Curricular Goals Study  
Sub-Committee on Communication and Rhetoric  
Faculty Survey

Introduction: The Curricular Goals Study Sub-Committee on Communication and Rhetoric is seeking input from members of the Holy Cross faculty who make special efforts to teach communication skills along with the disciplinary content in their field of study. You have been identified by the chair of your department as someone that may be able to assist our committee through sharing your experiences with teaching written, verbal, and/or electronic communication skills. This survey is confidential. We are seeking your input as we begin to discuss how we might improve the teaching of these skills at Holy Cross. A member of our committee will contact you to set up a time to meet with you to discuss the following questions if you are willing to participate. We are not asking you to prepare written responses. However, we would ask that you reflect upon the questions before you meet with our committee member.

1. What do you consider to be the skills for effective communication (written, verbal, and electronic) that a student should acquire while at Holy Cross?

2. Do you believe that Holy Cross students are adequately prepared to communicate in writing, electronically, and verbally when they enter the college? (Please use the following scale to indicate your perception of students' general level of preparation: 1=substantially less than adequate, 2=somewhat less than, adequate, 3=adequate, 4=somewhat more than adequate, 5=substantially more than adequate.)

3. Do you perceive significant improvement in the ability of your students to effectively communicate their ideas during their four years at Holy Cross? (Please use the following scale to indicate your perception of student improvement: 1=no improvement, 2=minimal improvement, 3=good improvement, 4=outstanding improvement.)

4. What specific pedagogical strategies have you developed to teach writing, speaking, and/or electronic communication in your classes? How do you assess progress in these areas during your courses? Do you have examples of assignments, exercises, or handouts that you would be willing to share with the committee?

5. Do you believe that you are able to devote a sufficient amount of time and attention to developing communication skills in your courses? (Please use the following scale to indicate your perception of the time available for teaching communication skills: 1=substantially less than adequate, 2=somewhat less than adequate, 3=adequate, 4=somewhat more than adequate, 5=substantially more than adequate.)

6. Are communication skills best taught in courses specifically devoted to teaching these skills (such as college-wide writing and/or speaking courses) or as a part of courses offered within academic disciplines?

7. Do you perceive the existing curriculum to be adequately structured to support the development of effective communication skills? (Please use the following scale to indicate your perception of the adequacy of the existing curriculum for the development of communication skills: 1=substantially less than adequate, 2=somewhat less than adequate, 3=adequate, 4=somewhat more than adequate, 5=substantially more than adequate.) Are there any changes that you would suggest?

8. Have you received professional training in teaching communication skills? What assistance would you need to more effectively teach these skills?

9. Do you think there is anything else that Holy Cross could do (such as programs, additional resources, etc.) to help students develop their communication skills?