73% 6%

Graduating Student Survey (Seniors) <i>The percentage is the combined responses for excellent or good.</i>	2008
Rate how well UNI has prepared you for speaking effectively. (Q1)	84.5%

Listening

Self-Rating of Competence

Graduating Student Survey (Seniors) <i>The percentage is the combined responses for excellent or good.</i>	2008
Rate how well UNI has prepared you for listening effectively. (Q4)	87.5%

Writing

Experience

NSSE <i>The top percentage is for the combined responses for very often or often; the lower percentage is the response for never.</i>	Classification	2008	Carnegie
1c. In your experience at your institution during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in?	First-year	48% 18%	58% 11%
	Seniors	37% 22%	45% 16%
1d. In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?	First-year	73% 4%	78% 2%
	Seniors	82% 1%	85% 1%

NSSE, continued <i>UNI data for 2008 is the top figure; data for selected Carnegie peers is the bottom figure.</i>	Classification	More Than 20	11-20	5-10	1-4	None
3c. During the current school year, about how many papers or reports of 20 pages or more have you written?	First-year	0% 1%	1% 1%	1% 4%	10% 11%	88% 83%
	Seniors	1% 1%	1% 2%	3% 6%	45% 38%	50% 53%
3d. During the current school year, about how many papers or reports of between 5 and 19 pages have you written?	First-year	1% 1%	3% 4%	23% 21%	58% 57%	14% 17%
	Seniors	2% 4%	10% 10%	33% 29%	46% 46%	8% 11%
3e. During the current school year, about how many papers or reports of fewer than 5 pages have you written?	First-year	9% 10%	20% 19%	38% 35%	33% 33%	1% 3%
	Seniors	21% 15%	22% 19%	26% 27%	29% 34%	2% 6%

Writing, Continued

Self-Rating of Competence

NSSE <i>The top percentage is for the combined responses for very much or quite a bit; the lower percentage is the response for very little.</i>	Classification	2008	Carnegie
11c. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively?	First-year	72% 1%	73% 5%
	Seniors	76% 2%	75% 74%

Graduating Student Survey (Seniors) <i>The percentage is the combined responses for excellent or good.</i>	2008
Rate how well UNI has prepared you for communicating through writing. (Q2)	84.4%

MAPP—Scaled Scores

Note: The upper scores in each row are the scores for entering freshmen (0 hours of credit completed) tested in Fall 2007; the lower scores are for seniors tested in Spring 2007.

	Possible Range		Mean Score	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	First-Year	441.70	430	439	451
		Seniors	452.33	435	451	464
Critical Thinking	100 to 130	First-Year	110.87	106	110	115
		Seniors	114.35	110	115	120
Reading	100 to 130	First-Year	116.89	111	118	122
		Seniors	119.99	115	121	127
Writing	100 to 130	First-Year	113.89	111	114	117
		Seniors	114.82	111	114	117
Mathematics	100 to 130	First-Year	113.68	110	113	117
		Seniors	115.98	111	115	122

MAPP—Proficiency Ratings

ETS data for percentages of test-takers at each proficiency level are derived from MAPP testing of students in master’s (comprehensive) colleges and universities from July 2003 through July 2007. The UNI data is from entering freshmen (0 hours completed) taking MAPP in Fall 2007 and seniors taking MAPP in Spring 2007.

PROFICIENCY CLASSIFICATION BY SKILL DIMENSION AND YEAR IN SCHOOL							
Skill Dimension	Year	Proficient		Marginal		Not Proficient	
		UNI	ETS	UNI	ETS	UNI	ETS
Writing, Level 1	<i>First-year</i>	52%	55%	33%	29%	15%	15%
	<i>Seniors</i>	66%	71%	29%	21%	5%	8%
Writing, Level 2	<i>First-year</i>	16%	12%	31%	33%	53%	55%
	<i>Seniors</i>	17%	22%	41%	40%	42%	38%
Writing, Level 3	<i>First-year</i>	8%	5%	17%	21%	75%	75%
	<i>Seniors</i>	9%	9%	24%	32%	67%	59%

MAPP Proficiency Classifications for Writing (<http://www.ets.org/MAPP>)

To be considered Proficient at **level 1** a student should be able to

- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- Recognize appropriate transition words
- Recognize incorrect word choice
- Order sentences in a paragraph
- Order elements in an outline

To be considered Proficient at **level 2** a student should be able to

- Incorporate new material into a passage
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns, and conjunctions) when these elements are complicated by intervening words or phrases
- Combine simple clauses into single, more complex combinations
- Recast existing sentences into new syntactic combinations

To be considered Proficient at **level 3** a student should be able to

- Discriminate between appropriate and inappropriate use of parallelism
- Discriminate between appropriate and inappropriate use of idiomatic language
- Recognize redundancy
- Discriminate between correct and incorrect constructions
- Recognize the most effective revision of a sentence