

Degree Program Student Learning Report

Revised August 2017

Communications Bachelor of Arts

Fall 2020-Spring 2021

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality:	The Department of Communications supports the mission of RSU and the School of Liberal Arts by fostering the skills of critical thinking, writing, research, and oral communication among our students.	The overall mission is to develop in students the general and specific knowledge and skills to function as effective citizen-leaders and to serve in a variety of careers associated with the discipline of communications.

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning	The School offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative	Our department will provide a BA degree with a strong focus on oral and written communication, critical thinking and creativity, as well as extra-curricular activities, internships and scholarly activities.	Students completing a Bachelor of Arts degree in Communications will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
and critical and creative thinking.	technology.		
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.			
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
The department will revise existing student learning outcomes and/or formulate new ones.	N	The faculty weren't able to work on this due to the nature of the pandemic-disrupted academic year.
COMM 4163 Global Communication will no longer be used to measure the first learning outcome.	N	The department did not discuss this but will discuss it in the next academic year.
The grade on the presentation in COMM 3253 Argumentation and Persuasion will no longer be used as an assessment measure. A presentation in another required course will be used.	Y	The presentation in Digital Design (COMM 3313) is now used to assess students' oral presentation skills.
The mid-point satisfaction survey will no longer be administered in COMM 3253 Argumentation and Persuasion, which will move out of the core and become an elective under the new curriculum, but will instead be administered in Media Law, Public Relations Strategies, or Digital Design.	N	The mid-point survey wasn't administered during the 2020-2021 academic year, but it will be administered in Writing for the Media (COMM 3023) during the 2021-2022 academic year.
Revise departmental purpose.	N	The faculty weren't able to work on this due to the nature of the pandemic-disrupted academic year.

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless,

respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
The Department of Communications wasn't subject to peer review during the 2019-2020 academic year.	N/A	

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome									
SLO #1: Students completing a Bachelor of Arts degree in Communications will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.									
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)				
1a. Student learning in written communication will be measured by assessing all students' performances on their research papers in COMM 4163 in	1a. 75% of students will demonstrate written skills and critical /creative thinking, by achieving a grade of C or higher in their major research paper.	All participating students' final research papers were counted.	29	97% of students met or exceeded the C threshold.		Y			
					17-18		18-19	19-20	20-21
				A	11		10	9	8
				B	9		8	10	16
				C	4		13	3	4
				D	1		1	0	0
F	0	2	0	1					

**A.
Student Learning Outcome**

SLO #1: Students completing a Bachelor of Arts degree in Communications will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																								
Global Communication				<table border="1"> <tr> <td>Total</td> <td>25</td> <td>34</td> <td>22</td> <td>29</td> </tr> <tr> <td>Success</td> <td>96%</td> <td>92%</td> <td>100%</td> <td>97%</td> </tr> </table>	Total	25	34	22	29	Success	96%	92%	100%	97%																															
Total	25	34	22	29																																									
Success	96%	92%	100%	97%																																									
1b. Oral communication will be measured by assessing all students' major presentations in COMM 3313 Digital Design.	1b. 75% of students will demonstrate oral skills by achieving a grade of C or higher on their presentations in COMM 3313 Digital Design	<p>All participating students' presentation scores in COMM 3313 were counted.</p> <p>*The data for prior years is from students' debates in Argumentation and Persuasion. See explanation below.</p>	9	<p>89% of the students met or exceeded the C threshold.</p> <table border="1"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>24</td> <td>10</td> <td>8</td> <td>9</td> </tr> <tr> <td>B</td> <td>9</td> <td>5</td> <td>5</td> <td>0</td> </tr> <tr> <td>C</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>D</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Total</td> <td>33</td> <td>17</td> <td>13</td> <td>9</td> </tr> <tr> <td>Succ</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>89%</td> </tr> </tbody> </table>		17-18	18-19	19-20	20-21	A	24	10	8	9	B	9	5	5	0	C	0	1	0	0	D	0	0	0	0	F	0	0	0	1	Total	33	17	13	9	Succ	100%	100%	100%	89%	Y
	17-18	18-19	19-20	20-21																																									
A	24	10	8	9																																									
B	9	5	5	0																																									
C	0	1	0	0																																									
D	0	0	0	0																																									
F	0	0	0	1																																									
Total	33	17	13	9																																									
Succ	100%	100%	100%	89%																																									

1c. Creative and critical thinking will be measured by assessing all students' capstone projects in COMM 4913 Senior Capstone.	1c. 75% of students will demonstrate critical thinking and oral communication skills by achieving a grade of C or higher on their capstone projects in COMM	<p>All participating students' capstone projects presentations scores in COMM 4913 were counted.</p> <p>The oral</p>	19	<p>88% of students earned a C or higher on their capstone projects.</p> <table border="1"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>15</td> <td>10</td> <td>9</td> <td>9</td> </tr> <tr> <td>B</td> <td>8</td> <td>3</td> <td>6</td> <td>3</td> </tr> <tr> <td>C</td> <td>1</td> <td>3</td> <td>4</td> <td>3</td> </tr> </tbody> </table>		17-18	18-19	19-20	20-21	A	15	10	9	9	B	8	3	6	3	C	1	3	4	3	Y
	17-18	18-19	19-20	20-21																					
A	15	10	9	9																					
B	8	3	6	3																					
C	1	3	4	3																					

	4913 Senior Capstone.	presentations were reviewed by the entire department faculty.		D	0	0	0	1
				F	0	1	0	1
				Total	24	17	19	17
				Succ	100%	94%	100%	88%

**H.
Conclusions**

Students in Global Communication (1a) exceeded the performance threshold for the final research paper. The instructor notes that student success can once again be attributed to the cumulative approach of assignments leading up to their final research paper. The instructor intends to change the title of this course to reflect its focus on global popular culture. This year Digital Design (1b), a core class in our new curriculum, replaced Argumentation and Persuasion (now an elective) as the class in which students' oral presentation skills are assessed. It was offered for the first time as a blended class during the Spring 2021 semester, and it worked well. Students worked together and used their design skills to create effective presentations. Students continued to exceed the assessment threshold on their projects in Senior Capstone (1c), despite the challenges of creating and presenting them during the pandemic.

A.
Student Learning Outcome

SLO #2: Graduates will demonstrate proficiency in communication principles.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																								
2a. Student-learning in Media Theory (COMM 3833) will be measured by assessing all student test scores.	2a. 75% of the student will earn a C grade or higher on their overall examination grade in this course.	All participating students' midterm and final exam scores in Media Theory were counted.	21	90% of the students earned a C or better on their combined midterm and final exams. <table border="1" data-bbox="1226 548 1787 846"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> <td>3</td> <td>0</td> <td>2</td> </tr> <tr> <td>B</td> <td>5</td> <td>10</td> <td>2</td> <td>11</td> </tr> <tr> <td>C</td> <td>7</td> <td>7</td> <td>5</td> <td>6</td> </tr> <tr> <td>D</td> <td>4</td> <td>4</td> <td>8</td> <td>2</td> </tr> <tr> <td>F</td> <td>4</td> <td>1</td> <td>9</td> <td>0</td> </tr> <tr> <td>Total</td> <td>24</td> <td>25</td> <td>24</td> <td>21</td> </tr> <tr> <td>Succ</td> <td>67%</td> <td>80%</td> <td>33%</td> <td>90%</td> </tr> </tbody> </table>		17-18	18-19	19-20	20-21	A	4	3	0	2	B	5	10	2	11	C	7	7	5	6	D	4	4	8	2	F	4	1	9	0	Total	24	25	24	21	Succ	67%	80%	33%	90%	Y
	17-18	18-19	19-20	20-21																																									
A	4	3	0	2																																									
B	5	10	2	11																																									
C	7	7	5	6																																									
D	4	4	8	2																																									
F	4	1	9	0																																									
Total	24	25	24	21																																									
Succ	67%	80%	33%	90%																																									
2b. Student-learning in research methodology will be measured by assessing all students' final examination performance in COMM 3713 Communication Research Methods.	2b. 75% of students will earn a C or higher on their final examination in this course.	All participating students' final exams in COMM 3713 were counted.	14	64% of students earned a C or better on the final examination. <table border="1" data-bbox="1226 1040 1787 1338"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>4</td> <td>0</td> <td>1</td> </tr> <tr> <td>B</td> <td>7</td> <td>10</td> <td>10</td> <td>5</td> </tr> <tr> <td>C</td> <td>3</td> <td>8</td> <td>8</td> <td>3</td> </tr> <tr> <td>D</td> <td>9</td> <td>5</td> <td>3</td> <td>3</td> </tr> <tr> <td>F</td> <td>3</td> <td>2</td> <td>1</td> <td>2</td> </tr> <tr> <td>Total</td> <td>27</td> <td>29</td> <td>22</td> <td>14</td> </tr> <tr> <td>Succ</td> <td>49%</td> <td>76%</td> <td>81%</td> <td>64%</td> </tr> </tbody> </table>		17-18	18-19	19-20	20-21	A	3	4	0	1	B	7	10	10	5	C	3	8	8	3	D	9	5	3	3	F	3	2	1	2	Total	27	29	22	14	Succ	49%	76%	81%	64%	N
	17-18	18-19	19-20	20-21																																									
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2c. Student-learning in media production will be measured by assessing all final projects in COMM 2003 Video Production.	2c. 80% of students will earn a C grade or higher on their final project in COMM 2003 Video Production	All participating students' final projects scores in COMM 2003 were counted.	17	88% demonstrated proficiency by securing a grade of C or better on the project. <table border="1" data-bbox="1220 228 1776 521"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>30</td> <td>14</td> <td>15</td> <td>5</td> </tr> <tr> <td>B</td> <td>13</td> <td>13</td> <td>8</td> <td>6</td> </tr> <tr> <td>C</td> <td>3</td> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>D</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>F</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total</td> <td>49</td> <td>29</td> <td>28</td> <td>17</td> </tr> <tr> <td>Succ</td> <td>93%</td> <td>96%</td> <td>85%</td> <td>88%</td> </tr> </tbody> </table>		17-18	18-19	19-20	20-21	A	30	14	15	5	B	13	13	8	6	C	3	1	3	4	D	1	0	1	1	F	2	1	1	1	Total	49	29	28	17	Succ	93%	96%	85%	88%	Y
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Total	49	29	28	17																																									
Succ	93%	96%	85%	88%																																									

**H.
Conclusions**

The Media Theory (2a) class was delivered entirely online this year because of the COVID-19 pandemic. Both the midterm – which was reintroduced after poor performance on the final exam when it was the only test (although there were weekly quizzes) – and the final were open-book online exams. This change likely greatly contributes to the higher success rate on exams this year. If this seems to be working as a way for students to know the material, however, the instructor may keep using open-book online exams. The instructor of Communication Research Methods was pleased that 81% of students earned a grade of C or higher on their midterm exams. However, despite using Kahoot to review for both exams and giving chapter quizzes, students didn't meet the threshold for the final exam. Video Production (2c) was taught via Zoom in both the Fall and Spring semesters. Zoom proved quite effective for teaching the class. Students in Video Production continued their trend of exceeding the standard set for the assessment measure.

**A.
Student Learning Outcome**

SLO #3: Students will indicate they are satisfied with the instruction they have received in the program.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																								
3a. Students will respond to a satisfaction survey at the mid-point in their program of instruction.	3a. 75% of students surveyed in the mid-point in their program (COMM 3253 Argumentation and Persuasion) will report that they are satisfied with their undergraduate coursework.	All participating communication majors student surveys responses were counted.	N/A	<p>No students had the opportunity this year to report whether they are satisfied with their undergraduate coursework.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">16-17</th> <th style="text-align: center;">17-18</th> <th style="text-align: center;">19-20</th> <th style="text-align: center;">20-21</th> </tr> </thead> <tbody> <tr> <td>SA</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">5</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Neu</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>D</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">0</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>SD</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">0</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">13</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Succ</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		16-17	17-18	19-20	20-21	SA	N/A	N/A	4	N/A	A	N/A	N/A	5	N/A	Neu	N/A	N/A	4	N/A	D	N/A	N/A	0	N/A	SD	N/A	N/A	0	N/A	Total	N/A	N/A	13	N/A	Succ	N/A	N/A	69%	N/A	N/A
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D	N/A	N/A	0	N/A																																									
SD	N/A	N/A	0	N/A																																									
Total	N/A	N/A	13	N/A																																									
Succ	N/A	N/A	69%	N/A																																									

**H.
Conclusions**

Because of the transition to the new curriculum and the difficulties caused by moving away from all in-person classes this academic year, the mid-point survey wasn't administered. The faculty decided that it will be administered next year, and in the years to follow in Writing for the Media (COMM 3023).

**A.
Student Learning Outcome**

SLO #4: Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																																								
4a. Student preparation and satisfaction will be measured through a survey conducted in COMM 4913 Senior Capstone.	4a. 75% of the students surveyed in Senior Capstone (COMM 4913) will indicate that they are satisfied with their undergraduate coursework (Q1), that their coursework has effectively prepared them for their future career (Q2), and that they were satisfied with the quality of technology (Q3).	The survey was directed to all students enrolled in the senior capstone class. There were 3 open-ended follow up questions accompanying each Likert Scale question.	13	<p>62% agree that their courses were effective, 46% agree that they are prepared for the future, and 77% agree that they are satisfied with departmental technology.</p> <table border="1" data-bbox="1234 621 1780 943"> <thead> <tr> <th colspan="4" style="text-align: center;">20-21 Capstone Results</th> </tr> <tr> <th></th> <th>Courses</th> <th>Future</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>8</td> <td>6</td> <td>10</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>4</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>2</td> <td>2</td> <td>3</td> </tr> <tr> <td>Total</td> <td>13</td> <td>13</td> <td>13</td> </tr> <tr> <td>Success</td> <td>62%</td> <td>46%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="1234 1016 1780 1338"> <thead> <tr> <th colspan="4" style="text-align: center;">19-20 Capstone Results</th> </tr> <tr> <th></th> <th>Courses</th> <th>Future</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>10</td> <td>9</td> <td>9</td> </tr> <tr> <td>Neutral</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total</td> <td>11</td> <td>11</td> <td>11</td> </tr> <tr> <td>Success</td> <td>91%</td> <td>82%</td> <td>82%</td> </tr> </tbody> </table>	20-21 Capstone Results					Courses	Future	Tech	Agree	8	6	10	Neutral	3	4	0	Disagree	2	2	3	Total	13	13	13	Success	62%	46%	77%	19-20 Capstone Results					Courses	Future	Tech	Agree	10	9	9	Neutral	1	1	1	Disagree	0	1	1	Total	11	11	11	Success	91%	82%	82%	N
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Disagree	0	1	1																																																										
Total	11	11	11																																																										
Success	91%	82%	82%																																																										

18-19 Capstone Results			
	Courses	Future	Tech
Agree	5	5	6
Neutral	0	0	0
Disagree	4	4	3
Total	9	9	9
Success	56%	56%	67%

17-18 Capstone Results			
	Courses	Future	Tech
Agree	10	11	13
Neutral	5	5	3
Disagree	8	7	7
Total	23	23	23
Success	44%	48%	57%

**H.
Conclusions**

This year's Capstone students indicated satisfaction with the technology available in the department, but they were concerned about their preparation for future careers and the quality of the coursework, particularly in production classes (according to comments in the Spring Capstone survey). The declining numbers in some areas may partly be attributable to changed and limited modes of instruction due to COVID-19, particularly in production courses. Some Spring Capstone students thought that the department's equipment was dated.

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
The department will revise existing student learning outcomes and/or formulate new ones.	All	Some of the current departmental student learning outcomes may encompass too many outcomes and are too general. The faculty was unable to discuss this proposed change during the pandemic 2020-2021 academic year.
The department will examine the performance standards for student learning outcome measures that are regularly and easily surpassed.	All	If performance standards are overwhelmingly surpassed every year, then students' actual learning in classes is possibly not being well assessed.
The department will decide whether to continue to use Global Communication (COMM 4163) to measure SLO 1a.	1a	Two courses taught by Dr. Evusa are included in program course assessment, while no courses taught by Dr. Blakely and Mr. Crowley are included. A change might better reflect outcomes produced by the entire faculty.
The mid-point satisfaction survey will no longer be administered in COMM 3253 Argumentation and Persuasion but will instead be administered in Writing for the Media.	3a	COMM 3253 will no longer be a required course for majors if the proposed departmental curriculum changes are approved. Writing for the Media is a required class and will be taken by most majors at the midpoints in their academic careers.

Revise departmental purpose.

N/A

The departmental purpose includes a lot of items, and they should be separated and listed accordingly. Also, the departmental purpose on our SLRs still doesn't match the one listed in the Bulletin. If what follows from the Bulletin is our official purpose, then we need to change what appears in the Bulletin: *"The Department of Communications offers dynamic courses in radio-television, corporate communications, and communication arts, including theatre. Its philosophy is that developing one's overall communication skills is paramount for personal success, and that society needs articulate citizens to lead the mass media, corporations, and civic institutions."*

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 9

B. List the direct measures (see appendix): 1a: written communication; 1b: oral communication; 1c: creative and critical thinking; 2a: test scores; 2b: final examination performance; and 2c: final projects

C. List the indirect measures (see appendix): 3a: mid-point satisfaction survey, 4a: senior capstone survey and 4b graduate exit survey

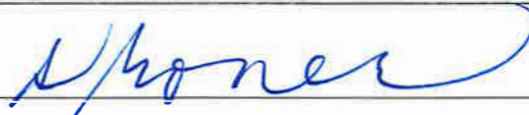

PART 7

Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
David Blakely, Associate Professor	Report/plan analysis	David Blakely ^{tt} see email
Thomas Crowley, Instructor	Report/plan analysis	Thomas Crowley
Juliet Evusa, Professor	Data collection, report/plan analysis	Juliet Evusa Juliet Evusa ^{see email}
Bruce Hartley, Assistant Professor	Data collection, report/plan analysis	Holly Kruse ^{tt}
Holly Kruse, Professor	Data collection, report/plan analysis, report writing	Bruce Hartley ^{tt} see email
Lee Williams, Assistant Professor	Data collection, report/plan analysis	TT for Lee Williams see email

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Steven Rosser		6.7.21
Dean	Keith Martin		6/8/21

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.